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TEACHER AUTONOMY AND ITS RELATION WITH TEACHER PROFESSIONALISM, REFLECTION AND SELF-EFFICACY: A SAMPLE OF HIGH SCHOOL EFL TEACHERS IN ÇORUM

MASTER'S THESIS

BÜŞRA GENÇ

0000-0002-3973-9588

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ÖĞRETMEN ÖZERKLİĞİNİN PROFESYONELLİK, YANSITCI ÖĞRETİM VE ÖZ YETERLİK İLE İLGİSİNE YÖNELİK TANIMLAYICI BİR ÇALIŞMA: ÇORUM İLİ LİSE İNGİLİZCE ÖĞRETMENLERİ ÖRNEĞİ

YÜKSEK LİSANS TEZİ

BÜŞRA GENÇ

0000-0002-3973-9588

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BİLİMSEL ETİĞE UYGUNLUK

Bu çalışmada tüm bilgilerin akademik ve etik kurallara uygun bir şekilde elde edildiğini beyan ederim.

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TEZ YAZIM KILAVUZU'NA UYGUNLUK ONAYI

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Tezi Hazırlayan	Danışman
Büşra GENÇ	Prof. Dr. Ayşegül Amanda YEŞİLBURSA

Yabancı Diller Eğitimi A.B.D Başkanı

Prof. Dr. Zübeyde Sinem GENÇ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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1- Kaynakça hariç

2- Alıntılar hariç/dahil

3- 5 kelimeden daha az örtüşme içeren metin kısımları hariç

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EĞİTİM BİLİMLERİ ENSTÜTÜSÜ MÜDÜRLÜĞÜNE,

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Üye (Tez Danışmanı ve Sınav Komisyonu Başkanı)

Prof.Dr.Ayşegül Amanda YEŞİLBURSA

Bursa Uludağ Üniversitesi

Üye

Dr. Öğrt. Üyesi Figun DİNÇER

Üye

Doç Dr. Anıl Ş. RAKICIOĞLU SÖYLEMEZ

ABSTRACT

Name and Surname	Büşra GENÇ
University	Bursa Uludağ University
Institution	Institute of Educational Sciences
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TEACHER AUTONOMY AND ITS RELATION WITH TEACHER PROFESSIONALISM, REFLECTION AND SELF-EFFICACY: A SAMPLE OF HIGH SCHOOL EFL TEACHERS IN ÇORUM

The concept of teacher autonomy has been an incredibly popular issue to explore over the last decade, reflecting a type of national and educational trend (Sokolov, 2017). Although the topic of teacher autonomy has grabbed careful attention in the teacher education literature because of the significant benefits it provides for both instructors and students (Yıldrm, 2017), there have not been many studies concentrating on its relation with different constructs (Canbolat, 2020). That is why, this current study aimed at revealing the perceived level of teacher autonomy and its relation with teacher professionalism, reflection and self-efficacy. To serve this purpose, 202 high school EFL teachers working in Çorum took part in this study. In this particular study, a quantitative method design was adopted in the sense of gathering and analysing the data statistically. The online survey approach was used to collect data in the study. The questionnaire form designed for research purposes is divided into five sections. The first section contains the personal information form, the second section contains the Teacher Self-Efficacy Scale (Pearson & Moomaw,2006), the third section contains the Teacher Professionalism Scale (Cerit,2013), the fourth section contains the Reflective Teaching Scale (Akbari et al.,2010) , and the final section contains the Teacher Self-Efficacy

Scale Tschannen-Moran & Hoy (2001) . The findings showed that the perceived level of teacher's autonomy was not very weak. And more importantly, it had a positive relation with teacher professionalism, reflection, and self-efficacy since when autonomy increases the level of other constructs increase respectively.

Keywords: English language teachers, professionalism, reflection, self-efficacy, teacher autonomy

ÖZET

Yazar Adı ve Soyadı	Büşra GENÇ
Üniversite	Bursa Uludağ Üniversitesi
Enstitü	Eğitim Bilimleri Enstitüsü
Ana Bilim Dalı	Yabancı Diller Eğitimi
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ÖĞRETMEN ÖZERKLİĞİNİN PROFESYONELLİK, YANSITICI ÖĞRETİM VE ÖZ YETERLİK İLE İLGİSİNE YÖNELİK TANIMLAYICI BİR ÇALIŞMA: ÇORUM İLİ LİSİ İNGİLİZCE ÖĞRETMENLERİ ÖRNEĞİ

Öğretmen özerkliği kavramı, bir tür ulusal ve eğitimsel eğilimi yansıtan, son on yılda keşfedilmesi inanılmaz derecede popüler bir konu olmuştur (Sokolov, 2017). Öğretmen özerkliği konusu hem öğretim elemanlarına hem de öğrencilere sağladığı önemli faydalar nedeniyle literatürde oldukça fazla ilgi görmüş olmasına rağmen (Yıldırm, 2017), farklı yapılarla ilişkisine odaklanan çok fazla çalışma bulunmamaktadır (Canbolat,2020). Bu nedenle bu çalışma, öğretmen özerkliği düzeyini ve bunun öğretmen profesyonelliği, yansıtıcı öğretim ve öz-yeterlik ile ilişkisini ortaya koymayı amaçlamıştır. Bu amaca hizmet etmek için Çorum'da görev yapan 202 lise İngilizce öğretmeni bu çalışmaya katılmıştır. Bu çalışma nicel verilerin toplanıp analiz edilmesiyle oluşturulmuştur. Araştırmada veri toplamak için çevrimiçi anket yaklaşımı kullanılmıştır. Araştırma amaçlı hazırlanan anket formu beş bölüme ayrılmıştır. Birinci bölüm kişisel bilgi formunu, ikinci bölüm Öğretmen Öz-yeterlik Ölçeği'ni (Pearson ve Moomaw,2006), üçüncü bölüm Öğretmen Profesyonelliği Ölçeği'ni (Cerit,2013), dördüncü bölüm Yansıtıcı Öğretim Ölçeği'ni (Akbari ve diğerleri, 2010) , son bölüm ise Öğretmen Öz-yeterlik Ölçeği Tschannen-Moran & Hoy (2001) içermektedir. Bulgular,

öğretmenin algılanan düzeyinin çok zayıf olmadığını; daha da önemlisi özerkliğin öğretmen profesyonelliği, yansıtıcı öğretim ve öz-yeterlik ile pozitif bir ilişkisinin olduğunu ortaya çıkardı.

Anahtar Sözcükler: İngilizce öğretmenleri, profesyonellik, öğretmen özerkliği, öz yeterlik, yansıtıcı öğretim

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I dedicate this study to my beloved mother…

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List of Abbreviations

EFL: English as a Foreign Language

TAS: Teacher Autonomy Scale

CHAPTER 1
INTRODUCTION

This chapter aims to introduce comprehensive information about main constructs concerning teacher autonomy, teacher professionalism, reflection and self- efficacy. First; theoretical background of given constructs is presented, later statement of the problem and purpose of the study are clarified. Afterwards, significance of the study is introduced with research questions and finally, assumptions and limitations of the study are introduced in this chapter.

