T.C.
UFUK UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
DIVISION OF ENGLISH LANGUAGE TEACHING

INTER-RELATIONSHIP BETWEEN EFL TEACHERS' SELF-CONCEPT EVALUATION, SELF-ESTEEM, PEDAGOGICAL CONTENT KNOWLEDGE AND DEMOGRAPHICS

MASTER'S THESIS

DİDEM SULTAN DEMİRMAN

SUPERVISOR
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BİLDİRİM

Hazırladığım tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kâğıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

† Tezimin 6 ay süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin tamamı her yerden erişime açılabilir

Didem Sultan DEMİRMAN

22.01.2021

To my dear self…

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ABSTRACT

DEMİRMAN, Didem Sultan. Inter-Relationship between EFL Teachers' Self-Concept Evaluation, Self-Esteem, Pedagogical Content Knowledge and Demographics**,** Master's Thesis, Ankara, 2021.

This study aimed to investigate the inter-relationship between EFL Teachers' Self-Concept Evaluation, Self-Esteem, Pedagogical Content Knowledge and demographic variables in Turkey, in private university settings. In this respect, quantitative methods were used with three Likert-scales, Teachers' Self-Concept Evaluation Scale (TSCES), Rosenberg's Self-Esteem Scale (SES), and Pedagogical Content Knowledge Scale (PCKS) were administered for the data collection procedure. The demographic variables were age, gender, year of experience and having a graduate study. The study was conducted at Atilim University School of Foreign Languages and Ufuk University, School of Foreign Languages, with a sample of 93 EFL teachers. The findings revealed that EFL teachers' Self-Concept Evaluation, Self-Esteem and Pedagogical Content Knowledge have no significant relationship with their demographic variables. Only *age* is found to be associated with Pedagogical Content Knowledge. Moreover, it was seen that EFL teachers' Self-Concept does not predict their Self-Esteem and Self-Esteem does not predict EFL teachers' Pedagogical Content Knowledge. However, EFL teachers' Self-Concept Evaluation does have a significant impact on their Pedagogical Content Knowledge. *Competence, Self-Acceptance and Satisfaction* sub-dimensions of Self-Concept Evaluation impacted Pedagogical Content Knowledge significantly.

Keywords: EFL Teachers, Self-Concept Evaluation, Self-Esteem, Pedagogical Content Knowledge.

ÖZ

DEMİRMAN, Didem Sultan. Yabancı Dil Olarak İngilizce Öğretmenlerinin Benlik-Kavramı Değerlendirmelerinin Benlik Saygısı, Pedagojik Alan Bilgisi ve Demografik Değişkenler ile Karşılıklı İlişkisi

Bu çalışmada özel üniversite bağlamında görev yapmakta olan yabancı dil olarak İngilizce öğretmenlerinin benlik-kavramı değerlendirmelerinin benlik saygısı, pedagojik alan bilgisi ve demografik değişkenler ile karşılıklı ilişkisinin araştırılıp bulunmasına çalışılmıştır. Bu bağlamda, 3 adet Likert puanlı ölçek yardımıyla nicel araştırma metodu uygulanmıştır. Ölçekler 6 puanlık Öğretmenlerinin Benlik-Kavramı Değerlendirme Ölçeği, 4 puanlık Benlik Saygısı ölçeği ve 9 puanlık Pedagojik Alan Bilgisi Ölçeğidir. Demografik etkenler yaş, cinsiyet, deneyim yılı ve lisansüstü eğitim yapmış olmak olarak belirlenmiştir. Çalışma Atılım Üniversitesi Yabancı Diller Yüksek Okulu ve Ufuk Üniversitesi Yabancı Diller Yüksek Okulu'nda totalde 93 adet Yabancı dil Olarak İngilizce okutmanının katılımıyla gerçekleşmiştir. Elde edilen sonuçlara göre, Öğretmenlerinin Benlik-Kavramı Değerlendirmeleri, Benlik Saygısı ve Pedagojik Alan Bilgisi Değerlendirmeleriyle demografik değişkenler arasında anlamlı bir ilişki çıkmamıştır. Sadece *yaş* değişkeni Pedagojik Alan Bilgisi ile anlamlı bir şekilde ilişkili bulunmuştur. Diğer taraftan, öğretmenlerin Benlik-Kavramı Değerlendirmeleri, Benlik Saygısı değerlendirmelerinde etkili ya da tahmin edici olmamıştır. Buna ek olarak, Benlik Saygısı değerlendirmeleri Pedagojik Alan Bilgisi Değerlendirmelerinde etkili rol oynayan bir faktör olmamıştır. Ancak, yabancı dil olarak İngilizce öğretmenlerinin Benlik-Kavramı Değerlendirmelerinin Pedagojik Alan Bilgisi Değerlendirmelerinde önemli bir etkiye sahip olduğu sonuçlarda görülmüştür. Özellikle Benlik Kavramı Değerlendirme Ölçeğinin *Yeterlik, Kendini Kabullenme ve Tatmin* alt başlıklarının Pedagojik Alan Bilgisi Değerlendirmelerini önemli ölçüde etkilemiştir.

Anahtar Kelimeler: Yabancı Dil Olarak İngilizce Öğretmenleri, Öğretmenlerinin Benlik-Kavramı Değerlendirmeleri, Benlik Saygısı, Pedagojik Alan Bilgisi.

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LIST OF ABBREVIATIONS

EFL	**:** English as a Foreign Language
ELT	**:** English Language Teaching
TEFL	**:** Teaching English as a Foreign Language
SC	**:** Self-Concept
SCE	**:** Self-Concept Evaluation
TSCE	**:** Teachers' Self-Concept Evaluation
TSCES	**:** Teachers' Self-Concept Evaluation Scale
SE	**:** Self-Esteem
SES	**:** Self-Esteem Scale
PCK	**:** Pedagogical Content Knowledge
PCKS	**:** Pedagogical Content Knowledge Scale

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I. INTRODUCTION

1.1. Background of the Study

Every profession has its own nature and so does teaching. Teaching can be the most rewarding job of the world because teachers raise and see the growth of the young generation to the adulthood. From junior school to college, teaching, in every subject is quite significant for the development of the next generation of a country.

It is important to distinguish teaching subjects from each other because each subject matter has its own distinctive nature within the domain. When we come to the matter of "teaching a foreign language" and circumstances in this domain, it is very different because the subject matter of language teaching is more difficult to define. "The content of language teaching is more complicated and divergent than that of other subjects" (Borg, 2006, p. 3). Among various foreign languages, English is a prerequisite because of its status of being a lingua franca (Seidlhofer, 2001; Crystal, 2003) and it is stated as an international language (Jenkins,2000) and it is also identified as a global language (Gnutzmann, 1999). In the context of Turkey, which is in the expanding circle of countries, English is a foreign language (Kachru, 1982). In an English as a Foreign Language (EFL) classroom, since the learners can only receive the target language input in the classroom setting, EFL teachers are their first-hand source of information and there is a great deal of expectations. Borg asserts that "language teachers are seen to be distinctive in terms of the nature of the subject, the content of teaching, the high energy teaching methodology, teacher–learner relationships" (2006, p.3). Depending on this, EFL teachers are likely to face emotional load, language anxiety and intercultural circumstances, which also make them distinctive (Gkonou & Miller, 2017; Horwitz, 1996). As a result, language teachers may question their own identity and language skills and their level of self-perception could be lower (Gkonou & Miller, 2017; Horwitz, 1996).

So far, there has been a lot of interest in learning and learners because they are in the centre of the whole process. The growth of "learner-centredness", the learner and their psychology and wellbeing have been the subject of research studies and research interest since the advent of the communicative language teaching method. (Mercer et al., 2016). However, as much as learners, teachers also deserve to be studied and

understood more in terms of their psychology and self-system (Hiver & Dörnyei, 2015; Horwitz, 1996; Kubanyiova, 2012; Villa & Calvete, 2001). As they have several roles in one time such as manager, provider, source, peer, planner; the pressure on teacher is more than anticipated. The higher the responsibility is, the more they may become vulnerable.

From this point of view, how language teachers perceive themselves, if they have a favourable self-estimation is worth searching much deeply for the quality and effectiveness of language teaching. To be able to understand their perceptions, the study of "self-concept evaluation" will be the guiding principle in this study. Self is referred to a process which is not applicable to empirical investigation, "the self-concept construct will be used as the leading construct because it is referred to the product concept" (Gecas, 1982, p. 3).

A healthy view of self is a fundamental need for a language teacher. A good number of researchers underline the significance of elements like teacher's skills, personality traits, dynamic dispositions, sense of confidence, etc., (Deci & Ryan, 1987; Handley, 1973; Horwitz, 1996). One of the most important factors that affect an EFL teacher's better functioning at skills as a teacher, personality and dynamic disposition regulation is self-concept evaluation (Villa & Calvete, 2001). Thus, self-concept and self-concept evaluation tend to have a huge impact on EFL teachers and their profession. So far, several studies have been conducted on the importance of teachers' self-concept for both teaching and learning processes (Burns, 1982; Elexpru,1988). Few studies in literature made self-concept of EFL teachers as a focus (Rachmawati et al., 2017). Hence, there seems to be not enough study specifically interested in EFL teachers' Self-Concept and the primary aim of this study to reveal possible relationships between EFL teachers' Self-Concept Evaluation and Self-Esteem, Pedagogical Content Knowledge and demographics (age, gender, year of experience and having a graduate study).

1.2. Theoretical Background

Since the emergence of the questions regarding the existence, the human mind and self, there have been noticeable frameworks and theories, which aimed reflecting and presenting the characteristics of selves and Self-Concept Theory (SCT). According

to the APA psychology dictionary, “self” is the individual’s totality, consisting of all characteristic traits, conscious and unconscious, mental and physical. From this point of view, Self-concept (SC)is defined by various researchers as a person’s perception of himself (Shavelson, Hubner & Stanton, 1976); what a person thinks of oneself; an integral construct that integrates all individual self-experience; a theory that a person holds about himself or herself as an experience that functions in interaction with the world (Epstein, 1982; 1973, p.405); the entirety of a complex, integrated and dynamic system of learned views, attitudes and opinions that each individual thinks to be true about his or her personal presence (Purkey, 1988, p. 2); the organized system of all experiences that a person has about itself (Opačić, 1995).

The brief history of SCT started with René Descartes (1644) when he wrote Principles of Philosophy. He questioned the existence and then he hypothesised that where there is thinking there must be existing. He depended the existence to the perception.

According to the study conducted by Purkey (1988), Sigmund Freud follows Descartes as a second milestone of the development of SCT. Purkey stresses that Sigmund Freud brought us a new view of the value of internal mental processes and “Freud's daughter gave crucial emphasis to the growth of ego and self-interpretation” (1988, p.2). One of the most prominent studies regarding SCT came from Carl Rogers (1947), though. Rogers views *self* as a central point to the human personality and personal regulation. He stated that there is a basic need for people to regard themselves positively and to be regarded positively by others (Rogers,1947).Previously, Purkey’s definition of self-concept has been proposed and from his point of view it can be said that it is a set of self-schemata which organise our past experiences and they are utilised to synthesise the information from our social experiences (Brown& Taylor,1986; Markus et al.,1985) According to Purkey (1988), here are the basic features of the SC:

Table 1:
The summary of Purkey's view of Self-Concept

SC is learned.	**SC is organised.**	**SC is dynamic.**
No one is born with a SC; in the early months of life, it emerges progressively.	Stable quality of SC gives consistency to the personality.	Enables each person in life to take a stance in life which is consistent.
It is shaped and reshaped via repeated perceived experiences.	Tends to resist change.	Provides direction for behaviour. SC protects itself constantly against the failure of Self-esteem.
Significant-other has a particular role in this shaping process.	Helps the person reflect on past events and analyse present perceptions and shape future experiences.	The things are perceived in relation to the one's Self-Concept and its development is a continuous process.

Source: Purkey, W.W. (1988). *An overview of self-concept theory for Counsellors*. Ann Arbor, Michigan: ERIC Clearinghouse on Counselling and Personnel services.

According to Markus and Wurf (1987), in SC, not all self-schemata worked at the same time because it is context-driven, and it selects tasks and relevant self-schemata to accomplish it. Each particular task has its own circumstances, and this allegation led other scientists to come with an idea called "working self-concept", underlying those specific tasks and specific self-schemata chosen for them particularly. Villa and Calvete (2001) assert that it is understandable to propose the existence of a Professional Self-Concept (PSC), consisted of self- schemata associated with different aspects of oneself as regards professional activity.

Generally conceptualized as a part of the Self-Concept, to some, Self-Esteem (SE) is one of the most important facets of the SC (Cast & Burke, 2002). In fact, for a while, much interest was shown to SE because it seemed to be the same concept with the SC in literature on the *self* (Rosenberg, 1976; 1979). This attention on SE has mostly

been because of the relationship with high self-esteem with various favourable results for the persons and for the whole society (Baumeister, 1993; Smelser, 1989). Verification of a person's self, self-concept produces feelings of being competent and worthy, increase in self-esteem, which is intertwined with the self-concept evaluation (Cast & Burke, 2002). In this study, EFL teachers' self-concept is devised as a construct that combines several sub- categories relating satisfaction, integrity, learning disposition, and some elements significant for the quality development of the EFL teachers.