1.1. Background of the Study

Teachers are viewed as a core component for educational accomplishments and change by education policy makers (Harris & Sass, 2011). The central position of teachers in education and their considerable influence on the quality of education have necessitated exploring how to enhance their effectiveness (Sokolov, 2017). In this regard teacher autonomy has evolved into an enormously popular topic to be investigated over the past decade, and this shows a kind of reflection of both national and educational trend (Sokolov, 2017).

Although the topic of teacher autonomy has been discussed in the literature, there has been no agreement on what it means, leading to a variety of definitions and conceptualizations proposed by scholars. (Yıldırım, 2017). Teacher autonomy, according to Shaw (2002), is the ability to handle one's own instruction. Likewise, the concept of teacher autonomy is also defined as teachers' emotions in controlling themselves and their work (Hall& Pearson, 1993; Moomaw & Pearson, 2006). In other terms, teacher autonomy relates to the ability to exercise control and independence in the classroom (Canbolat, 2020). Thus, it is believed that teacher autonomy seems to be teachers' freedom in making professional decisions to assist learners in the process of learning (Webb, 2002; Ingersoll, 2007) as well as taking part in administrative processes (Friedman, 1999). Furthermore, a major conceptualisation of teacher autonomy is seen as teachers' ability to improve themselves in the sense of teaching through research-oriented or reflective approaches (Behroozi & Osam,2016) and having self-directed teaching (Smith,2003).

Regarding the broad definition of the term 'teacher autonomy,' it is necessary to concentrate on its significance for both teachers and students, since it is accepted as a beginning stage for resolving issues that arise in the school environment. (Wu, 2015) in the

sense of being major element to effective teaching (Sehrawat, 2014) as well as it is considered as vital in the sense being connected to teachers' professional status (Pearson & Moomaw, 2005). To begin with, autonomy has a significant impact on enhancing teachers' work efficacy (Benson, 2010), work commitment (Rosenholtz & Simpson, 1990), enthusiasm, and work satisfaction (Kreis & Brockopp,1986; Emo,2015). Besides, autonomy promotes an effective educational environment by allowing teachers to tailor their instruction to meet the needs of their students (Ozturk, 2011; Lin,2014) and it also boosts learner autonomy (Little,1995). Another critical issue needs to be specified is that teacher autonomy demonstrates a balanced design with some elements of the education system in the sense of concentrating on innovation, collaboration and sharing experiences (Gabriel, Day and Allington,2011). Within the scope of the ideas offered in the literature, teachers' perceived autonomy can be interpreted as an indication of their favourable or unfavourable attitude towards the profession of teaching (Pearson & Hall, 1993).

Concerning the benefits that it offers, there have been many studies concentrating on the views of the teachers about having autonomy, and the perceived degree of teachers' autonomy (Pearson & Hall, 1993; Ingersoll, 1994; Friedman, 1999; Prichard & Moore, 2016). In addition, some research has tried to find out the link between teacher and learner autonomy. (Little, 1995; Reinders & Balçıkanlı, 2011) since teacher autonomy is viewed as challenging as learner autonomy and it lacks transparency (Smith,2000). Lastly, some research studies have looked into the relationship between teacher autonomy and other factors like work satisfaction, professionalism, self-efficacy, and burnout (Skaalvik & Skaalvik,2010; Javadi,2014)

Taking those constructs into account; teacher professionalism, which is described as having knowledge and skills necessitated by teaching profession, fulfilling the needs of learners, improving a good level of commitment to teaching, and having sufficient autonomy for the right decisions about the teaching process (Day, 2002), shows strong connection with the concept of teacher autonomy since it is accepted as an influential factor on professionalism (Blase & Kirby,2000). Concerning the relation between teacher autonomy and teacher professionalism, it has been found out that the concept of teacher autonomy is in connection with teacher empowerment and teacher professionalization (Wilches, 2007). According with literature, there seems to be a strong association between teacher autonomy and professionalism.

Teacher reflection is another construct which seems in relation with teacher autonomy (İpek,2017) since it makes teachers become more aware of classroom practices, empowered decision makers in the sense of encouraging teachers to take more responsibilities in their teaching and shape their practices accordingly (Farrell,2004). Besides, reflective point of view might sustain a good understanding into both teaching and learning processes and it offers professional development for the teachers (Huang, 2005). Both teacher reflections and autonomy are observed as an effective concept for teaching experiences and professional development, so it is significant to specify the close relation between them (İpek, 2017).

The last construct needs to be highlighted in this current study is teachers' self-efficacy which has been referred to teachers' beliefs to have a positive impact on students' learning and success (Denzine et al.,2005). Teachers' perceptions of efficacy are related to their classroom activities in terms of their efforts, goals, and level of teaching aspiration. (Allinder, 1994). Furthermore, teachers with a high sense of efficacy have a larger proclivity for planning and coordinating (Allinder, 1994), both of which are considered important aspects of autonomy.

1.2. Statement of the Problem

In teacher education literature, the topic of teacher autonomy has grabbed the attention thanks to the considerable advantages that it offers both for teachers and students (Yıldırım, 2017). The concept of teacher autonomy is considered vital in the sense of encouraging teachers to improve their teaching practices (Wermke et al., 2019). The significance of having autonomy on the part of the teachers is also emphasized by referring to having control of the school environment and making decisions regarding their profession (Pearson & Moomaw, 2005; Skaalvik & Skaalvik, 2014; Somech, 2016).

Furthermore, the literature presents the relation of autonomy with different constructs (Akbari et al., 2010; İpek, 2017; Yıldırım, 2017). In this regard, research has demonstrated that autonomous teachers have tendency to improve self-efficacy in filling the requirements of educational needs of students and to arrange teaching practices according to the dynamic of the classroom (Collie et al., 2018). Likewise, teachers with a greater level of autonomy tend to feel more motivated with the aim of enhancing their practices and they also tend to take part in professional development (Wermke et al., 2019).

Though the concept of teacher autonomy exists as a crucial element in education, teachers are still viewed with limited autonomy (Webb, 2002; Hnushek et al., 2013; You, 2017) and this situation remains as a central problem in the world (Ingersol, 2002; Cooper &

Alvarado, 2006). Moreover, despite teacher autonomy is in close relation with varied constructs such professional growth, judgement call, teacher efficacy and reflection; this relationship seems indecipherable (Wilches, 2009). That is why, a need has occurred to scrutinize the concept of teacher autonomy deeply (Salokangas ,Wermke and Harvey, 2020). Regarding the context of Turkey, research has shown that a strong focus is given to the learner autonomy, and comprehensive studies have not been conducted on teacher autonomy (Öztürk, 2011; Karabacak, 2014). As a result, research on the notion of teacher autonomy is required to fill a gap in the literature (İpek, 2017). In other words, because teacher autonomy is a helpful way for teachers to analyse and overcome potential difficulties in their professions, further research in many circumstances is needed (Öztürk, 2011).