Self-Esteem (SE) refers generally to the positive evaluation of one's self (Gecas, 1982; Rosenberg, 1990; Rosenberg et al., 1995). It includes two outstanding aspects, *competence* and *worth* (Gecas, 1982; Gecas & Schwalbe, 1983). The competence aspect (efficacy-based self-esteem) refers to the degree to which people view themselves as adequate and effective. The worth aspect (worth-based self-esteem) refers to the extent to which individuals think they are people of value (Cast & Burke,2002, p.2). Theorists typically assume that SE plays a crucial role in the Self-Concept structure (Campbel, 1990). Self-esteem is associated with teachers' self-image, which means how they truly view themselves (Lawrance, 2006; Bong & Skaalvik, 2003).

The term Pedagogical Content Knowledge (PCK) was introduced by Shulman (1986), who is a researcher on teacher education. PCK involves subject-specific knowledge for teaching purposes. According to Shulman (1987), "it serves as the category most likely to distinguish the understanding of the content specialist from that of the pedagogue" (p. 8). He identified PCK as "one of the most crucial knowledge bases that a teacher should carry in order to teach effectively" (Shulman, 1986, p. 15-16) and Brosh (1996) identified the necessary qualities of the effective language teacher as comprehended by foreign language teachers and students in Israel. Among the five characteristics seen in that study, the first one underlies the importance of PCK is the knowledge and command of the target language.

Over the last few decades, the researchers conducted various studies to discover the factors affecting the quality of instruction. The most significant research area focuses on teachers as an important element for quality of teaching. The professional roles of teachers are complex, and the successful fulfilment of the

profession necessitates the possession of certain personality characteristics and abilities (Stojiljković et al., 2013, p. 875). Especially teaching English as a Foreign Language (EFL) and EFL teachers have a different position because "being a foreign language teacher is a unique profession of teaching. Becoming a foreign language teacher is a different process from that which other future teachers' experience" (Hammadou & Bernhardt, 1987, p. 305). According to them, this stems from subject matter of foreign language. In foreign language teaching, the content and the learning process of it are the same. To put in another way, in foreign language teaching the medium is the message (Hammadou & Bernhardt, 1987, p. 305). Furthermore, in his study, Borg (2006, p. 5) ordered five important factors that can distinguish the experience of foreign language teachers as follows:

1) The *nature of the subject matter itself*. FL teaching is the only subject where effective instruction requires the teacher to use a medium the students do not yet understand.

2) *The interaction patterns necessary to provide instruction*. Effective FL instruction requires interaction patterns such as group work which are desirable, but not necessary for effective instruction in other subjects.

3) *The challenge for teachers of increasing their knowledge of the subject*. Language teachers teach communication, not facts. In other subjects, teachers can increase their subject matter knowledge through books, but it is harder for FL teachers to maintain and increase their knowledge of the FL because doing so requires regular opportunities for them to engage in FL communication.

4) *Isolation*. FL teachers experience more than teachers of other sub- jects feelings of isolation resulting from the absence of colleagues teaching the same subject.

5) *The need for outside support for learning the subject.* For effective instruction, FL teachers must seek ways of providing extracurricular activities through which naturalistic learning environments can be created. Such activities are less of a necessity in other subjects.

To summarise, it is accepted that the confidence in someone's abilities has an impact on that person's eagerness to trigger a behaviour of coping and to put effort to a certain task (Bandura, 1977). According to the studies of Baumert and Kunter (2006; 2011) and Shulman (1986), the contemporary models of teachers' professional competence demonstrate the significance of motivation, professional educational knowledge and self-regulatory tendencies. These findings pave the way of the conduction of the current study. Therefore, it is aimed to analyse empirically the association between EFL teachers' Self-Concept Evaluation and their Self-Esteem and Pedagogical Content knowledge.

1.3. Statement of the Problem

Teachers are important for the development of the next generations of a country, so they hold an important position in the society. They are important for the learners' success and institutional recognition. As they have such a lot of significance, it is worth studying in terms of teachers' beliefs regarding their *selves* and how they perceive themselves. When it is teaching a foreign language, processes get a lot more intricate such as the content of the subject and communication aspect come into the foreground. Since the advocacy of the learner centred approach, there has been a great emphasis on learner self-evaluation and self-concept. However, teachers are also important as they are the ones who create that learner identity and self-concept. Research suggests that teachers' self-concept is so important that their self-concept evaluation affect the learners' self-concept, too (Mercer, 2011). However, it is noticed that research on teachers' self-concept is largely missing, especially in higher education settings (Lochbeck et al., 2017; Mbuva, 2016; McInerney et al., 2018; Roche & Marsh, 2000; Sparks & Lipka, 1992). Therefore, by aiming to fill the gap in the literature, the current study aims to find out possible associations among EFL teachers' Self-Concept Evaluation (SCE), Self-Esteem (SE), Pedagogical Content Knowledge (PCK) and their demographic variables (age, gender, experience, having a graduate study).

1.4. The Purpose and the Significance of the Study

The current study will be a remarkable effort in the determining and creating an awareness of the EFL teachers' self-concepts and their self-perception and to what extent they evaluate their selves successfully or positively by taking their demographics

into account and then their self-esteem and their pedagogical content knowledge relationships. This study will also provide recommendations on how to improve English Language Teaching departments in terms of Teaching English as a Foreign Language (TEFL) in our context and how to improve teachers' general and professional wellbeing in the occupation. The findings of this study will shed light to teacher education programmes, curricula and the researchers.

Since there are not many studies carried out on teachers who work in preparatory schools at university level of private institutions, thanks to this study, those who are in administrative positions, professional development unit members and English Language Teaching (ELT) Programmes will pay more attention to EFL teachers' Self-Concepts and their evaluation by the teachers. By following the evaluations in regular intervals, changes in the evaluations can be observed and better teaching and learning conditions could be created. EFL teachers can be more aware of the variables which affect their self-perception, and they can attach more importance to the sentences they say to themselves. As a total result, EFL teachers' level of professional and general wellbeing level be higher in the upcoming years or so.

1.5. Research Questions

The central aim of this study is to have a better understanding about the possible relationship among Self-Concept Evaluation of EFL teachers, their Self-Esteem and Pedagogical Content Knowledge. In addition to this, the researcher will examine the relationships of these constructs with EFL teachers' demographics.

1- What effect do demographic variables have (gender, having a graduate degree, age, and year of experience) on EFL Teachers' Self-Concept Evaluation, Self-esteem and Pedagogical Content Knowledge?
   a) Is there any significant difference between gender in terms of EFL Teachers' Self-Concept Evaluation, Seif-Esteem and Pedagogical Content Knowledge?
   b) Is there any significant difference between having a graduate degree of EFL teachers in terms of EFL Teachers', Self-Concept Evaluation, Self-esteem and Pedagogical Content Knowledge?
   c) Is there any significant relationship of age with EFL Teachers' Self-Concept Evaluation, Self-esteem and Pedagogical Content Knowledge?

d) Is there any significant difference between year of experience in terms of EFL Teachers' Self-Concept Evaluation, Self-esteem and Pedagogical Content Knowledge?

2- Does EFL Teachers' Self-Concept Evaluation predict their Self-Esteem?
3- Does Self-Esteem predict EFL Teachers' Pedagogical Content Knowledge?
4- Does Self-Concept Evaluation predict Pedagogical Content Knowledge of EFL Teachers?

1.6. The Assumptions and Limitations of the Study

First, the participants are from only two private institutions as state university EFL teachers couldn't be included to the study because of the logistics and global health issues of the implementation time of the study. Secondly, the results cannot be overgeneralized as it was conducted in a limited number of EFL teachers and in a limited environment.

1.7. List of terms and Definitions

Self: The totality of the individual, consisting of all characteristic attributes, conscious and unconscious, mental and physical.

Self-Concept: An organized set of perceptions, cognitions, or evaluations that one holds about their abilities and characteristics.

Self-Concept Theory: The endeavour of the description of the ways people organises and interpret their inner world of personal existence.

Professional Self Concept: Self-schemata relating to various facets of oneself as regards professional activity.

Self-Concept Evaluation: Teachers' evaluation of professional self-concept via an instrument from a multidimensional perspective.

Ideal Self: The self that we would very much like to become

Actual Self: Self representations that one actually possesses

Self-Esteem: It refers to the extent to which we like, accept or approve of ourselves, or how much we value ourselves.

Pedagogical Content Knowledge: The synthesis of teachers' subject matter knowledge with their pedagogical knowledge.

II.LITERATURE REVIEW

2.1. The history of Self-Concept and Self-Concept Evaluation

When Rene Descartes wrote his book called “Principles of Philosophy” in 1644, it was considered as a breakthrough in the human reflection about the inner self which is not physical. Descartes suggested that doubt was a fundamental tool of disciplined inquiry. He reasoned that if he could doubt then he was thinking, and therefore he must exist. So, existence and perception were mutually dependent to each other.

The second milestone for the development of the self-concept theory could be considered as Sigmund Freud’s studies regarding the importance of internal mental processes in 1900. Following his works, his daughter put central emphasis on the development of ego and self-interpretation in 1946. After that, Raimy (1948) stated how individuals see themselves was important for the psychotherapies. However, according to Purkey and Schimidt (1987), the most influential work related to self-concept theory had been conducted by Carl Rogers in 1947. In that review of Purkey and Schmidt (1987), Rogers had a point of view that the central element in human personality and individual adjustment is the self. Rogers (1947, p. 10) made a description of the self as “a social product which is developing through interpersonal relations and seeks consistency at a point in time”. He underlined the basic need for positive remark not only from others but also from ourselves. That study was thought to be a breakthrough for the study of the self-concept (Purkey & Schmidt, 1987).

According to Purkey’s study (1988), there were a growing interest in the area of research regarding self-concept. So, it can mean that since 1960s, there has been a good body of research entailing “self-concept”. Purkey (1988) states that nothing else but our own perceptions regarding ourselves has the most profound impact on our thoughts and behaviours. Purkey (1988, p. 2) describes self-concept as “the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence”. And he maintains as, “many of the successes and failures that people experience in many areas of life are closely related to the ways that they have learned to view themselves” (1988, p.3). He

points out three important aspects of self-concept as **"being learned, organised and dynamic"** in his following remarks.

Gecas (1982) contributed to the field by making a detailed research about the self-concept theory. He pointed out a period of lack of interest in the area of self-concept for a while but then it revitalised because of the impact of "cognitive revolution" in psychology. At that time, there was an interest on "personality, identity and self-phenomenon". In his work, Gecas (1982) made a detailed review of literature regarding developments and trends in self-concept theory in social psychology.

The empirical research conducted in the area of self-concept revealed a great variety and complexity about its knowledge and how it affects the behaviour regulation (Higgins,1983). One of the prominent research in the area of the self is Markus and Nurius's *possible selves* theory in 1986. According to them, possible selves are connected to the dynamic features of self-concept, and possible selves are derived from the representations of the self from the past and they include representation of the self in the future (Markus & Nurius, 1986, p.2). Possible selves provide a powerful bridge-like role between one's mental images and actual behaviour, which means that possible selves are responsible for our actual behaviours. These dynamic provisioned selves can be either positive like our hopes, desires and aspirations, and also negative regarding one's future identity-related fears (Kubanyiova,2012). Possible selves are a significant, essential motivation source, which supports feelings of self-efficiency, competence and behaviour control (Bandura,1986). Markus and Nurius (1986) state that self-conceptions of one are ever-evolving, multi-faceted and dynamic.

Markus, Smith and Moreland (1985) offered a definition of self-concept as *a set of self-schemata* which organise past experiences and are utilised to process information from social experiences. However, not all the self-schemata are active at the same moment, which means they are context driven. Depending on the certain contexts, certain self-schemata, which are relevant, start to be activated. It can be regarded as constantly active shifting array of present self-knowledge (Markus & Nurius, 1986, p. 5). This is called "working self-concept". Thus, it is sensical to mention the notion of "professional self-concept" related to working self-concept, which emerges regarding the contexts where professional activities take place. In the EFL context for teachers, it is formed throughout their teaching career and when it is formed, it encompasses being

knowledgeable and confident in the profession of EFL (Demirezen & Özönder, 2016). These self-qualities both could be explained by having a favourable self-concept and demonstrating a good working pedagogical content knowledge.

Marsh and Shavelson (1985, p. 2-3) provided a definition and set of principles of self-concept as follows:

1. It is multifaceted in that people categorise vast amount of information about themselves and relate those categories to one another.

2. It is hierarchically organised. Perceptions of the behaviour at the base, then moving to the inferences about self in sub areas (e.g., Academic English), then inferences about self in general.

3.It is situation specific and less stable.

4. As humans grow from infancy to adulthood, self-concept becomes increasingly multifaceted.

5.It has both descriptive (I am happy) and evaluative dimensions (I do my job well).