1.3. Purpose of the Study

In the realm of language education, the theme of teacher autonomy emerges as a prominent and important topic to be discussed (Karabacak, 2014In the literature, it can be shown that the majority of study on autonomy is focused on uncovering learner autonomy, with only a few studies focused on instructor autonomy (Huang,2007). Besides, the literature presents the close relation of teacher autonomy with some other constructs in education field (Noormohammadi, 2014). In this regard, this current study aimed at unveiling high school EFL teacher's autonomy level and its relation with teacher professionalism, teacher reflection and self-efficacy. To serve this purpose; the perceived level of teachers' autonomy and self-efficacy, their views on professionalism and reflection were aimed to be found out. Lastly, the relation of teacher autonomy with these three constructs was intended to be discovered.

1.4. Research Questions

This study concentrated on answering following questions:

1. What is the perceived level of high school EFL teachers' autonomy in Çorum?
2. What is the perceived level of high school EFL teachers' perception on professionalism in Çorum?
3. What is the perceived level of high school EFL teachers' perception on reflection in Çorum?
4. What is the perceived level of high school EFL teachers' self-efficacy in Çorum?
5. Does the autonomy level of high school EFL teachers in Çorum have an effect on their professionalism perception level?

6. Does the autonomy level of high school EFL teachers in Çorum have an effect on the teacher reflection perception level?
7. Does the autonomy level of teachers in Çorum have an effect on the self-efficacy perception level?

1.5. Significance of the Study

The concept of teacher autonomy has grabbed the attention in recent years thanks to the benefits that it offers for teacher (Hall& Pearson, 1993). In this regard, many research studies on teacher autonomy have been undertaken both in Turkey and in other countries; yet they were confined only getting perceptions, and the relation of teacher autonomy with other variables was not studied much in the field (Canbolat, 2020). That is why, what is aimed in this study was to reveal its relation with teacher professionalism, reflection and self-efficacy since they are interrelated to one another and the increase in autonomy might lead to increase in other constructs as well (Yıldırım,2017).

1.6. Limitations of the Study

This current study was carried out with 202 EFL high school teachers working in Çorum, Turkey. Both the number of the participants and the case of Çorum could be regarded as the elements which impose limitations on this study. This study could have been conducted with a larger sample size and in different context, allowing the results to be more easily generalized to the field as a whole. Also, this study was confined to the 2021-2022 academic year, and the data was gathered during online education process. This also might have an influence on the results of this study. Lastly, the quantitative method was adopted as a data collection tool since the participants were not voluntary to carry out an interview. If the interview had been conducted, it would have been possible to reveal teachers' sincere thoughts and beliefs towards autonomy and its relation with the target constructs. Hence, the lack of qualitative data could be the last limitation for this study.

1.7. Definitions of Terms

Teacher Autonomy:

Teachers' right to control themselves and the environment in which they are working (Pearson & Hall, 1993)

Teacher Professionalism:

The attitude and behaviours that teachers have towards their profession (Boyt, Lusch and Naylor,2001)

Teacher Reflection:

Fundamental attribute of a good teacher, which is why reflective practice plays such an important part in teacher education (Akbari et al., 2010).

Self- Efficacy:

Teacher efficacy is described as the teachers' belief that to what extent they have the ability to influence student achievement (Berman, McLaughlin, Bass, Pauly and Zelman, 1977).

CHAPTER 2
LITERATURE REVIEW

This chapter presents comprehensive information concerning the concept of teacher autonomy and its relation with teacher professionalism, reflection and self-efficacy. Literature is reviewed in two parts; theoretical background on the concept of teacher autonomy and research studies conducted to reveal its relation with professionalism, reflection and self-efficacy.

2.1. The Concept of Teacher Autonomy

The concept of teacher autonomy could be a point of expanding intrigued to educational policy makers globally and it has also been a main concept within the field of applied linguistics for language education since 1970s (Lewis & Khalil,2019). The concept of teacher autonomy was presented by Allwright in 1990 for the first time, and it was developed by Little in 1995 (Benson, 2006). Since then, the notion of teacher autonomy has been defined differently by the researchers in the literature (Koçak, 2018), and it has been used to explain the independence that the teachers have in the administrative field in the act of carrying out their professional work (Bizmiye, 2020). In teacher education literature, it is seen that the concept of teacher autonomy is also been addressed to professional independence, strength of teachers (Anderson, 1987; Friedman, 1999).

To begin, according to Street and Licata (1988), teacher autonomy is defined as instructors' emotions of independence from the establishment in determining classroom procedures. Taking their definition into consideration, it can be concluded that teacher autonomy is an institutional freedom and instructional judgement such as selecting strategies, teaching materials and classroom rules (Koçak, 2018). As a parallel with this definition, Short (1994) defines teacher autonomy as a measure of empowerment, implying that instructors believe they have control over crucial parts of their jobs, such as curricula, materials, planning, and educational preparation. Similarly; Pearson and Hall (1993) states that the concept of teacher autonomy is about teachers’ feeling of freedom for regulating themselves and their workplace. They look into the idea in terms of pedagogy, syllabus, and classroom management. Interestingly, they state two different aspect of teacher autonomy: The first is seen as general autonomy which covers the issues regarding classroom guidelines and personal on the job discretion whereas the second one is observed as curriculum autonomy

which covers issues regarding deciding on the activities and materials to be used as well as educational planning and sequencing (Pearson & Hall, 1993).

On the other hand, Shaw (2002) regards it as the ability to manage one's teaching just like Boote (2008) chooses to use the term capacity to define the notion of teacher autonomy as the responsibility to decide the suitable actions and ability to carry out those actions. Furthermore, Ling (2007) identifies teacher independence as a viewpoint, positive mindset, and capability for reflection in instruction, as well as a willingness to help students become more self-reliant in terms of taking the charge of their own learning.

Smith (2000) defines the autonomy as a capability to improve suitable skills by cooperating with their colleagues. Smith (2001, p.5) also suggests six basic features of teacher autonomy: Self-directed professional action, capability for it, independence, self-directed professional growth, capability for it, and independence from control over professional development. In the line with these characteristics, it can be inferred that as long as teacher have responsibility and freedom to control their own teaching, they become autonomous (Koçak, 2018). About this issue, Moomaw (2005) states that independence is not purely restricted to the classroom; on the contrary it can involve school structure and organization, discipline problems, curriculum content, academic standards and staffing. Thus, teachers are needed to be free from control exerted by these (Moomaw, 2005). Also, based on the characteristics of autonomy put forward by Smith (2000), teacher autonomy was divided into six dimensions once again: curriculum, pedagogy, testing, professional growth, discipline policies and classroom atmosphere (LaCoe, 2006 & O'Hara, 2006).