Shavelson, Hubner and Stanton (1976) state that self-concept is affected by the evaluations of significant others and reinforcements and attributions of one's behaviour. They posited regarding the multifaceted and hierarchical model of self-concept *(Figure 1):*

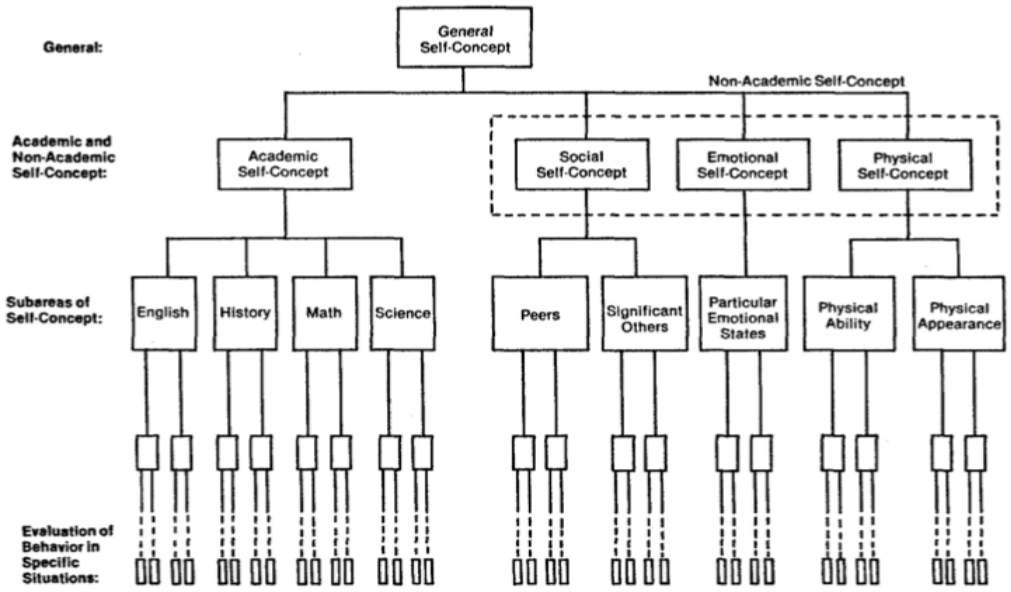

Figure 1. A Model Structure of Self-Concept

Source: Shavelson, Hubner & Stanton (1976). *Self- concept: Validation of construct interpretations.* Review of Educational Research, 46(3), 407-441, p. 413.

As aforementioned, self-concept is multi-faceted, and hierarchical, it includes divergent domain-specific perceptions (e.g., academic, or professional) (Shavelson et al., 1976). In Shavelson's model, self-concept is divided into categories as "academic and non-academic". What academic self-concept entails is the knowledge of the subject matter, academic success and performance. It has a big role in personal development and also in the professional life (Alagözlü, 2016).

2.2. Self-Concept and Self-Esteem

Over a hundred years ago, first direct association between self-concept and self-esteem was formed by James (1890) and he stated that the higher one's self-evaluation is, the higher their self-esteem is. Beane and Lipka (1980) referred the previous studies by stating that the terms self-concept and self-esteem were used interchangeably. However, they stressed that they are theoretically distinct, and they defined self-concept as descriptive and self-esteem as valuative. Within self-perception, they considered them two different constructs.

Competence and interpersonal relations, two sub-dimensions of self-concept, are the mostly studied elements by the self-esteem researchers (Lachowicz-Tabaczek & Śniecińska, 2011). They were thought to be interrelated (Franken, 1994). Contrary to these views, in their studies Hansford and Hattie (1982) found that the relationship

between self-concept and self-esteem weren't strongly correlated (r = 0.20). Contrary to this result, a more recent study revealed that self-esteem sub-constructs (Satisfaction, Knowledge, Commitment, Adaptation, and Communication) predicted professional self-concept of EFL teachers positively and significantly (Motallebzadeh & Kazemi, 2018). Further relationship aspects will be discussed in the part *2.3*.

2.3. Self-Concept and Demographics

A study which examined the relationship between EFL teacher effectiveness and self-concept is conducted by Diem (2016). The purpose of the study was to investigate if EFL teachers' self-concept is effective on their teaching English as a foreign language. The researcher conducted the study on 275 EFL teachers and 88 high school senior students in South Sumatra. The variables of the study were the education, teaching experience and age. The results indicated that there was an association between teachers' self-concept and the four factors of teacher effectiveness. Experience variable showed itself as the salient factor of influence besides the self-concept. Education variable was also found as an effective factor here.

2.4. Studies on Self-Concept with other Variables

There have been various studies conducted to see if there is a relationship between teachers' self-concept and other variables.

One of them is the study carried out to see the relationship between SC and personality factors and locus of control (Sparks & Lipka, 1992). In their study, they tried to define who master teachers are and what certain characteristics they have. They stated the rationale behind their efforts to define master teachers as the recognition and appreciation to be shown to them and so that they will be able to serve as mentors to the novice teachers. As a result, they believe that this cycle will improve classroom teaching. In their studies, they assert there have been studies which examined the importance of teacher personality and teacher self-concept in regarding student learning and student self-concept. They refer to Purkey and Novak (1984) as "when teachers better understand, accept, and like themselves, they are better able to understand accept, and like their students. A healthy view of self is a basic requirement for the teacher" (Sparks & Lipka, 1992, p. 304). They added locus of control as another variable and they conducted the study on 29 secondary school teachers and 501 eight to twelve grade

students. As a result, they achieved that teachers' personality factors and how they perceive themselves affect students' self-concepts and their positive or negative evaluations regarding their teachers. They suggested there should be self-awareness and studies of healthy view of self should be utilised in pre-service programmes.

Another study was conducted by Stojiljković et al. (2014), who studied the relationship between teachers' self-concept and empathy. The purpose of their study was to investigate the way teachers perceive themselves which means what their self-concept was, and the way they assessed their empathic skills. They also examined the connection between the self-concept and empathy. The subjects were 120 teachers from several primary and secondary schools in Serbia. The results demonstrated that from all dimensions of self-concept, teachers' evaluation of themselves were positive and the degree of their empathy was quite high. Almost all aspects of self-concept were found to be linked with empathy. However, the most important factor of high empathy was shown as *favourable self-concept.*

Another study conducted in Serbia has examined the association between the self-concept and teachers' professional roles (Zlatković et al., 2012). They conducted the study on a sample of 120 teachers. The results demonstrated that there is an interrelation between the global competence, which is an aspect of self-concept meaning subjective feeling of capacity for any action and its successful execution, and teachers' effectiveness in their teacher roles (Zlatković et al., 2012, p. 2). Demirezen and Özönder (2016) investigated Turkish English Teachers' professional teacher self and its relationship with their educational background and year of experience. The results of the study showed that teachers' professional self was quite high they found out a significant difference between teachers' professional self and educational background.

Furthermore, Roche and Marsh (2000) made a significant study based on university teachers' self-concept and its relationship with teaching effectiveness. They indicated that there was a similarity between the self-concept construct and the profession of teaching: they both behold multidimensionality. They summarised the dimensions of teaching as "clarity, interpersonal interaction, and subject knowledge" (Roche & Marsh, 2000, p. 9). These dimensions make the occupation quite complex, so the feedback to teaching effectiveness and teachers' self-ratings should include as many

dimensions as possible. As a result, they conclude that teachers' self-concept should be taken into consideration for better understanding of their teaching effectiveness.

Other important variables which are worth mentioning regarding the relationship with self-concept are teachers' wellbeing, job satisfaction, motivation, burnout and emotional states. There have been several studies that examined the strength of the association between aforementioned variables.

First and foremost, McInerney et al. (2018) conducted a large scale and in-depth study in terms of the variables compared with self-concept. They studied teachers' occupational attributes and their psychological wellbeing, job satisfaction, occupational self-concept and quitting intentions, and investigated teachers' occupational attributes (i.e., professional and personal characteristics) as determinants. They found out that there is a positive relationship between teachers' occupational attributes and their state of wellbeing, having job satisfaction and their self-concept, particularly. They specifically stressed that teachers' having positive self-concept prevents teacher retention.

Another study which has taken self-concept construct as central and analysed its relationship with psychological wellbeing is conducted by Craven and Marsh (2008). In their study they have reached the result that "self-concept makes a difference; people who think about themselves positively accomplish more, are healthier, more contented, and get more out of life" (Craven & Marsh,2008, p.11). Similarly, Martin (2010) suggests that self-concept is an integral part of motivation and psychological resilience. He also adds that self-concept is a powerful construct of motivation which brings fulfilments to the individual in many areas.

Burnout has also been examined by the researchers as a variable. Friedman and Farber investigated if teachers' professional self-concept is a predictor of the burnout (1992). They implemented the study on 641 teachers in Israeli elementary schools. According to the results they obtained, there is a significant correlation between the discrepancies of the self-concept dimension scores and burnout. How teachers evaluate themselves, self-views and the belief in their competencies matter for teachers' burnout.

In addition to the study discussed above, Villa and Calvete (2001) carried out a quantitative research in Spain examining teachers' self-concept evaluation and its associations with burnout. They developed a Teacher Self-Concept Scale, which evaluates teachers' professional self-concept from a multifaceted perspective (Villa & Calvete, 2001, p. 3). They conducted the study on 378 teachers. As a result, they reported that there were a number of positive correlations between teachers' self-concept evaluation and their burnout components.

In another study, Lohbeck et al. (2018) studied teachers' self-concepts and their emotions. A total of 248 teachers were examined in terms of their six-dimensions of teachers' self-concept scale including pedagogical skills, subject content knowledge, consulting, innovation, media use, diagnostics, and three emotions including enjoyment, anger and anxiety, and the relationship between these constructs was analysed. Results revealed that all six self- concepts were positively related to enjoyment and negatively related to anxiety and anger (Lohbeck et al., 2018, p. 18). Moreover, researchers found out significant results in terms of the demographics variable. Female teachers predicted their abilities regarding diagnostics significantly higher than male teachers (Lohbeck et al., 2018). Also, year of experience and being an in-service or pre-service teacher were analysed. Results indicated that teachers with fewer year of experience and pre-service teachers showed more anxiety and less positive self-concept evaluation. More experienced and in-service teachers showed more anger and have high perception of pedagogical knowledge.

There are also a few more studies which are conducted by taking into account pre-service teachers and their self-concept. Paulick et al. (2016) aimed to analyse empirically the relationship between preservice teachers' self-concepts and their professional knowledge. They studied the factorial framework of preservice teachers' academic self-concept in terms of three aspects of professional knowledge (content knowledge [CK], pedagogical content knowledge [PCK], and pedagogical/psychological knowledge [PPK]). They analysed the association between preservice teachers' academic self-concept and their professional knowledge as well. They studied on 631 teachers in Germany. The results validated that the self-concept scales were positively associated with the test scores in the professional knowledge aspects.

Alagözlü (2016) made a case study with 129 ELT department of teachers at a state university in Turkey. The aim was to discover pre-service EFL teachers' self-concept and it was hypothesised that self-concept is composed of those teachers' self-efficacy levels, self-reported language strategy and pedagogical strategies. As a result, she obtained that pre-service teachers' self-concepts could be predicted by their self-efficacy perceptions, perceived language strategy uses and perceived use of pedagogical strategies. All these aspects are found to be correlated with the self-concept construct.

Rachmawati et al. (2017) conducted a case study in Indonesia regarding self-concept of pre-service EFL teachers. She applied a case study in qualitative research method to students of English Language Teaching Programmes who were assigned to schools. She applied a purposive sampling in order to reach relevant subjects in each case. The results indicate that regarding academic self-concept construct, participants tend to perceive their competence low in four domains (understanding students' needs, Information and Communication Technology (ICT), language systems and joining conferences). But the researcher found that participants have positive self-concept but moderate academic self-concept.

In another Turkish context, Yılmaz (2018) conducted a study examining Pre-service EFL Teachers' self-concepts within the framework of teaching practicum. The data were collected by utilising a case study. From the analysis, the themes noticed are pre-service teachers' self-beliefs are deeply affected by their EFL self-concept development. The results indicated that EFL pre-service teachers need to be assisted to adopt a positive yet realistic self-concepts within the framework of EFL teacher training.

Finally, Demirezen (2016) carried out an extensive analysis regarding foreign language teachers and multiple self-concepts. He underlined the fact that EFL teachers' have multiple self-states because of the parameters as follows:

- They are not only teachers of foreign language but also, they are the learners of the language.
- Their being native or non-native creates different self-states like feared foreign language teacher self, which is a threat for teachers' self-confidence.

- Professional Language Teacher Self necessitates academic and theoretical knowledge, which is evaluated as “primary competence”.
- Improper functioning of teacher self-evaluations will end up with unwanted consequences like unaccountability, dissatisfaction, isolation and lack of professional growth.

He concluded with suggestions for teachers who held feared language teacher self-states by discovering the reason behind it (either lack of professional craft knowledge or poor self-perceptions – self-concept and self-esteem-) and controlling the feeling before it harmed their teacher achievement (Demirezen, 2016).

2.5. Self-Esteem

2.5.1. The Theory of Self-Esteem, Definitions and its Dimensions

Rosenberg’s studies in 1976 and 1979 state that self-esteem is generally conceptualised as a part of self-concept and it is one of the most significant parts of self-concept. He asserted that self-esteem was thought to be synonymous with self-concept in the literature of the self.

Heatherton and Wyland (2003, p. 220) also pointed out the same situation of the confusion between the self-concept and stated that:

> It is important to distinguish *self-esteem* from the more general term *self-concept,* because the two terms often are used interchangeably. Self-concept refers to the totality of cognitive beliefs that people have about themselves; it is everything that is known about the self, and includes things such as name, race, likes, dislikes, beliefs, values, and appearance descriptions, such as height and weight. By contrast, self-esteem is the emotional response that people experience as they contemplate and evaluate different things about themselves.

The subject of self-esteem attracted too much attention for a period of time. The reason why it attracted that much attention is that it has a close relationship with personal and societal positive outcomes (Baumeister, 1993). Thus, various distinguished scholars came up with several definitions of self-esteem in the literature.