Moreover, Huang (2005) defines teacher autonomy as teachers' free will, capacity and independence so as to manage their own teaching and learning process. In accordance with his definition, it is pretty obvious that 'free will, capacity, and independence' are accepted as prerequisites for teachers' autonomy (Koçak, 2018). In addition to all the terms which are used to describe teacher autonomy, Yan (2010) specifies that teachers' attitudes are also need to be taken into account seriously. Yan (2010) highlights three dimensions which are capacity and independence in knowledge, skills, and more importantly attitudes since he believes that positive attitudes greatly affect the practice of teacher autonomy whereas negative attitudes discourage this process.

Within the frame of provided ideas, it is seen that while forming the definition of the term researchers utilize some common words like capacity, competence, ability, freedom,

control and independence to clarify what teacher autonomy stands for (Street & Lucata, 1988; Shaw, 2002; Smith & Erdogan, 2008).

Although several definitions of teacher autonomy with different perspectives exist in the literature, its significance for classroom teaching, teacher development and education system could be seen as undeniable facts (Yıldırım, 2017).

2.2. Characteristics of Autonomous Teachers

Because there is not agreed ideas on how to define teacher autonomy, efforts have been made to describe it, and specific features and attitudes of autonomous instructors have been offered (Yıldırım, 2017). Initially, in accordance with Littlewood's (1996) description of an independent person, someone who is autonomous is classified as possessing the independent competence to make the decisions that control his or her actions. He believes that this capacity necessitates both ability (the information and skills required to make decisions) and desire (the desire and confidence to accept responsibility for these actions). Moreover, an individual with a greater degree of autonomy, according to Freidman (1999), works autonomously, initiates new activities, and adjusts particular circumstances to adapt to changing conditions. Individuals with limited autonomy, on the other hand, are unable to make autonomous judgments and instead make decisions on technical concerns that have little bearing on the core principles and processes of the organization (Freidman, 1999).

Ramos (2006) also claims that negotiating qualities, the ability to focus on the instructional experience, continuous learning, and a desire to promote learner autonomy are all crucial characteristics of teacher autonomy. Furthermore; autonomous teachers, in his opinion, require institutional knowledge to confront the constraints on their instruction as well as the commitment to cope effectively with these limitations by transforming them into opportunities (Ramos, 2006).

Devries and Kohlberg (1987) identify autonomous instructors as those who understand what needs to be done and why it is needed: They reject to carry out the current curriculum in the way in which it is given to them; instead, they want to evaluate the curriculum analytically in terms of its effectiveness and whether a better mode of implementation exists. With this in mind, according to Graves (2009), teacher autonomy is interpreted as the capability to pursue self-directed professional growth. In this sense, she identifies five characteristics of autonomous teachers: the drive to learn, a strong feeling of self, the ability to be able to reflect on one's profession with the aim of understanding and

develop it, the ability to negotiate with students and colleagues, and the ability to act accordingly.

Lastly, Sehrawat (2014) characterizes teacher autonomy as the flexibility to embrace career advancement, and independent teachers are those who constantly pursue chances to improve in their careers. That is, autonomous teachers take part in workshops, come up with new ideas, and design techniques and activities that are suited for the kids' requirements and abilities. Likewise, Çubukçu (2016) believes that autonomous teachers are aware of what they are supposed to do and why they are doing it. In other words, they take ownership of their learners' progress and examine how to foster a constructivist classroom, and they question the curriculum produced by professionals rather than accepting as it is.

As a conclusion, teachers' excellent professional competency is significantly connected to their amount of autonomy (Bustingorry, 2008). Teachers who apply analytical and reflective approaches in the education process, who are not bound by the program's framework, and who have a voice in academic expectations are thought to be autonomous. (Bustingorry, 2008). Within the scope of the characterization of autonomous teachers proposed by many researchers in the field, the shared components are seen as reflection on the teaching and learning process, a willingness for professional development, the ability to negotiate and collaborate with co-workers and students, and the responsibility for encouraging autonomy in their learners as common qualities.

2.3. Benefits of Teacher Autonomy

The term "teacher autonomy" is used to describe the level of autonomy that teachers possess in both the administrative and professional areas throughout their careers in education. (İpek, 2017). In recent years, teachers have been given additional duties and have been increasingly involved in decision-making in their workplaces, thus teacher autonomy is considered as vital for enhancing educational quality (Khalil & Lewis, 2019). In this regard, it is quite possible to say that research has revealed its several benefits not only for the teachers but also for the students and administration as well (Yıldırım, 2017).

First of all, teachers who are not restricted in their autonomy and participate in school-wide and classroom decisions are said to be more engaged and competent at their jobs. (Ingersoll,2017; Benson,2010). This also enhances instructors' commitment to their job and desire to execute choices as a result of their participation in the decision-making process (Lin,

2014). As a parallel with this view, Simpson and Rosenholtz (1990) also agree with the idea that teachers who have more freedom tend to be more dedicated to their profession and working environment. Similarly, Whitetaker and Moses (1990) state that teachers' involvement in decision-making process forms a sense of ownership in their workplace, and this results in boosting teachers' creativeness and productiveness.

Furthermore, teacher autonomy is also considered as an efficient factor on teachers' job satisfaction (Kreis & Brockopp, 1986; Emo, 2015) since they tend lose their motivation and feel dissatisfied when they cannot manage their teaching process (Javadi,2014). Likewise; according to Tsang and Liu (2016), teachers who are not provided with an opportunity to control their teaching process have tendency to feel demoralized. About this issue, Dörnyei (2001) negotiate an agreement since they view autonomy as a major element for teacher autonomy as well as they believe that the limitation autonomy ends in demoralization of teachers. Hence; the literature presents the idea that as long as teachers are involved in decision-making process about their profession, they feel motivated and improve their self-esteem (White, 1992)

Additionally; since autonomy promotes teachers' happiness in their workplace and motivation while minimizing stress, it could also be seen as helpful for attracting and keeping competent instructors (White, 1992). About this issue, Brunetti (2001) performed a research on teacher satisfaction and the causes of this satisfaction, which found that classroom autonomy, "independence and flexibility in the classroom," was one of the primary motivators that underpin teachers' commitment to continue in the classroom. Similarly, it has also been found that which gave instructors greater autonomy and offered administrative assistance had lower levels of teacher attrition and turnover (Guarino, Santibaez, and Daley, 2006). Ingersoll (2003) acknowledged that disengagement rates are considerably lower in schools where instructors have stronger influence over instructional concerns, curriculum, and social issues such as disciplinary choices.

Another vital issue needs to be specified regarding the benefits of teacher autonomy is its close relation with learner autonomy. (Yıldırım, 2017). Little (1995) believes that learner autonomy and teacher autonomy are intertwined, and learner autonomy hinges upon teacher autonomy (p.175). In other words, fostering learner autonomy is a process that involves both the student and the instructor; consequently, the teachers play a crucial role in establishing a learning environment that fosters autonomy growth (Çubukçu, 2016). Concerning the role of

teachers in the classroom, Knowles (1975) proposes that instructors should play the roles of adviser, facilitator, and assistant. That is why; teachers must understand what it means to be an independent learner and they must learn autonomously themselves (Little, 2004; Smith & Erdogan, 2008). In addition; teacher autonomy, defined as independence from control over their teaching, is required since teachers are the ones who are aware of individual differences, varying needs and talents of the students as well as they are the ones who adapt the teaching materials and curriculum in a way that it fulfils students' needs and assures a fruitful learning atmosphere (Nelson & Miron, 2005; Öztürk, 2011; Prichard & Moore, 2016). In this regard; it is likely to say that in order to develop learner autonomy, instructors must be free and flexible in shaping their instruction focusing on the learners' particular needs and interests (Little, 1995). This idea is supported since there is a belief that an autonomous teacher is more likely to develop autonomous students who can be independent learners and regulate their learning environment (Varantharaj et al., 2015). Thus, teacher autonomy is regarded as a must for enhancing learner autonomy (Huang, 2007).

Within the scope of the benefits of teacher autonomy, it is possible to say that teachers gain experience and confidence, ensure accountability, increase their commitment, productivity, inspiration, job satisfaction, and minimize discontent by involving them in administrative problems. (Olorunsola & Olayemi, 2011). Furthermore, it can increase the organization's decision-making quality and efficacy since instructors can make the greatest and wisest judgments about students because they might be regarded as the most educated both for the students and their work (Shedd & Bacharach,1991).What is more, According to Ozturk (2011), the idea of teacher autonomy is not about designing the classroom instruction; it also plays a major role in topics such as teacher motivation and work satisfaction, recognizing and structuring teaching as a profession, and engaging in school administration.

2.4. The Constraints on Teacher Autonomy

In literature it is possible to encounter with some constraints which are imposed on the concept of teacher autonomy, and its probable effects within the classroom (Yıldırım, 2017). Initially, external policy considerations like as centralized curriculum regulation and national or state assessments are some of the most commonly noted limits on teacher autonomy presented in the literature (Yıldırım, 2003; Ugurlu & Qahramanova, 2016). Concerning this matter, it was revealed that many crucial topics, according to instructors, are not presented merely since they are not involved within high-stakes assessments (Hargrove et al.,2004). That is to say, teachers are deficient in independence in terms of deciding on the subjects to

be taught, which results in frustration (LaCoe, 2006). What is more, because of an exam-oriented curriculum, instructors spend their time with the aim of making students ready for target examinations; as a result, they cannot spend their time for the activities which are not linked to the exam topics and they might be unable to adapt their teaching for meeting requirements of the each student (Sinclair, 2000). This situation has also an enormous impact on teachers' creativeness since they are required to follow the standard education procedure (Ugurlu & Qahramanova, 2016).

Furthermore; within the frame of Mustafa and Cullingford's (2008) study conducted on discovering teachers' freedom in the sense of using and selecting teaching materials, some factors such as reliance on syllabus, poor training, crowded classroom environments, and severe workload have been detected as an impeding element for their freedom. Thus, all these factors and centralized education system create a restriction for teachers to adopt different teaching methods.

According to Anderson (1987), there are three reasons that contribute to the loss of teacher autonomy: The first one is seen as the uniform staff development programs backed by the state and districts whereas the second one is viewed as an obligatory classroom observation as part of teacher assessment. The last factor is noticed as the requests for administrators to adopt the role of instructional leaders (p.364). On the other hand; Ramos (2006) also highlights some constraints on the promotion of teacher autonomy. In this regard; fear of change which is in relation with adopting old teaching habits rather than using new implementations is the first factor needs to be specified. Secondly; institutional limits which include regulations, curriculum, established procedures, administrator expectations, and even parents, can all limit teachers' autonomy at the school level. Wermke and Höstfalt (2014) agree upon the idea that school principals may impose some restrictions on teacher autonomy just because they have not only the control of teachers' output but also the materials to be used in the classroom. As a final point, personal constraints are also crucial to take into consideration since teachers may not be willing to improve themselves professionally, and these result in frustration. This point of view is supported by Benson (2010) in the sense of claiming that the concept of teacher autonomy is based on the identities and personal backgrounds which affect the enthusiasm for having autonomy (p.273).

Lastly, Akbarpor and Mansor (2012) and Prichard and Moore (2016) exemplify some limitations for teacher autonomy. These can be listed as; the quantity of courses, crowded

classes, parts in class, utilizing the same syllabus throughout sections, teaching around standardized tests, and top-down coordination. In this sense, it can be said that all these factors impede teachers for preparing and adopting their own tasks and materials.

2.5. The Drawbacks of Teacher Autonomy

Although literature promotes the benefits of teacher autonomy, it also highlights some of its drawbacks. Anderson (1987) contends that having too much autonomy is dangerous rather than beneficial. Initially; Pitt (2010) stated that teacher autonomy might encourage isolation since teachers are responsible for everything about teaching and learning process behind the classroom door. The problem of teacher isolation elucidated by Anderson (1987) was mainly based on the fact that teachers work on their own in their classrooms, and there is no one understands their accomplishment or achievement, so “they might feel isolated” (p.361).

Moreover, teacher isolation, combined with excessive autonomy, may be an impediment to school improvement (Yıldırım, 2017). Along with this idea, Brown (2000) claims that maintaining so much autonomy is not a good idea, especially if it leads to detrimental habits that prevent children from critical learning opportunities. Likewise; according to Ingersoll (1994), when an inexperienced or incompetent teacher is allowed too much liberty without any assistance might lead to shortcomings in teachers' classroom performance.

Another vital issue needs to be touched upon is teachers’ negative beliefs about requesting guidance or support from colleagues in isolated environments since it could be seen as an indication of ineptitude (Sergiovanni,2001). Furthermore, teacher isolation is a barrier to their personal and career development seeing as they naturally acquire via trial and error and their work experience is significantly reliant on their capacity to identify issues and devise solutions in the exclusion of others' professional expertise (Sergiovanni, 2001). More importantly, fostering too much autonomy may cause detrimental influence on student progress (Zajano & Mitchell, 2001). The chief reason is that teachers might have difficulty in dealing with instruction proves, time management, curriculum, using right teaching materials for having success, and engaging in inadequate interaction with students.

Finally; increased autonomy also diverts instructors' attention away from instructional concerns by expanding their obligations beyond their particular job (Nelson &Miron, 2005).

This situation leads to devoting considerable time and effort, more stress and excessive workload (Wu, 2015).