A definition of self-esteem could be an overall positive self-evaluation (Rosenberg, 1990; Rosenberg et al., 1995). Coopersmith (1967, p. 4–5) defines self-esteem as "a personal judgment of the worthiness that is expressed in the attitudes the individual holds towards himself". Thus, self-esteem is an approach to the self and is associated with personal beliefs about skills, abilities, social relationships, and future outcomes (Heatherton & Wyland, 2003). From the point of view of Baumeister, self-esteem is the evaluative dimension of the self-concept that equals to a thorough view of the self as worthy or unworthy (Baumeister, 1998). Another definition is from Leary and Baumeister (2000, p. 2) as "self-esteem refers to a person's appraisal of his or her value, and affectively laden self-evaluation". They continue with the statement that "it is a subjective judgement, so it may or may not reflect one's objective talents or accomplishments" (Leary & Baumesier, 2000, p. 2). Leary and McDonald (2003) state that it illustrates to what extent people believe the selves to be competent, important, successful and valuable. Lawrence (2006, p. 5) defines self-esteem as "the individual's evaluation of discrepancy between self-image and ideal self". Lawrence provides a figure in his work as follows:

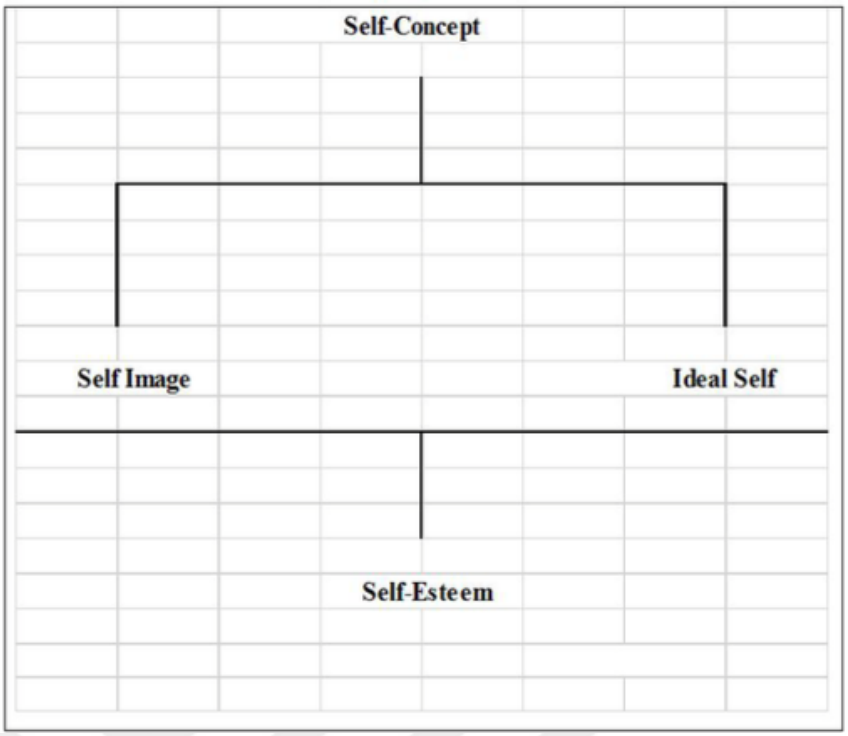

Figure 2: The status of self-esteem

Source: Lawrence, D. (2006). *Enhancing self-esteem in the classroom.* Pine Forge Press: p.60.

He thought self-concept as an umbrella term and here what he means with self-image is a person's awareness of his/her mental and physical features. The less the discrepancy between the actual self and ideal or desired self is, the higher self-esteem one will have, and vice versa.

According to Gecas (1982) and Gecas and Schwalbe (1983) self-esteem encompasses two noticeable aspects: competence and worth. The competence aspect (efficacy-based self-esteem) suggests the degree to which people view themselves as capable and efficacious. The worth aspect (worth-based self-esteem) suggests the degree to which persons feel they are valuable.

Rosenberg et al. (1995) divided self-esteem into two: global and specific. Global self-esteem mentions psychological wellbeing more and specific refers to relevant to the behaviour. According to them, global self-esteem has a central characteristic, which is self-acceptance and self-respect. It highlights positive or negative attitudes of the person as a totality. However, domain-specific self-esteem encompasses evaluations of the person's value in a specific area (such as on social, academic or professional dimensions) (Leary & Baumeister, 2000). What is meant by

these derived domain-specific self-esteems are, in order, pertaining to membership in a group, concerning academic achievements and skills and professional satisfaction, development (Khezerlou, 2014).

2.5.2. Self-Esteem and its Relationship with Interpersonal Perception and Acceptance

"Self-esteem is not formed once and for all; it is constantly being formed by how we assess ourselves in various circum- stances, with family, at work, in leisure time and among friends" (Carr, 2004, p. 206). It continues to develop during life and generally affected by the factors of family and friends as a first source. There are certain consequences of having lower or higher self-esteem. It is proposed in the studies that the ones who have lower self-esteem show some characteristics like being more emotionally vulnerable and having little interaction, not adequately enough, with the individuals who surround them. (Rosse et al., 1991; Baumeisteret al., 2003; Leary & McDonald, 2003). Rosse et al. (1991) advocate that, as a result of this inadequacy in the interpersonal relations, they may not find enough resources to solve their problems. Moreover, they pay utmost of importance what others think of them and their validation. However, having higher levels of self-esteem is more associated with positive features like taking the initiative, being more capable in solving problems and feeling valuable, contented with the self, inner happiness and wellbeing (Baumeister et al., 2003). People who have higher self-esteem tend to be more assured with themselves, feel belonged to the community they live and feel secured; they show respect and appreciation not only to themselves but also others. They may have more fulfilment in their lives in general. To achieve their goal, they could take risks and not afraid of failure. Finally, they tend to be more physically active and energetic (Leary & McDonald, 2003).

2.5.3. Self-Esteem with Demographics and other Variables

Khezerlou (2014) carried out a study regarding Evaluation of Professional Self-esteem among EFL Teachers and Students at Mevlana University. The study was conducted on ELT professors (N = 6) and EFL teacher candidates (N = 79). The findings of the study revealed that there were statistically significant discrepancies between the demographic variables and self-esteem reports. Furthermore, the results

showed slightly positive interrelation between Teacher Self-report Self-esteem and Teacher Student-report Self-esteem and moderate negative interrelation between Student Self-report Self-esteem and Student Teacher-report Self-esteem. The researcher concluded that professional self-esteem identifies the importance and value one places to his/her occupation (Khezerlou, 2014).

Josephs et al. (1992) made a research on gender and self-esteem. Subjects' self-esteem was measured by using Rosenberg Self- Esteem Scale (Rosenberg, 1965). They conducted three studies and each of them has results as follows:

They obtained data from Study 1 as men's self-esteem (SE) can be possibly related to an interpretation process in which one's personal characterisation achievements are stressed. They showed in Study 2 that women's SE could be related to a process in which has connections and dependence on significant others. Study 3 demonstrated that subjects who have high levels of self-esteem can display defensive reactions in cases of the failures to the gender-appropriate tasks.

Motallebzadeh and Kazemi (2018) conducted a research regarding EFL teachers' professional identity and their self-esteem. They analysed self-esteem with five sub-constructs: Satisfaction, Knowledge, Commitment, Adaptation, and Communication. Subjects of the study were 224 EFL teachers who teach at various language institutes. The results showed that EFL teachers' self-esteem predicted significantly their professional identity or professional self-concept.

In a study investigating self-esteem and emotional intelligence as a predictor of teacher self-efficacy, Sahin (2017) reported that some sub-components of emotional intelligence (well-being, sociality and self-esteem) positively and significantly predict the pre-service teachers' self-efficacy level, some other aspects (self-control and emotionality) do not predict the self-efficacy level significantly. He conducted the study on 212 pre-service teachers who were mostly female participants ages ranging from 20-35. On the basis of his findings, Sahin (2017) concludes that having higher levels of self-esteem helps teachers have successful adaptation to life events, positive emotions, deal with stress and not to be too critical on the self.

In another study, Mbuva (2016) investigated teachers' self-esteem and its effects on their teaching, students' learning and self-esteem. The results demonstrated that teachers' self-esteem is quite significant for the success in their profession and teachers' having higher and positive self-esteem affects students' self-esteem and improves their learning as well. The findings of the study are also going to be a guide in the professional development studies of the teachers in their universities by putting more emphasis on the enhancement of teachers' self-esteem.

Aðalsteinsson et al. (2013) studied teachers' self-esteem and its relationship to their self-efficacy regarding teaching Icelandic language at grade-schools in Iceland. 1033 teachers aging 40-49 participated to the study. Demographics were taken into consideration, such as gender, having teaching licences or not. Based on the teachers' self-esteem scores, they discovered that "many of the teachers teaching Icelandic in their compulsory schools do not feel adequately trained for the job" (Aðalsteinsson et al., 2013, p. 549). The results of the study would mainly reflect on the effects of self-esteem on teaching and teacher education programmes.

Moreover, Eggen and Kauchak (2007) detected a significant association between teachers' self-esteem and their academic success. Besides that, Villa and Calvete (2001) investigated the role of self-esteem on teacher performance and burnout tendencies. 278 secondary school teachers were qualitatively studied. The ones who had positive self-concept-satisfaction and interpersonal perception subscale- believed that they were successful at influencing student performance. Whereas teachers with negative self-esteem evaluations were recognised as they feel dissatisfied with their job or tend to quit.

2.6. Pedagogical Content Knowledge

In his study, Shulman (1986) stresses the unilateral way in teaching, and he thought it as biased. Because the attention of the research in education and teacher practice was either on content or pedagogy. He pointed out that this division does not include every aspect of teacher knowledge. He highlights this inadequacy in the comprehension of the teacher knowledge as "missing paradigm" in his research and he offered a new term called "pedagogical content knowledge" (PCK). He defined the terms as "that special amalgam of content and pedagogy that is uniquely the province of

teachers, their own special form of professional understanding" (Shulman, 1987, p.8). Shulman (1986) differentiated two central elements of PCK:

- The most frequently taught topics in the subject area and the most convenient forms of representations of the topics.
- The grasp of the factors which make the learning easy or difficult.

What Shulman (1987) believes is that there are seven categories of teacher knowledge, one of them is Pedagogical Content Knowledge, Content Knowledge (CK), general pedagogical knowledge (PK), knowledge of learners, curriculum knowledge, knowledge of educational contexts and finally knowledge of educational purposes follow it.

According to Shulman in a more recent study (2004), PCK holds a position between subject matter knowledge and pedagogical knowledge like a combination of them. It is vital for teachers to hold it. These two scopes are unified. Subject matter knowledge is also known as content knowledge (CK), which is the knowledge of a specific topic. The other domain is pedagogical knowledge (PK), for which Shulman (2004) asserted as it involves both teaching principles and strategies utilised during in-class teaching and classroom management. According to König et al. (2016), PK includes teachers' knowledge of student learning, language assessment and general education purposes.

Below in the figure, Shulman (1987) demonstrates the integration of two scopes:

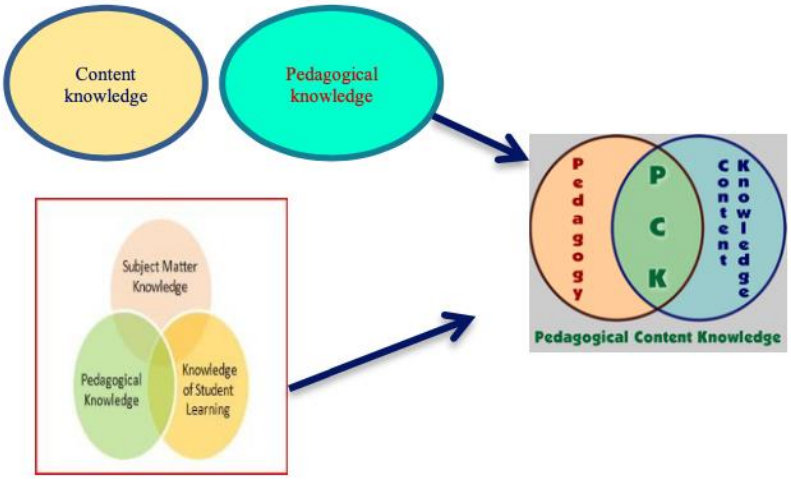

Figure 3: Scheme of Pedagogical Content Knowledge

Source: Adapted from Shulman, L. (1987). *Knowledge and Teaching - Foundations of the New Reform.* Harvard Educational Review.

Cochran et al. (1993) state that PCK is a sort of attainment which is unique for the teachers only. Teachers associate pedagogical knowledge (the insights they have all about teaching) with the subject matter knowledge (the insights they have about what they teach). This forms the basis of PCK. It is a type of synthesis of these two concepts.

2.6.1. Content Knowledge (CK)

The content knowledge (CK)is the basic knowledge of the teacher in a specific subject and particular field. It also refers to teachers' professional identity (Demirezen, 2007).

So far, there have been several studies which support the idea of CK and its being the fundamental necessity for effective teaching and learning's taking place (Darling-Hammond, 2000; Loewenberg et al.,2008; Ozden, 2008). Etkina (2010) assertsthatteachers of a particular subject should have unique understanding and skills th at combine their understanding of the subject matter they are teaching and awareness of learners who are studying the material. Moreover, Washburn et al. (2016) made a research on English teachers' CK and its impact on students' understanding of how learning takes place and reading comprehension. As a result, they found out a significant relationship between teachers' content knowledge and students' comprehension of the learning and reading.

Besides these relationships, Demirezen (2007) asserts that subject matter knowledge or professional identity of a language teacher indicates specific career duties such as language acquisition and teaching skills, critical thinking, interpersonal skills and assessment techniques.

2.6.2. Pedagogical Knowledge

Shulman (1987, p. 8) states that Pedagogical Knowledge (PK) encompasses "broad principles and strategies of classroom management and organization that appear to transcend subject matter as well as knowledge about learners and learning, assessment, and educational contexts and purposes". According to Hopmann and Riquarts (1995), general pedagogy needs clarity as well as a scientific concept and appears to be affected by cultural perspectives. There has been a systematic analysis by OECD, and it demonstrated that a shared goal in current research studies examining the PK of teachers empirically is to explain the content associated with three broader areas: knowledge of *instructional process* (e.g., teaching methods, classroom management), *student learning* (e.g., individual dispositions of students and their learning processes), and *assessment* (e.g., diagnosing principles and evaluation procedures) (König, 2014). Also, König et al. (2016) alleges that PK needs more interest as a category of teacher knowledge in empirical studies in the literature because it seems neglected compared to other components of PCK.

It has gained a popular acceptance that teacher knowledge contributes significantly to teaching effectiveness and student learning (Darling-Hammond & Bransford, 2007; Grossman & McDonald, 2008; Woolfolk-Hoy, Davis, & Pape, 2006). Furthermore, research has made clear that teachers' professional knowledge has a huge contribution to the mastering at the activities effectively that are specific to their profession (Berliner, 2001).

2.6.3. Self-Concept and Pedagogical Content Knowledge

Combs (1998) discusses the relationship with the feeling of dissatisfaction with one's own teaching performance and its impact on the profession. He finds out that there is a direct negative impact of negative self-evaluation and dysfunctional perception of one's own teaching performance and its reflection on the profession. Combs (1998) concluded with that SC was one's most precious thing one can own

because it has a continual effect on what a teacher does including teaching methods (PK/PCK), understanding students' needs (PK) and responding them accordingly. Parsons (1983) asserts that SC of the teacher has a role in choosing teaching methods, materials and techniques (PCK). Diem (2016) stated that EFL teachers, as a part of their SC, are affected by their SC, in regard to what to do or what not to do in the classroom. She thinks that EFL teachers' SC has an impact on their choice of teaching methods and techniques, even classroom management techniques. Alagözlü (2016) similarly highlights that the higher predictions teachers have on their SC; the higher perceived use of pedagogical strategies is.

2.6.4. Related Studies with Pedagogical Content Knowledge (PK, CK and PCK)

In their studies Akbari and Tajik (2009) investigated L2 teachers' Pedagogical Knowledge and compared experienced and less-experienced teachers. Eight EFL teachers participated to the study and results showed that more experienced teachers ranked self-reflection in the thought categories, whereas less experienced teachers ranked classroom management first, which shows that as the teachers' grow in the profession, their cognition also grows, and answers vary.

Paulick et al. (2016) conducted a study and considered teachers' being pre-service teachers as a variable which could be related to their professional knowledge and further its relationship with the teachers' academic self-concept is analysed. They investigated three domains of professional knowledge (content knowledge [CK], pedagogical content knowledge [PCK] and pedagogical knowledge [PK]). They analysed the association between pre-service teachers' academic self-concept and their Professional knowledge. Results demonstrated that pre-service EFL teachers' academic self-concepts are scientifically separated into the categories of CK, PCK and PK.

Gess-Newsome et al. (2017) conducted a study bearing teachers' pedagogical content knowledge, practice, and student achievement. The study aimed to measure the possible changes in teachers' knowledge and practice as a consequence of two-year Professional development intervention. They explored the associations among teacher professional knowledge and classroom practice on student achievement. They observed a relationship with student achievement and teachers' content knowledge considering

post-test results (t = 1.91, p = .064). They found a weak relationship between teacher practice and student achievement.

Olfos et al. (2014) studied teachers' PCK and its relationship with student's understanding the subject and found out that teachers' CK has a significant relation with students' learning and weaker relationship with teachers' experience.

Liu (2013) conducted a case study in China regarding the PCK as a basis of ESL teacher education. He based his study on classroom observations and interviews and concluded that pedagogical knowledge plays a more central role in ESL teaching in his context.

In this chapter, the constructs "Self-Concept, Self-Esteem and Pedagogical Content Knowledge" have been defined. For the EFL teacher and English language teaching context, it is tried to be demonstrated how important Self-Concept is. Then relevant literature has been reviewed to be able to make the relationships among each construct clearer. In the next chapter, the overall methodology of the present study will be demonstrated in a systematic way.

III. METHODOLOGY

3.1. Research Design

The present study adopts a quantitative research design which indicates "explaining phenomena by collecting numerical data that are analysed by using mathematical-based methods in particular statistics." (Aliaga & Gunderson,2002, p.1). In the current study, a survey including three scales of Self-Concept Evaluation, Self-Esteem and Pedagogical Content Knowledge is used. The first scale, Teacher Self-Concept Evaluation Scale (TSCES), was developed by Villa and Calvete (2001). The latter scale was Rosenberg's (1965) Self-Esteem Scale (SEC). The final scale is Pedagogical Content Knowledge (PCK) Scale developed Baser, Kopcha and Ozden (2015) on the base of TPACK concept and aimed to assess and evaluate English Language Instructors' Technological Pedagogical Content Knowledge. The quantitative data were executed via SPSS statistics programme. Descriptive statistics were utilised to examine the results of the quantitative surveys.

3.2. Participants

The participants of this study were 93 EFL teachers from different backgrounds who work at private universities Ufuk University and Atilim University, Schools of Foreign Languages. In the study, convenience sampling was preferred because the group of teachers were already accessible at the certain time and they were willing to participate (Griffee, 2012). The sampling technique was also preferred due to the fact that it is quite practical and easy to obtain and present the results.

There were 93 participants total in the present study. Table 2 below provides the participants' frequency and percent distribution based on gender, years of experience, and having a graduate degree in an ELT related field.

Table 2:
Frequency and percent distribution of the participants

		f	%
Gender*	Male	23	25.00
	Female	69	75.00
Years of experience	1	7	7.53
	2	8	8.60
	3	19	20.43
	4	16	17.20
	5	43	46.24
Having a graduate degree in one of ELT related fields	No	26	27.96
	Yes	67	72.04
* One of the participants did not state gender information.			

There were 23 males (25%) and 69 females (75%). The majority of participants had five-year experience (46.24%). Similarly, of 72.04% of the participants had a graduate degree related to one of ELT fields. The age information of participants is illustrated in Table 3.

Table 3:
Descriptive statistics of age of the participants

	Min	**Max**	**Mean**	**SD**
Age	24	65	35.04	8.576

The minimum age was 24, and the maximum age was 65. The average age was 35.04 (SD = 8.58).

The overall descriptive information of self-concept evaluation, self-esteem, and pedagogical content knowledge is illustrated in Table 4.

Table 4:
Descriptive information of Self-Esteem, Self-Concept Evaluation, and Pedagogical Content Knowledge

	Mean	SD	Min	Max
Self-Concept Evaluation	143.20	12.64	116	173
Self-Esteem	25.54	2.05	21	30
Pedagogical Content Knowledge	130.53	13.17	92	144

The minimum score for self-esteem was 21, and the maximum score was 21. The average score was 25.54 (SD = 2.05). The minimum score for self-concept evaluation was 116, and the maximum score was 172. The average score was 143.20 (SD = 12.64). The minimum score for pedagogical content knowledge was 92, and the maximum score was 144. The average score was 130.53 (SD = 13.17).

3.3. Instruments

3.3.1. Demographic Inventory Form

The first part of the instruments was the Demographic Inventory Form. It was given to the participants to collect their demographic information regarding their gender, age, year of experience, and holding a graduate degree.

3.3.2. Teacher Self-Concept Evaluation Scale (TSCES)

In social sciences, surveys are demanded in a great increase (Berends, 2006). They are quite popular and preferred by many scholars. As a data collection tool, questionnaires were preferred in the present study because survey design required it. Moreover, the practicality for the participants and researcher cannot be ignored, which provides ease during the conduct and scoring. Last but not least, time is always an issue for researchers and participants. Questionnaires don't take too much time to conduct. Hence, participants stay focused in the attention span. Researchers can obtain more reliable data in a short period of time. The results are generalisable and analysed statistically (Griffee, 2012). The questionnaire of Villa and Calvete (2001) -Teacher Self-Concept Evaluation Scale- is composed of 33 items, 26 of them indicate positive

self-concept and 7 of them indicate negative self-concept (Appendix 1). TSCES depend on theoretical dimensions depicted by Volpi (1996) and Villa's (1992) previous teacher self-concept scale. There are six components in the scale: *Competence, Inter-personal Relations, Satisfaction, Risk and Initiative, Self-acceptance and Relationship with Students.* Villa & Calvete (2001) summarised each component briefly as follows:

- Competence: Teachers' being confident in the classroom, their sense of feeling valuable and carrying necessary qualities to perform any tasks and dealing with possible problems could arise. Competence aspect combines teachers' self-assessment of their teaching ability. It is highly similar to personal efficacy.
- Inter-personal Perceptions: Indicates feelings about interpersonal and social integration. Teachers who score high in this dimension means enjoying their relations with the people surrounding them.
- Satisfaction: Considering their job as satisfactory, and feelings of success and accomplishment, positive aspects of the profession.
- Taking Risks and Initiatives: A sign of self-confidence and will to do things better, trying other ways to do so e.g., implementing new instructional practices (Guskey, 1988).
- Self-Acceptance: Understanding of oneself and being aware of both positive and negative sides and acceptance as a whole of those qualities. Also, it indicates keeping on learning and discovering new things.
- Relationship with Pupils: Teacher's enjoying the class and feeling appreciated by the learners.

Participants were asked to rate to what extent they agree or disagree with given statements underneath each dimension on a 6-point Likert- type scale l (Strongly Disagree), 2 (Disagree), 3 (Slightly Disagree), 4 (Slightly Agree), 5 (Agree) and 6 (Strongly Agree). TSCES Cronbach's Alpha Coefficient (Cronbach, 1951) was .89.

3.3.3. Self-Esteem Scale (SEC)

Rosenberg's Self-esteem scale was utilised in the current study which is "a widely used self-report instrument evaluating individual self-esteem" (Gray-Little et al., 1997, p. 443). It is a 10-item scale which intends to measure global self-worth by judging not only positive but also negative perceptions of the self (Appendix 2). The scale is considered as a unidimensional one. All items are answered by a 4-point Likert-scale ranging from strongly agree to strongly disagree (Rosenberg, 1965). Items 2,5,6,8 and 9 are reverse scored. SES Cronbach's Alpha Coefficient was .86.

3.3.4. Pedagogical Content Knowledge Scale (PCKS)

The Pedagogical Content Knowledge Scale (PCKS) was developed by Baser, Kopcha & Ozden (2015) taking the basis of TPACK concept which targets at self-evaluation of English Language Instructors' Technological Pedagogical Content Knowledge. The scale normally includes 39 items. However, as in the study only PCK is studied as a variable, Technological Content Knowledge dimensions were excluded, and the survey includes 16 items (Appendix 3) which fall into sub-categories below:

–Content Knowledge (1-5 Qs), where teachers are requested to assess their receptive and productive skills in the English Language.

– Pedagogical Knowledge (6-11 Qs), which evaluates teachers' knowledge regarding traditional and novel methods and approaches in the field of foreign language teaching.

– Pedagogical Content Knowledge (12-16 Qs), in which teachers are expected to assess their knowledge of pedagogical methods which are related to classroom management, informal assessment, choosing correct method and technique at particular contexts, curriculum and adaptation skills (Baser et al,2015, p.763). PCKS Cronbach's Alpha Coefficient was .88 for (CK), .92 for (PK) and .91 for (PCK).

3.4. Data Collection Procedure

Prior to the data collection procedure, the permission of Ufuk University Ethics Commission was gained. After that, the researcher requested the permission which is

necessary for the implementation of the current study and its questionnaire from the administration of Atilim University and Ufuk University School of Foreign Languages. The participants were told to do the questionnaire voluntarily since the reliable data analysis was of utmost importance for the study. The participants were acknowledged that the data they provided would be kept confidential and will only be used for scientific research purposes. The amount of time spent per scale was approximately 5 minutes and as total it took 15 minutes for the participants. All the data collection process took approximately 2 months.

3.5. Data Analysis

There were several analyses used in the present study. For the demographic variables, descriptive statistics (mean, standard deviation, percent, etc.) were performed. For the first research question, independent samples t-tests for a (gender), b (graduate degree), and d (year of experience), and Spearman Rho non-parametric correlation analyses for c (age) were conducted. Age variables were collected continuous scale, but nor normally distributed. For that reason, the relationships between age and dependent variables (SE, SCE, and PCK) were investigated with a non-parametric correlation coefficient, where both independent and dependent variables must be continuous.

Independent sample t-test and One-way ANOVA focuses on a comparison of respectively nominal or ordinal categories of a group variable and reveal whether there is a significant difference between groups in terms of the dependent variable which must be continuous scale (Field, 2017).