2.6. Studies Conducted on Teacher Autonomy in Foreign Language Education

Given its importance, some research in the field of EFL have focused on the issue of teacher autonomy. Initially; Prichard and Moore (2016) carried out a research study to find out determining the level of teachers' autonomy, collaboration between administrators and personnel, as well as top-down management in 130 ESOL programs in the US. This study showed that university teachers possessed better general autonomy than teachers working at a language centre, which make possible to infer that autonomy is a higher priority in higher education. Whereas pedagogy and preparing syllabus were positioned as a higher autonomy, curriculum autonomy was seen as the lowest one. Furthermore; while the most often agreed-upon item was administrator-staff cooperation, implying that instructors were engaged in decision-making procedures in the majority of the programs, the top-down cooperation was also observed as the most approved concept.

Within the scope of the study conducted by Nasri et al. (2015) to perceive EFL teachers' action on fostering learner independency in the context of Iran, it was found out that teachers believed that with aim of encouraging learner autonomy, they should be allowed more freedom in terms of selecting/creating content, materials, and exams. In this regard, it could be concluded that teachers have an overwhelming influence on promoting learner autonomy, which results in students' success in the language learning process.

Additionally; in accordance with the study performed by Benson (2010), it was revealed secondary school EFL teachers in Hong Kong were facing with some limitations imposed by system-wide curriculum, syllabus and examinations, which affect their judgements regarding teaching and learning practices in their classroom. Although the teachers in this study were constrained by some elements, the interview held with them demonstrated that teachers found suitable opportunities to require students' needs with the help of creating separate spaces to perform some specific tasks.

Taking a brief look at the literature, it is quite probable to encounter with the studies which view autonomy as teachers' improvement as teacher-learners (Yıldırım, 2017). Akbarpour-Tehrani and Mansor (2012) performed one of these research studies, which attempted to investigate how ESL school teachers from Malaysia learn information about pedagogy, how independent they are in acquiring this information, and how they transform

this awareness into perception and attitude. According to the survey, workshops, online resources, and colleagues were the most important sources of information, but instructors also learn through books, papers, and conferences. In that study, teachers also had complete autonomy in getting information through web resources because they were free to make judgments about what information to seek and which resources to use; yet they did not have the same autonomy in picking books, papers, and conferences owing to restricted options in their library and choosing conferences or books depending on the recommendations of their colleagues. As a result of the study, teachers were found to employ what they gained from online sources or co-workers more in their classes, whereas workshops were found to be less useful for their learning environments as they were repetitive and mostly adhered to textbook teaching approaches. In the light of the teachers' perception and attitudes analysis, it can be said that deciding on sources of information might have a positive impact on teachers' perceptions and changing their attitudes accordingly.

Tsang and Liu (2016) analysed the relation between the concept of teacher autonomy and motivation since they believed motivation could be the major factor for being autonomous. When the schools involved in this study were examined, strict surveillance and standards, as well as teacher disempowerment were seen as dominant themes. Merely administrators and School Executive Committees are accountable for school-related decisions at these schools, and instructors are isolated from the judgment process, resulting in little communication and interaction between leaders and teachers. As a parallel with this study, based on his study in Taiwan, Wu (2015) also asserted that teacher autonomy is the major indicator of teacher motivation since teachers are engaged in decision-making process in the act of teaching.

In addition to motivation, job satisfaction, and burnout were studied deeply in the sense of discovering their relationship with the concept of teacher autonomy. First of all; taking a swift glance at the connection between teacher autonomy and the emotion of burnout, Javadi (2014) found out a negative correlation between these constructs as the participants who reported having a great amount of control of their instructing also reported a low level of burnout. What is more, this also showed that burnout elements including emotional weariness, derealisation, and a reduced personal accomplishment are key indicators of teachers' reported sense of autonomy. This study also demonstrated that a low amount of autonomy was associated with lower personal performance, implying that the settings and factors in the teaching context influence instructors' emotional and cognitive reactions. Hence; it was

advised that teachers' working circumstances and emotions of autonomy be enhanced so as to develop teaching and learning processes' quality.

2.7. Studies Conducted on Teacher Autonomy in EFL Contexts in Turkey

Taking EFL context in Turkey into consideration, it is likely to notice research studies conducted on the concept of teacher autonomy. To begin with Yıldıırm's (2017) thesis research, the major aim was not only to detect EFL teachers' and administrators' views on teacher autonomy but also to reveal the lecturers' encounters with autonomy at a public university's English language preparatory program. According to study's findings, it was unveiled that the majority of lecturers and administrators perceived autonomy as the capability to reach decisions concerning their own teaching, characterizing autonomous teachers as independent, self-assured, accountable, effective, and creative, and thinking that they are competent at problem solving and coming up with new ideas. Moreover; most of the participants agreed upon the idea that teacher autonomy offers instructors with work satisfaction and incentive to continue in the classroom as well as it increases their efficacy, consciousness, and self-confidence. Another significant finding needs to be touched upon was the listed factors which prevent teachers from being autonomous. In this sense; management, school size, rigorous course plans, rigid curriculum, and uniformity were classified as some constraints which hinder teacher autonomy. Lastly; concerning the level of autonomy of the teachers and administrators, the data showed that they possessed scant level of autonomy in a general sense. Similarly; Khalil (2013) also revealed teachers' lack of autonomy in their teaching.

In another thesis research, Şakar (2013) had an attempt to diagnose EFL instructors' views on teacher autonomy and if centralized tests impact their views on autonomy. To this end, secondary and high school EFL teachers working in Sakarya took part in this study. The data analysis displayed that the participants had moderate opinions of teacher autonomy which might be linked to implementation of standardized tests, standardized curriculum, and centralized textbooks. Another impressive result concerning the study was high school EFL teachers' stronger sense of autonomy.as compared to secondary school teachers. Finally, according to the study, gender was not seen as significant element for teachers' opinions of teacher autonomy; however, age and years of experience were observed as critically significant for teachers' opinions of teacher autonomy. On the other hand; Khezerlou (2013) investigated Iranian and Turkish EFL high school teachers' views regarding the concept of teacher autonomy. In the end, it was discovered that Turkish teachers promoted a better level

of autonomy than Iranian teachers. Furthermore; although Şakar (2013) revealed a meaningful association between teacher autonomy and age, Khezerlou's (2013) study did not show statistically significant correlation between teacher autonomy and age.

Furthermore, Bizmiye (2020) studied if EFL teachers, who were working with at varied levels and varied working environments, were dependent on the textbooks to be used in the classroom, and if any probable connection existed between teacher autonomy and textbook dependency. According to the survey, most of the teachers were detected as dependent on the course book; yet surprising finding could be the difference between experienced and novice teachers in the sense of the level of dependency on the course book. The findings showed that teachers who are new in teaching displayed more dependency as compared to the experienced ones. Thus; a valuable suggestion could be providing teachers with sufficient training and guidance about to foster teacher autonomy, and make them less dependent on the course book.