For the second, third, and fourth research questions, a linear regression analysis was performed. In regression analysis, the impact of several independent variables called as predictors on one dependent variable called predicted variables was revealed (Field, 2017). The analysis finds both the direction of impact positive or negative and the magnitude of the impact. For the fourth research question, a multiple linear regression analysis was performed since there were more than one predictor variables.

IV.RESULTS

In this section, the findings of the study are presented and for each research question results will be reported in a separated way.

4.1. Assumption Checks

4.2. Normality Tests

The normality test of Self-Concept Evaluation was not significant indicating that the measure was normally distributed. For Self-Esteem, Pedagogical Content Knowledge and Age, the test results were significant. In this case, the skewness and kurtosis values are suggested to be checked. If they are not fluctuated between -1.5 and +1.5, the measure can be accepted as normally distributed except for age (Tabachnick & Fidell, 2007). It appears that Self-Esteem and Pedagogical Content Knowledge can be accepted as normally distributed, but age was not normally distributed.

Table 5:
Normality tests, skewness, and kurtosis information of all variables

	Kolmogorov-Smirnov			Shapiro-Wilk			Skewness	Kurtosis
	Statistic	df	p	Statistic	df	p		
Self-Concept Evaluation	.051	93	.200	.987	93	.476	-.193	-.260
Self-Esteem	.163	93	.000	.960	93	.006	.099	.495
Pedagogical Content Knowledge	.153	93	.000	.875	93	.000	-1.030	.387
Age	.184	93	.000	.845	93	.000	1.619	2.708
Not. df stands for degrees of freedom								

4.3. Tests of Homogeneity

Levene's Test for Equality of Variances was performed to check homogeneity of variance between gender. and the results are illustrated in Table 6. The results demonstrated that for all variables. The variances were equal between females and males.

Table 6:
Levene's Test for Equality of Variances for Gender

	F	Sig.
SCE	1.081	.301
SE	1.019	.316
PCK	.371	.544

Levene's Test for Equality of Variances was performed to check homogeneity of variance between having graduate degree or not having a degree. and the results are illustrated in Table 7. The results demonstrated that for all variables. the variances were equal between having a graduate degree or not having a degree.

Table 7:
Levene's Test for Equality of Variances for Having Graduate Degree

	F	Sig.
SCE	3.281	.073
SE	.228	.634
PCK	3.974	.050

Levene's Test for Equality of Variances was performed to check homogeneity of variance between categories of years of experience and the results are illustrated in Table 8. The results demonstrated that for all variables the variances were equal between the categories of years of experience.

Table 8:
Levene's Test for Equality of Variances for Year of Experience

	Levene Statistic	df1	df2	Sig.
SCE	.555	4	88	.696
SE	.924	4	88	.454
PCK	1.235	4	88	.302

4.4. Research Question 1." What effect do demographic variables have (gender, having a graduate degree, age, and years of experience) on EFL teachers' Self-Concept Evaluation, Self-esteem and Pedagogical Content Knowledge?"

a) Is there any significant difference between gender in terms of EFL Teachers' Self-esteem, Self-Concept Evaluation and Pedagogical Content Knowledge?
b) Is there any significant difference between having a graduate degree of EFL teachers in terms of EFL Teachers' Self-esteem, Self-Concept Evaluation and Pedagogical Content Knowledge?
c) Is there any significant relationship of age with EFL Teachers' Self-esteem, Self-Concept Evaluation and Pedagogical Content Knowledge?
d) Is there any significant difference between year of experience in terms of EFL Teachers' Self-esteem, Self-Concept Evaluation and Pedagogical Content Knowledge?

For *a* sub-question of the first research question, independent samples t-test analysis checked whether Self-Concept Evaluation, Self-Esteem, and Pedagogical Content Knowledge scores differed by gender. The descriptive statistics for the scores are presented in Table 9.

Table 9:
Descriptive statistics for Self-Concept Evaluation, Self-Esteem, and Pedagogical Content Knowledge by Gender

		N	Mean	SD	Min	Max
Self-Concept Evaluation	Male	23	146.17	13.710	126	173
	Female	69	142.01	12.176	116	165
	Total	92	143.05	12.629	116	173
Self-Esteem	Male	23	25.17	1.992	21	29
	Female	69	25.64	2.079	21	30
	Total	92	25.52	2.057	21	30
Pedagogical Content Knowledge	Male	23	132.48	13.293	92	144
	Female	69	130.09	13.146	92	144
	Total	92	130.68	13.151	92	144

The analysis revealed that there was not a significant difference in terms of gender of these three variables. The independent samples t-test table is illustrated in Table 10.

Table 10:
Independent samples t-test table of the comparing gender for Self-Concept Evaluation, Self-Esteem, and Pedagogical Content Knowledge

	t	df	p
Self-Concept Evaluation	1.375	90	.173
Self-Esteem	-.936	90	.352
Pedagogical Content Knowledge	.753	90	.453

For self-concept evaluation and pedagogical content knowledge, males had slightly higher scores than females. However, this difference did not yield a significant result. For self-esteem, the average scores were very close. In conclusion, it can be inferred that the instructors' gender did not influence their self-concept evaluation, self-esteem, and pedagogical content knowledge.

For *b* sub-question of the first research question, the independent samples t-test analysis checked whether Self-Concept Evaluation, Self-Esteem, and Pedagogical Content Knowledge scores differed by having a graduate degree in an ELT related field. The descriptive statistics for the scores are presented in Table 11.

Table 11:
Descriptive statistics for Self-concept evaluation, Self-Esteem, and Pedagogical Content Knowledge by having a graduate degree in an ELT related field

		N	Mean	SD	Min	Max
Self-Concept Evaluation	No	26	145.19	14.996	116	173
	Yes	67	142.43	11.640	116	168
	Total	93	143.20	12.644	116	173
Self-Esteem	No	26	26.00	1.918	23	30
	Yes	67	25.36	2.087	21	29
	Total	93	25.54	2.051	21	30
Pedagogical Content Knowledge	No	26	128.27	15.346	92	144
	Yes	67	131.40	12.235	92	144
	Total	93	130.53	13.167	92	144

The analysis revealed that there was not significant difference in terms of having a graduate degree in one of ELT related fields of these three variables. Independent samples t-test table is illustrated in Table 12.

Table 12:
Independent samples t-test table of the comparing having a graduate degree in one of ELT related fields for Self-Concept Evaluation, Self-Esteem, and Pedagogical Content Knowledge

	t	df	p
Self-Concept Evaluation	.944	91	.348
Self-Esteem	1.360	91	.177
Pedagogical Content Knowledge	-1.030	91	.306

For self-concept evaluation and self-esteem, those without a graduate degree had higher scores than those with a graduate degree. For pedagogical content knowledge, those with a graduate degree had higher score than those without a graduate degree. However, these differences did not yield a significant result. In conclusion, it can be inferred that the instructors' graduate degree did not influence their self-concept evaluation, self-esteem, and pedagogical content knowledge.

For *c* sub-question of the first research question, the Spearman Rho correlation coefficient for correlation analysis checked whether Self-Concept Evaluation, Self-Esteem, and Pedagogical Content Knowledge scores are related with age.The correlation results are illustrated in Table 13.

Table 13:
Correlations between age, Self-Concept Evaluation, Self-Esteem, and Pedagogical Content Knowledge

		1	2	3	4
1. Age	Pearson Correlation	1	.145	.123	.310**
	Sig. (2-tailed)	.	.166	.239	.002
	N	93	93	93	93
2. Self-Concept Evaluation	Pearson Correlation	.145	1	.058	.543**
	Sig. (2-tailed)	.166	.	.582	.000
	N	93	93	93	93
3. Self-Esteem	Pearson Correlation	.123	.058	1	-.143
	Sig. (2-tailed)	.239	.582	.	.173
	N	93	93	93	93

4. Pedagogical Content Knowledge	Pearson Correlation	.310**	.543**	-.143	1
	Sig. (2-tailed)	.002	.000	.173	.
	N	93	93	93	93
* p < .01 ** p < .05					

The table demonstrates that there was a significant, positive and medium level relationship between age and pedagogical content knowledge (r = .310, p < .01); on the other hand, no significant relationships found between age and self-concept evaluation (r = .145, p = .166) and age and self-esteem (r = .123, p = .239). In accordance with these results, we can say that age can only be associated with pedagogical content knowledge. When age increases one-year, pedagogical content knowledge also increases .302 points. The amount of variance explained by this relationship was %9.61.

For *d* sub-question of the first research question, the one-way ANOVA analysis checked whether Self-Concept Evaluation, Self-Esteem, and Pedagogical Content Knowledge scores differ by years of experience. The descriptive statistics for the scores are presented in Table 14.

Table 14:
Descriptive statistics for Self-Concept Evaluation, Self-Esteem, and Pedagogical Content Knowledge by Years of Experience

		N	Mean	SD	Min	Max
Self-Concept Evaluation	1	7	138.29	12.079	127	158
	2	8	136.75	9.192	120	153
	3	19	141.00	12.858	117	159
	4	16	149.31	11.802	124	165
	5	43	143.91	12.875	116	173
	Total	93	143.20	12.644	116	173
Self-Esteem	1	7	24.00	1.414	22	26
	2	8	24.63	2.825	21	30
	3	19	25.47	1.541	23	28
	4	16	26.06	2.144	22	29
	5	43	25.79	2.054	21	29
	Total	93	25.54	2.051	21	30
Pedagogical Content Knowledge	1	7	121.86	10.479	7	139
	2	8	128.38	14.510	110	139
	3	19	126.37	14.553	111	144
	4	16	131.00	16.733	97	144
	5	43	134.00	10.226	92	144
	Total	93	130.53	13.167	113	144

The analysis revealed that there was not a significant difference in terms of years of experience of these three variables. The ANOVA table is illustrated in Table 15.

Table 15:;
ANOVA table of the comparing gender for Self-Concept Evaluation, Self-Esteem, and Pedagogical Content Knowledge

		Sum of Squares	df	Mean Square	F	p
Self-Concept Evaluation	Between Groups	1213.124	4	303.281	1.978	.105
	Within Groups	13493.994	88	153.341		
	Total	14707.118	92			
Self-Esteem	Between Groups	30.453	4	7.613	1.878	.121
	Within Groups	356.666	88	4,053		
	Total	387.118	92			
Pedagogical Content Knowledge	Between Groups	1414.030	4	353.507	2.140	.082
	Within Groups	14537.153	88	165.195		
	Total	15951.183	92			

The four-year experience group had the highest score for self-concept evaluation, and the two-year experience group had the lowest score. The four-year group had the highest score for self-esteem, and the one-year group had the lowest score. Finally, there was an increasing trend from one-year to five-year experience groups in terms of pedagogical content knowledge. However, none of these differences were significant. It can be inferred that years of experience of the instructors did not have a significant impact on their self-concept evaluation, self-esteem, and pedagogical content knowledge.

In conclusion, except for the relationship revealed between PCK and age, the instructors' Self-Concept Evaluation, Self-Esteem, and Pedagogical Content Knowledge were independent from the demographics under investigation in the present study.

4.5. Research Question 2 "Does EFL Teachers' Self-Concept Evaluation predict their Self-Esteem?"

A linear regression analysis revealed that there was no significant impact of Self-Concept evaluation on Self-esteem of instructors, F (1, 91) = .080, p = .778. Table 12 demonstrates the coefficients of the analysis.

Table 16:
Coefficient of Self-Concept Evaluation on Self-Esteem

Model		Unstandardized Coefficients		Standardized Coefficients	t	p
		B	Std. Error	Beta		
1	(Constant)	24.848	2.444		10.168	.000
	Self-concept evaluation	.005	.017	.030	.283	.778
Note. R = .030, R^2 = .001, Adjusted R^2 = -.001						

The result indicates that there was a positive impact of self-concept evaluation on self-esteem meaning that when self-concept evaluation increases one point, self-esteem increases .005 point. However, this impact was not significant.

4.6. Research Question 3 "Does Self-Esteem predict EFL Teachers' PCK?"

A linear regression analysis revealed that there was no significant impact of self-esteem on pedagogical content knowledge of instructors, F (1, 91) = .926, p = .339. Table 17 demonstrates the coefficients of the analysis.

Table 17:
Coefficient of Self-Esteem on PCK

Model		Unstandardized Coefficients		Standardized Coefficients	t	p
		B	Std. Error	Beta		
1	(Constant)	146.976	17.152		8.569	.000
	Self-esteem	-.644	.670	-.100	-.962	.339
Note. R = .100, R^2 = .010, Adjusted R^2 = -.001						

The result indicates that there was a negative impact of self-esteem on pedagogical content knowledge meaning that when self-esteem increases one-point, pedagogical content knowledge decreases .644 point. However, this impact was not significant.

4.7. Research Question 4 "Does Self-Concept Evaluation predict Pedagogical Content Knowledge of EFL Teachers?"

A linear regression analysis revealed that there was a significant impact of Self-Concept Evaluation on Pedagogical Content Knowledge of instructors, F (1, 91) = 33.835, p < .01. Table 18illustrates the coefficients of the analysis.

Table 18:
Coefficient of Self- Concept Evaluation on PCK

Model		Unstandardized Coefficients		Standardized Coefficients	t	p
		B	Std. Error	Beta		
1	(Constant)	52.884	13.399		3.947	.000
	Self-Concept Evaluation	.542	.093	.521	5.817	.000
Note. R = .521, R^2 = .271, Adjusted R^2 = .263						

The result indicates that there was a positive impact of Self-Concept Evaluation on pedagogical content knowledge meaning that when Self-Concept Evaluation increases one-point, Pedagogical Content Knowledge increases .542 point. Moreover, Self-Concept Evaluation can explain %27.1 of the total variance of Pedagogical Content Knowledge.