Concerning Koçak's (2018) thesis study, the main aim was to determine the relationship between teacher autonomy and teacher burnout. The results showed that EFL teachers had moderate perception regarding autonomy. However; taking a swift look at the subscales under the concept of teacher autonomy, it was seen that teachers' general autonomy perception was at moderate level whereas their curriculum autonomy perception was at low level. This situation implies that teachers do not consider themselves having a complete autonomy in related fields. As for the relation of teacher autonomy and teachers' burnout it was unveiled that there was a weak negative association between these two concepts. Depending on the results of the study, it could be inferred that the more teachers become autonomous the less burnout they will experience in their teaching. This situation actually shows parallelism with Skaalvik and Skaalvik's (2007) study since they perceived autonomy as a vital element to diminish the feeling of burnout.

Balçıkanlı (2009) conducted a qualitative study with EFL student instructors with the aim of investigating their perspectives on teacher autonomy. In this regard, teacher autonomy was defined as self-awareness, self-development, self-control, and accepting responsibility for their students since they thought it was essential to stay up with new breakthroughs and to gain valuable self-awareness. To this end, the participants emphasized making self-observations, cooperation with others, giving guidance and embracing criticism to gain

autonomy. In the light of the findings of this study, the researcher advised raising awareness on teacher autonomy and promoting autonomy in pre-service education.

2.8. Teacher Professionalism and Its Relation with Teacher Autonomy

The concept of teacher professionalism is specified as the attitude and behaviours that teachers have towards their profession (Boyt, Lusch and Naylor,2001). The respectable status of the profession (Hoyle, 1975; Kennedy, 2007), quality of service enhancement (Hoyle,2001), accomplishment of the greatest levels (Boyt, Lusch and Naylor,2001), self-control (Barber,1965), and professional autonomy (David,2000) appear to be the focus on defining and comprehending the nature of professionalism. In this regard, it can be said that teacher professionalism entails improving teachers' knowledge, abilities, and competences in order to raise teaching profession standards and better meet the diverse needs of pupils (Demirkasımoğlu, 2010).

The literature presents the close relation between teacher autonomy and teacher professionalism. Initially, Öztürk (2011) states that teachers can take significant decisions concerning their profession as professionals and they are free to make comments their working environment, to engage in educational planning and management processes. In this sense, it is likely to say that autonomy is a component of teacher professionalism that gives both an autonomous decision-making area to attain one's goals and an influence on regulating work-related events (Friedman, 1999). It not only acts as a shield against demands on teachers, but it also serves as a method of improving them both personally and professionally (Friedman, 1999). Concerning this existing relation, in the literature it is also stated that the duty of professionals is very significant, exclusive and complex, thus professionals should be able to make their own decisions without being swayed by outside forces (Forsyth & Danisiewicz, 1985). Furthermore; according to Bull (1998), one of the primary goals and draws of the professionalization movement for teachers is to promote professional autonomy.

According to research studies in the field, teacher autonomy was detected as an essential component in teachers' happiness at work (Pearson & Moomaw, 2005). Also, it was found that effective application of teacher autonomy gave instructors with educational independence, hence knowledge, teaching, experience, and the demands of certain educational situations may all be balanced (Hoyle & John, 1996). That is to say, teachers who are more independent seem to be more committed and driven to perform in their career (Ayral et al., 2014). However; it was seen that limiting autonomy diminished teachers’

professionalism (MacBeath, 2012). Consequently, the crucial point is that what distinguishes professionalism is the adoption of teacher autonomy.

2.9. Teacher Reflection and Its Relation with Teacher Autonomy

Reflection is conceptualised as a type of thinking and regarded as the notions of spontaneous, reflective action and numerous modes of thought that lead to action (Dewey, 1933). This reflective action necessitates actively and gladly accepting responsibility for one's own acts (Larrivee, 2008) as well as to be driven by the desire to tackle a particular challenge (Griffiths, 2000). Reflective thinking, according to Dewey (1933), causes instructors to examine their actions and views, as well as perceive various choices when handling any specific situation. Besides, he specifies three distinguishing and important traits of reflective instructors: open-mindedness, accountability, and sincerity. In this sense, it could be said that reflection is recognized and identified as a fundamental attribute of a good teacher (Akbari et al., 2010).

Being able to reflect on classroom behaviours is considered as an essential element for teaching (Larrivee, 2008) as well as an essence for learning (Killeavy & Moloney, 2010). Hence, reflective teaching is seen as a significant aspect in teachers' professional growth in terms of making teachers as reflective practitioners who evaluate the strong and weak parts of their teaching and seriously reconsider how to do it in a better way (Larrivee, 2008). Likewise, in the literature researchers hold the idea that reflective practitioners as efficient teachers who take part in reflective thinking and are acutely aware of what they are doing and why they make judgments, and who consider the consequences of their activities (Parsons& Brown, 2002). In this sense, Schön's (1987) study shows parallelism with those ideas since the goal of reflective practice was found to become a self-sufficient decision maker who continually gains from practice and recreates knowledge via reflection. Moreover, Farrell (2004) states that teachers who are provided with a chance to make decisions regarding their teaching have tendency to feel more motivated since they are in charge of forming their teaching through a reflective practice. As a conclusion, it can be inferred that reflective practice might be a good technique to assist teachers in increasing their effectiveness and independence (Noormohammadi, 2014), which convinces a relationship between teacher autonomy and teacher reflection.

Concerning the profound effect of reflective teaching on promoting teachers' independence (Vazquez, 2015), many studies have been conducted in EFL settings to reveal

how it enables teacher autonomy. First of all; with regard to Wang and Zhang's (2014) study which intended to find out boosting teacher autonomy in Chinese context, the findings demonstrated that they grew more engaged and independent in their teaching and research as they obtained a greater grasp for teaching, improved the skills to explore their classroom challenges, became much more reflective.

In another study, Genç (2010) examined the effect of maintaining reflective diaries on the autonomy of EFL teacher working at various public schools in Bursa. During this research study, teachers were asked to write journals about their experiences and views on teaching practices as well as to reflect on planning the lesson, materials and the process of both teaching and learning, managing the classroom, evaluation and balancing interaction within the classroom. At the end of the study, it was seen that writing journals enabled teachers to realize the requirements and challenges in their context and it made them feel more independent as they had the control for deciding and shaping their teaching practices. Likewise; Çakır and Balçıkanlı (2012) scrutinized EFL pre-service teachers' perceptions on the usage of portfolios as a tool for reflection and self-evaluation. They found that using portfolios encourage introspection, increase student instructors' understanding of their own strengths and limitations, and allow teachers to adapt their teaching. The findings of this study were also similar to Yıldırım's (2013) research study in terms of promoting teacher autonomy in goal-setting, controlling, and monitoring through reflection.

With regard to the relationship between teacher autonomy and teacher reflection, Noormohammadi (2014) commissioned a study with Iranian instructors and discovered a favourable relation of teachers' reflective practice with their independeny. He found that reflection contributes to teachers' practices in the sense of material selection, lesson planning, problem solving strategies, which results in becoming more autonomous.