To reveal which sub-factor of self-concept evaluation causes this significant impact on Pedagogical Content Knowledge, a multiple linear regression analysis was performed. The analysis revealed a significant model, F (6, 86) = 13.395, p < .01. Table 19 demonstrates the coefficients of the analysis.

Table 19:
Coefficient of Sub-components of Self-Concept Evaluation on PCK

Model	Unstandardized Coefficients		Standardized Coefficients	t	p
	B	Std. Error	Beta		

1	(Constant)	78.180	14.344		5.450	.000
	Competence	.881	.283	.314	3.117	.002
	Interpersonal perception	-.453	.269	-.167	-1.686	.095
	Acceptance of risks and initiatives	.326	.376	.090	.869	.387
	Relationship with pupils	.269	.390	.069	.690	.492
	Satisfaction	-.884	.293	-.316	-3.016	.003
	Self-Acceptance	.849	.396	.224	2.145	.035
Note. R = .695, R^2 = .483, Adjusted R^2 = .447						

Competence (β = .314, p = .002), Satisfaction (β = -.316, p = .003), and Self-Acceptance (β = .224, p = .035) sub-components of Self-Concept Evaluation impacted Pedagogical Content Knowledge significantly. When the standardized coefficients are considered, Satisfaction was the most influential sub-factor while Self-Acceptance was the least influential. The other three factors did not yield any significant impact. When the other factors are constant, one-point increase in Competence scores can result in .881 points increase in Pedagogical Content Knowledge. Again, when the other factors are constant, one-point increase in Satisfaction caused .884 points decrease in Pedagogical Content Knowledge. Moreover, when the other factors are constant, one-point increase in Self-Acceptance caused .849 points increase in pedagogical content knowledge. The instructors' Pedagogical Content Knowledge was encouraged by their Competence and Self-Acceptance; on the other hand, it was diminished with their Satisfaction. When their Competence and Self-Acceptance are high, and Satisfaction is low, they are expected to perceive more Pedagogical Content Knowledge.

V. DISCUSSION

Teaching is a complex practice and impacted by different elements like teachers' knowledge base (e.g., pedagogical content knowledge) (Bond-Robinson, 2005), their self-beliefs and perceptions (e.g., self-concept evaluation and self-esteem) (Tsui, 2003; Williams and Burden, 2000) and students or colleagues (e.g., Villa & Calvete, 2001). Therefore, focusing merely on one factor might not provide an in-depth understanding of the extent of the complexity of the profession and evaluation of teachers' self-states much better.

With this in mind, having a multi-angle view, the current study aimed to understand the relationship between EFL teachers' Self-Concept Evaluation (SCE) and their Self-Esteem (SE) and Pedagogical Content Knowledge (PCK). Previous studies suggest that there is an association between positive self-evaluation about one's teaching (teachers' self-concept evaluation) and higher self-esteem and more confidence in teaching the related content (Glotova &Wilhelm,2014; Alagözlü,2016; Eggen & Kauchak, 2007; Rachmawati et al.,2017; Zlatković et al., 2012). As a result, in this study they are also hypothesised to be related or affected each other. Demographic variables consisting of gender, having a graduate degree, age, and year of experience were taken into account. Besides, Competence, Interpersonal Perception, Acceptance of Risk and Initiative, Relationship with pupils, Satisfaction and Self-Acceptance were six sub-dimensions of SCE; Content Knowledge (CK), Pedagogical Knowledge (PK) and Pedagogical Content Knowledge (PCK) were three sub-dimensions of PCK. In this section of the study, the interpretation of collected data by quantitative research method is explained and presented. The results of the present study will be restated shortly for each research question and other studies in the literature will be compared to the current study. The probable reasons of the findings will be examined. Finally, the conclusion and suggestions for further studies will be discussed.

5.1. The Effect of Demographic Variables (gender, having a graduate degree, age, and year of experience) on EFL Teachers' Self-Concept Evaluation, Self-esteem and Pedagogical Content Knowledge

The first research question of the current study aimed to reveal if demographic variables of the participants have an impact on EFL teachers' Self-Concept Evaluation

(SCE), Self-Esteem (SE) and Pedagogical Content Knowledge (PCK). Regarding the analyses made, not a significant difference stands out in terms of gender of these three variables. However, while comparing gender for Self-Concept Evaluation, Self-Esteem, and Pedagogical Content Knowledge it is seen that for Self-Concept Evaluation and Pedagogical Content Knowledge variables, males had slightly higher scores than females. However, this difference does not show a significant result. For Self-Esteem, the obtained average scores seemed close. So, what can be summarised that the EFL instructors' gender did not make an impact on their Self-Concept Evaluation, Self-Esteem, and Pedagogical Content Knowledge. These results show some correspondence with the study conducted by Relich (1996), in which some differences between male and female teachers' self-concept evaluations were identified, but it wasn't a significant difference. Also, Biria and Sharifi (2014) examined EFL teachers' gender variable and its relationship with their pedagogical concerns, they didn't obtain any significant differences ($p < .05$). In addition, Arens and Hasselhorn (2013) discovered that Self-concept and Self-esteem have relations to be invariant across gender. The reason why gender was thought to affect the evaluations or self-perceptions is that the researcher herself conducted an action research at the same institution (Atilim University School of Foreign Languages) and found that male EFL teachers have more positive self-talk and positive perception of themselves compared to female EFL teachers. Also based on the researcher's personal experiences in the profession, males evaluate their competence, skills and teaching knowledge or subject matter knowledge with more confidence and self-assurance. They welcome positive comments on their practices in teaching. On the other hand, female EFL teacher colleagues experience more self-doubts with their teaching, achievements or successes. When they receive positive comments, they tend to ask further questions to get confirmation of others like "Do you really think so?" or express their disbelief to themselves like "I didn't like my performance (or a product) a lot but if you liked, it is great". They seem to seek significant-other or self-other agreement with their self-concepts (Roche & Marsh, 2000). Moreover, Byrne and Shavelson's study (1987) suggested that female's self-esteem and domain specific self-concept and verbal behaviour (i.e., English) are strongly related. The result obtained in the present study regarding gender variable may be due to the quantitative data collection procedure and if a qualitative study was done with interviews, then it could show different results regarding genders of EFL teachers.

When having graduate studies variable is taken into account, the current study aimed to investigate if Self-Concept Evaluation, Self-Esteem, and Pedagogical Content Knowledge scores show a difference depending on having a graduate degree in an ELT related field. The findings revealed that no significant impact was observed and further analysis, which indicates the comparison of having a graduate degree in an ELT related field for self-concept evaluation, self-esteem, and pedagogical content knowledge, it is demonstrated that the values of SCE and SE were higher of those who do not have a graduate degree in the related field than those who have a graduate degree. For the PCK variable, those who had a graduate degree have higher scores than those who do not have a degree. However, these differences do not reveal a significant result. In a consistent way, some researchers pointed out the role that the L2 teachers' education (both undergraduate and post-graduate) plays in shaping their craft knowledge (e.g., Bailey, 1990; Biria & Sharifi, 2014; MacDonald, Badger, & White, 2001; Shimahara, 1998). The reason why there is not a significant effect of having graduate studies on Self-Concept, Self-Esteem and Pedagogical Content Knowledge could be the professional development activities conducted at the universities where the data were collected. Teachers are constantly being equipped by teacher trainers' in-house activities, guest trainers hold workshops and instructors are supported financially if they would like to participate a diploma or certificate programme. If it was conducted at a state institution, the results may vary regarding the graduate study variable.

When age is considered, it is examined if the participants' age is correlated with their SCE, SE and PCK scores and the results indicated that, a significant, positive and medium level relationship between age and PCK was found. There was no significant relationship between age and SCE and SE. Inconsistently with the current study, in previous studies it was found out that in the middle adulthood, people are reported to have higher self-confidence (Haan,1981), to hold an increased competence and self-esteem (Clausen, 1991). The reason of such a result in the study could be due to the fact that young EFL instructors equip themselves through graduate studies, additional self-directed Professional Development opportunities could lead them score higher in their self-concept and self-esteem evaluations regardless of their young age.

What can be inferred from these results that age is a variable which is associated with only PCK scores of the participants. If age increases, pedagogical content knowledge increases as well. In line with these results, Biria and Sharifi (2014)

considered age as a variable on EFL teachers reported skill-based and overall strategy use, they found no significant differences (p= 0.10). If EFL instructors didn't work in a different sector or domain, generally their age tends to show correspondence with their year of experience. When they are thought together, with age and experience, EFL teachers could evaluate their pedagogical content knowledge more favourably. Because PCK includes classroom management skills, adopting appropriate method and lesson planning knowledge, which develop as years are spent in the profession. This could be a possible explanation of the result regarding PCK and age variable.

Similarly, year of experience is also studied, and the descriptive analysis results showed that no significant difference found in terms of SCE, SE and PCK. The results showed that as the year of experience increases, both SCE and PCK scores increase. The slight difference could be resulted by the same reasons with the age variable. However, these scores were not found as a significant difference. Although it is not a significant difference, previous studies conducted support the results as Kohn and Schooler (1978) stated that work experience is impactful on functioning at work-related tasks. Besides, Mortimer and Lorence (1979) indicated that there is an impact of work experience on the competence dimension of the Self-Concept.

5.2. Self-Concept Evaluation and Self-Esteem

In the second research question the present study aimed to understand if EFL Teachers' SCE can predict their self-esteem. Zlatković et al. (2012) state that the higher the self-concept is, the higher level of self-evaluation and assessment in teachers is. Consistently, the results of the current study revealed that there is a positive impact of self-concept evaluation on self-esteem. However, this impact was not significant. Self-esteem was thought to be affected by self-concept evaluation based on previous studies indicating that teachers' self-esteem is linked to their self-concept evaluation since it affects how they think and evaluate themselves; and it is the self-concept where self-esteem develops (Mbuva, 2016; Lawrence, 2006). This result may be due to the fact that SCES shows some similarities with the items in the SES like in the Competence, Interpersonal Relations and Satisfaction sub-dimensions, they were sometimes used synonymously (Rosenberg, 1976) and they both share a dynamic system, which means they change in certain periods of time, especially transition periods like from inexperienced to experienced, from twenties to thirties, etc. (Rogers, 1967). Similarly, if

a qualitative research could be done, teachers' self-concept and self-esteem relations may be seen in a more detailed way.

5.3. Self-Esteem and Pedagogical Content Knowledge

Schultz and Hausafus (1982) indicated that teachers who have higher self-esteem, which is the evaluative aspect of self-concept, perceive their professional knowledge in the same trend. Inconsistently, in the current study the linear regression analysis discovered that there was no significant influence of self-esteem on pedagogical content knowledge of instructors. What is inferred from these results that there was a negative impact of self-esteem on pedagogical content knowledge meaning that when self-esteem increases, pedagogical content knowledge decreases. However, this impact was not significant. What can support this result could be the study conducted by Hall (1971) who emphasises that high self-esteem and high confidence could endanger the tendency of searching new information (self-acceptance) and risk-taking which facilitates mastering at the tasks of occupational-related. This could be applied to the current research context that participants felt quite high self-esteem then when they saw more concrete and tangible English Language Teacher subject matter knowledge items, they could have felt overwhelmed and showed lower scores.

5.4. Self-Concept Evaluation and Pedagogical Content Knowledge

The last research question aimed to understand if EFL Teachers' SCE predicts their PCK. Sparks and Lipka (1992) assert that a healthy view of self is the core necessity for a teacher. They continue in their study as an effective teacher with a positive self-evaluation also bear some master teacher skills like using strategies to meet student needs, subject matter competence, maintaining an organised classroom with a certain level of discipline, which can be summarised with PCK. Stojiljković et al. (2014) also stated that self-concept has an association with successfully accomplishing complex teacher roles such as following appropriate methodology and teaching techniques, adapting a lesson plan, classroom management, etc. Yeung et al. (2014, p. 306) state that "teachers' perception of themselves and their own teaching can affect their actual classroom pedagogy". In the current study, consistent results were obtained with those studies above and revealed there is a significant impact of self-concept evaluation on pedagogical content knowledge of instructors, which could be said that a

positive and healthy view of self (higher SCE) has a relationship with perceived PCK. Furthermore, self-concept evaluation can explain nearly 30 % of the total variance of pedagogical content knowledge.

"Competence" and "Satisfaction" and "Self-Acceptance" sub-components of self-concept evaluation influenced pedagogical content knowledge significantly. Other three factors did not indicate any significant effects. While instructors' pedagogical knowledge was encouraged by "Competence" and "Self-Acceptance", impeded by "Satisfaction" sub-factor because Satisfaction sub-factor in TSCES included negative items generally entailing feeling of "failure" or "dissatisfaction". Consistently with these results, Roche and Marsh (2000) and Villa and Calvete (2001) asserted that teachers' self-image has great impact on some *pedagogical* variables such as teaching effectiveness, learners' performance and self-esteem, particularly in higher education settings. Respectively, Baumert et al. (2010) asserted that teachers' self-reports have a significant relationship with their CK and PCK. This research question was thought to be an effective one because in 11-year experience of EFL teaching and last 5 years' teacher education and teacher development studies showed that EFL teachers evaluate their pedagogical content knowledge positively if they have an overall positive self-evaluation and self-concept.

5.5. Pedagogical Implications

The results of the current study can provide some pedagogical implications which could be useful for the departments of language education, workplaces where formal foreign language education is given, teacher educators, and administrators of the institutions.

What is significant for the teacher education programmes is that pre-service teachers need to develop positive teaching-self-concepts not only it is because an important target in itself but also it is a crucial mediating element which enables a positive impact on desirable teaching outcomes in teaching contexts (Roche &Marsh,2000). EFL Teachers' and pre-service EFL teachers' having a healthy view of self is for the benefit of all the parties at an institution but more importantly for the learners, who are the centre or core of the system. Denissen et al. (2007) and Mercer (2011) stated that higher self-concept evaluation of teachers means higher levels of self-

image, self-confidence and academic success of the learners. At that point it is crucial for teacher educators and ELT departments to raise awareness on the subject of teachers' and teacher candidates' self-evaluation, how they perceive themselves and having a healthy view of self has an impact on their subjective and general wellbeing in the occupation, interpersonal relationship, life satisfaction and their professional craft knowledge. Pre-service teachers' self-concept evaluations should be observed and possible threats for their negative self-evaluations should be detected earlier than they start their profession in order to prevent early possibilities of teacher burnout or retention.

The study also demonstrated that EFL teachers' self-evaluations are influential on their pedagogical content knowledge. Feeling adequate, self-acceptance, being competent and skilful in their profession, all has a contribution to their general wellbeing. English Language Teaching departments and in-service teacher education should bear this in mind and not only theoretical but also teaching practice knowledge is important for a healthy view of self of the EFL teachers, whose roles are seen more distinctive and complicated in terms of the nature of the subject, content and methodology (Borg, 2006). In-service EFL Teachers' Self-Concept Evaluation should be measured from time to time especially after getting in-service training, finishing a graduate study, after certain professional development etc., to see the possible changes and if there is a change what sort of changes come from teachers' answers should be tracked and observed for happier EFL teachers.

5.6. Suggestions for Further Research

In this part, some useful suggestions will be provided to pave the way of further studies in the field.

1. The current study only adopted a quantitative research design because of time issues mentioned earlier. Therefore, it could be a quite better idea to combine both quantitative and qualitative data e.g., making the interviews with some of the teachers regarding their self-evaluations so that a better understanding of the reasons of the answers could be gained.
2. Secondly, an experimental study on teachers longitudinally could provide some results e.g., some tips and practices of positive thinking and self-

evaluation patterns could be shared with the experimental group and at the end of one academic year maybe their self-concept evaluations could be compared with the ones who are in the control group.

3. A broader teacher group can be studied with more variables provided e.g., state and private institution EFL teachers in different cities of Turkey can be compared; being native or non-native could be studied, and their self-concepts can be compared.
4. Lastly, some other English teacher communities could be included to the studies e.g., English as a Second Language (ESL), Content Language Integrated Learning Teachers (CLIL) or Content Based Instruction Teachers (CBI).

CONCLUSION

The current study which adopted a quantitative correlational method tried to address the gap in the research in the field of English Language Teaching and teachers' psychology regarding their professional self-concept evaluation and its relationship with demographic variables (age gender, year of experience and having graduate studies in the related fields), their self-esteem and perceived pedagogical content knowledge.

Following the analysis of the collected data the researcher revealed and confirmed that the demographic variables are not significantly related to teachers' professional self-concept evaluation, self-esteem and pedagogical content knowledge. Only age is found to be associated with Pedagogical Content Knowledge. Secondly, the study suggests that self-concept evaluation does not predict self-esteem and self-esteem does not predict pedagogical content knowledge. Moreover, what the current study revealed that EFL teachers' professional self-concept evaluation has a significant impact on their pedagogical content knowledge which is in line with the previous study results. Particularly, the three sub-factors of self-concept evaluation, *Competence, Self-Acceptance and Satisfaction* had the most impact on pedagogical content knowledge significantly.

The construct of self-concept is constantly defined as a major objective in itself, and usually regarded as an important mediating element, which could have a positive impact on desirable outcomes through various contexts (Roche & Marsh, 2000).Having and maintaining a positive self-concept evaluation is crucial for the occupation of TEFL especially in higher education settings because there are already a lot of job-related responsibilities, expectations of others and if teachers themselves regard their own performing favourably, if they start to learn how to talk to themselves and perceive themselves reasonably positive, they will flourish in the domain of TEFL and not only themselves, but also their learners and all surrounding parties will benefit from this positive view of self.

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APPENDICES

APPENDIX1: Teachers' Self-Concept Evaluatıon Scale (Villa and Calvete,2001).

	Self-Concept Evaluation	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
		1	**2**	**3**	**4**	**5**	**6**
Competence							
	I feel very competent.						
	Generally speaking, I think I am a good teacher.						
	I think I have good teaching abilities/skills.						
	I believe in my own abilities.						
	I feel self-confident.						
	I have a reputation for being an efficient teacher.						
	I feel that I am a valuable person.						
	I am not very confident about my own ideas and capacities.						
	My colleagues regard me as a competent teacher.						
Interpersonal Perception							
	I feel integrated with my colleagues.						
	I enioy my interpersonal relations at work.						
	I feel appreciated by others.						
	It is easy for me to share and cooperate with others.						
	I am well accepted by others.						
Acceptance of Risks and Initiatives							
	I enjoy thinking about new plans.						
	Changes do not worry me.						
	I find it difficult to take the initiative						
	I like taking risks.						
	I am not afraid of criticism from either colleagues or pupils.						

Relationship with Pupils							
	I feel secure about my student-teacher relationships.						
	I have full confidence in my pupils.						
	I usually enjoy my classes.						
	In general, pupils hold me in high esteem.						
Satisfaction							
	I am a failure.						
	It is very difficult to be successful in my present circumstances.						
	My teaching work is not satisfactory.						
	I would change my profession if possible.						
	I cannot stand myself.						
Self-Acceptance							
	I feel free and not afraid to be myself and to accept the consequences.						
	I feel at ease with myself although I am not perfect.						
	I know very well what I want and what I can do.						
	I learn a lot from my own mistakes.						
	I find myself continually learning.						

APPENDIX 2: Rosenberg's Self-Esteem Scale (Rosenberg,1965).

Below is a list of statements dealing with your general feelings about yourself. Please indicate **by circling** how strongly you agree or disagree with each statement.

1. On the whole, I am satisfied with myself.

Strongly Agree Agree Disagree Strongly Disagree

2. At times I think I am no good at all.

Strongly Agree Agree Disagree Strongly Disagree

3. I feel that I have a number of good qualities.

Strongly Agree Agree Disagree Strongly Disagree

4. I am able to do things as well as most other people.

Strongly Agree Agree Disagree Strongly Disagree

5. I feel I do not have much to be proud of.

Strongly Agree Agree Disagree Strongly Disagree

6. I certainly feel useless at times.

Strongly Agree Agree Disagree Strongly Disagree

7. I feel that I'm a person of worth, at least on an equal plane with others. Strongly Agree Agree Disagree Strongly Disagree

8. I wish I could have more respect for myself.

Strongly Agree Agree Disagree Strongly Disagree

9. All in all, I am inclined to feel that I am a failure.

Strongly Agree Agree Disagree Strongly Disagree

10. I take a positive attitude toward myself.

Strongly Agree Agree Disagree Strongly Disagree

APPENDIX 3: EFLTeachers Pedagogical Content Knowledge Scale (Baser et al., 2016)

	None **1**	**2**	Very little **3**	**4**	Some **5**	**6**	Quite a bit **7**	**8**	A great deal **9**
Content knowledge (CK)									
I can express my ideas and feelings by speaking in English.									
I can express my ideas and feelings by writing in English.									
I can read texts written in English with the correct pronunciation.									
I can understand texts written in English.									
I can understand the speech of a native English speaker easily.									
Pedagogical knowledge (PK)									
I can use teaching methods and techniques that are appropriate for a learning environment.									
I can design a learning experience that is appropriate for the level of students.									
I can support students' learning in accordance with their physical, mental, emotional, social, and cultural differences.									
I can collaborate with school stakeholders (students, parents, teachers, etc.) to support students' learning.									
I can reflect the experiences that I gain from professional development programs to my teaching process.									
I can support students' out-of-class work to facilitate their self-regulated learning.									
Pedagogical content knowledge (PCK)									
I can manage a classroom-learning environment.									
I can evaluate students' learning processes.									
I can use appropriate teaching methods and techniques to support students in developing their language skills.									
I can prepare curricular activities that develop students' language skills.									
I can adapt a lesson plan in accordance with students' language skill levels									

APPENDIX 4: Demographıc Inventory

Dear Colleague,

This survey is designed to learn about your ideas about your self-concept evaluation, Self-esteem, organizational well-being and Pedagogical Content Knowledge Scale. The information you provide will be kept strictly confidential and used for research purposes only. Thanks for your participation.

PERSONAL INFORMATION (Please choose and write the information, which is correct for you)

Gender: Female Male

Master's Degree (University and Department):
…….

PhD (University and Department):
……
…..

Age: ……

How long have you been teaching English? 1-3 3-5 5-8 8-10 10+

APPENDIX 5: Ethıcs Commıttee Approval

T.C.
UFUK ÜNİVERSİTESİ

SOSYAL VE BEŞERİ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU

Karar Tarihi : 06.11.2019
Toplantı Sayısı : 2019/8
Karar Sayısı : 2019/64

Ufuk Üniversitesi Sosyal Bilimler Enstitüsü Müdürlüğü tarafından 30.10.2019 tarih ve 96064710-5014.10-E.9075 sayılı yazı ile Kurulumuza gönderilen, İngiliz Dili Eğitimi Yüksek Lisans Programı tezli yüksek lisans öğrencisi **Didem Sultan DEMİRMAN'ın**, **Prof. Dr. Meltem Huri BATURAY'ın** tez danışmanlığında devam ettirdiği ***"Factors Contributing to EFL Teachers' Wellbeing: A Multidimensional Perspective"*** başlıklı tez çalışmasına ilişkin başvurusu görüşüldü.

Yapılan incelemeler sonucunda hazırlanan tez çalışmasının, bilimsel araştırma ve yayın etiği açısından uygun olduğuna karar verildi.

ETİK KURUL ÜYELERİ	İMZA
Prof. Dr. Semih BÜKER	
Prof. Dr. Cenap ERDEMİR	
Prof. Dr. Emel ERDOĞAN BAKAR	
Prof. Dr. Orhan AYDIN	
Prof. Dr. Mehmet TOMANBAY	
Prof. Dr. Türkmen DERDİYOK	
Prof. Dr. C. Sencer İMER	

APPENDIX 6: Thesis Originality Report

turnitin

Dijital Makbuz

Bu makbuz ödevinizin Turnitin'e ulaştığını bildirmektedir. Gönderiminize dair bilgiler şöyledir:

Gönderinizin ilk sayfası aşağıda gönderilmektedir.

Gönderen:	Didem DEMİRMAN
Ödev başlığı:	Akademisyen Makaleleri Parça 1 (M…
Gönderi Başlığı:	EFL Teachers' Self-Concept and Its…
Dosya adı:	1303_Didem_DEMİRMAN_EFL_Te…
Dosya boyutu:	393.86K
Sayfa sayısı:	65
Kelime sayısı:	14,609
Karakter sayısı:	83,976
Gönderim Tarihi:	22-Ara-2020 11:37AM (UTC+0300)
Gönderim Numarası:	1480459359

ORIJINALLIK RAPORU

%16	%12	%10	%6
BENZERLIK ENDEKSI	İNTERNET KAYNAKLARI	YAYINLAR	ÖĞRENCI ÖDEVLERI

BIRINCIL KAYNAKLAR

1	worldwidescience.org İnternet Kaynağı	%1
2	Aurelio Villa, Esther Calvete. "Development of the teacher self-concept evaluation scale and its relation to burnout", Studies in Educational Evaluation, 2001 Yayın	%1
3	journals.sagepub.com İnternet Kaynağı	%1
4	www.openaccess.hacettepe.edu.tr:8080 İnternet Kaynağı	%1
5	Snežana Stojiljković, Jelisaveta Todorović, Gordana Đigić, Zvonimir Dosković. "Teachers' Self-concept and Empathy", Procedia - Social and Behavioral Sciences, 2014	%1

APPENDIX 7: Yayımlama ve Fıkrî Mülkıyet Hakları Beyanı

DECLARATION OF PUBLISHING AND INTELLECTUAL PROPERTY RIGHTS

I declare that I give permission to Ufuk University to archive all or some part of my master thesis, which is approved by the Institute, in printed (paper) or electronic format and to open to access with the following rules. With this permission, I hold all intellectual property rights, except using rights given to the University, and the rights of use of all or some parts of my thesis in the future studies (article, book, license, and patent).

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Didem Sultan DEMİRMAN

ÖZGEÇMİŞ

Kişisel Bilgiler

Adı Soyadı: Didem Sultan DEMİRMAN

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Öğrenimi: İngiliz Dilbilimi

Bildiği Yabancı Diller: İngilizce

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Çalıştığı Kurumlar: Ankara Üniversitesi TÖMER (Instructor -Tunalı Hilmi Branch- and Vice Chair of Department of English -Kızılay Branch-)
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Tarih:22.01.2021