2.10. Teacher Self-Efficacy and Its Relation with Teacher Autonomy

Teacher efficacy is described as the teachers' belief that to what extent they have the ability to influence student achivement (Berman, McLaughlin, Bass, Pauly and Zelman, 1977) or as a belief in his or her competence to accomplish desirable student engagement and learning outcomes, particularly amongst challenging or unmotivated students (Armor et al., 1976; Bandura, 1977). In this sense, it can be said that teachers' self-efficacy has been associated with their practices in the classroom and student performance such as their commitment and accomplishment (Anderson, Greene and Loewen, 1988; Ross, 1992).

Moreover, it can also be tied to the amount of work they put into teaching, the objectives they set, their perseverance when things do not go as planned, and their resilience in the face of failures (Moran, Hoy & Hoy, 1998). That is why, Teachers with a high efficacy belief develops mastery instructional strategies for their students and increase cognitive development while teachers with low efficacy beliefs create a classroom environment in which students' self of efficacy were affected negatively (Bandura, 1993). Furthermore, teachers who have a high feeling of efficacy are likely to be more organized and plan ahead of time (Allinder,1994), and they seem to be more open to new experiences and eager to try out new approaches to better fulfil the requirements of their pupils (Berman, McLaughlin,Bass,Pauly&Zelman,1977; Guskey,1988; Stein & Wang,1988), which appears to be the characteristics of autonomous teachers (Karabacak,2014).

Taking a swift glance at the studies conducted on teacher self-efficacy, Tschannen-Moran and Woolfolk Hoy (2006) tried to reveal various possible causes of teachers' self-efficacy beliefs to determine whether there were any differences between beginner and experienced instructors. They also looked at classroom trainings as a form of efficacy judgements in the form of instructors' satisfaction with their prior teaching performance. The results of the study showed that contextual elements such as instructional resources and interpersonal support were shown to be substantially more prominent in inexperienced instructors' self-efficacy views whereas contextual variables played a considerably less critical influence in self-efficacy beliefs among experienced teachers, who had a wealth of mastery experiences at their disposal.

In another study conducted by Gibson and Dembo (1984), it was found out that there were significant variations in student academic progress between instructors with high and low efficacy views. In other words, instructors with high effectiveness views were shown to be more competent in the instruction than teachers with low efficacy beliefs by managing time more effectively, employing creative tactics, and delivering kind feedback using efficient methods for students' faults (Gibson & Dembo, 1984).

Within the scope of Turkish context, Dolgun (2016) examined pre-service and in service EFL teachers' self-efficacy level with regard to, instructional strategies, student participation and managing the classroom. At the end of the study, it was observed that in-service teachers performed a strong belief in the sense of instructional strategies whereas pre-service teachers performed a strong belief in student involvement. Additionally, no big

variation in self-efficacy attitudes about classroom management were seen in any of the groups.

Külekçi (2011) looked at pre-service English teachers' self-efficacy beliefs and the influence of factors including gender, academic accomplishment, grade level, departments, and attitudes on their beliefs. According to the findings, pre-service English teachers held positive efficacy beliefs with regard to their field, and their self-efficacy showed difference concerning academic success grade level.

Karabacak (2014) looked at the relation between teacher autonomy and teacher self-efficacy since the relationship between two concepts were not deeply investigated in the literature (Canbolat,2020) The results showed that positive correlations exist between instructional autonomy, administrative autonomy; and personal career development and the efficacy of managing classroom (Karabacak,2014).

CHAPTER 3
METHODOLOGY

This chapter outlines the research methodology of the study. The method, participants, data collecting tools, data collection processes, validation research questions, and demographic information for participants are all presented in a detailed way.

3.1. Research Questions

This study aimed at answering following research questions:

1. What is the perceived level of high school EFL teachers' autonomy in Çorum?
2. What is the perceived level of high school EFL teachers' perception on professionalism in Çorum?
3. What is the perceived level of high school EFL teachers' perception on reflection in Çorum?
4. What is the perceived level of high school EFL teachers' self-efficacy in Çorum?
5. Does the autonomy level of high school EFL teachers in Çorum have an effect on their professionalism perception level?
6. Does the autonomy level of high school EFL teachers in Çorum have an effect on the teacher reflection perception level?
7. Does the autonomy level of teachers in Çorum have an effect on the self-efficacy perception level?

3.2. Research Design

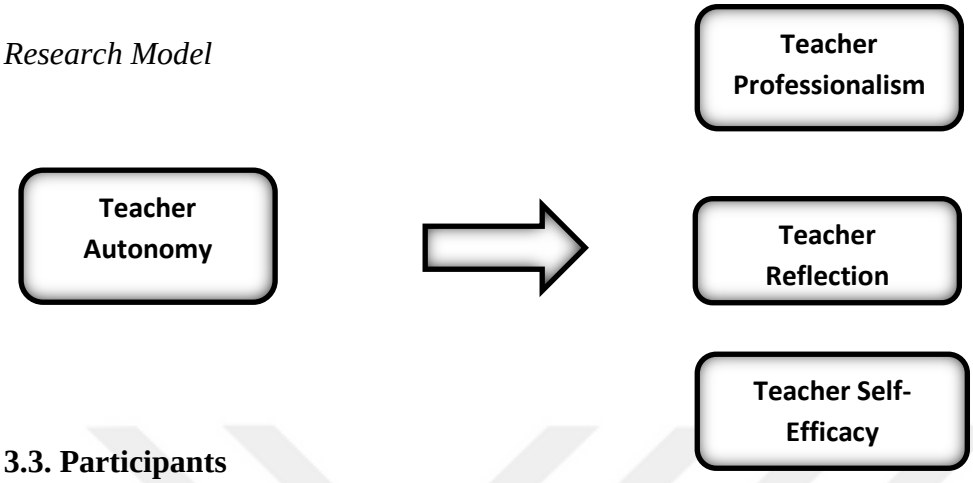
This is a quantitative study in the sense of gathering numerical data through the scales. Furthermore, this study is also a descriptive research design as descriptive statistics are used to determine the perceived degrees of teacher autonomy, teacher professionalism, reflection and self-efficacy.

This study is also a correlational research in terms of analysing the relationship between two or more variables. According to Cresswell (2005), correlational statistical design is utilized to define and measure the level of association or relationship between two or more variables. In this sense; since this current study intends to find out the relationship of teacher autonomy with teacher professionalism, teacher reflection and teacher self-efficacy, it can be considered as a correlational research design as well.

Considering the study aims and research questions for this study, the research model may be depicted as shown in Figure 1.

Figure 1

Research Model



3.3. Participants

The population of the study includes 202 high school EFL teachers who work in different districts in Çorum during 2021-2022 academic years. With the aim of collecting data, participants, who voluntarily took part in this study, were chosen randomly. Because of the pandemic, the questionnaires were shared with the participants through online sources.

In this study, while 68.8% of the teachers included in the study were female (n=139), 31.2% were male (n=63) teachers. The distribution of teachers by age groups is as follows; 33.2% between 20 and 25 years old (n=67), 28.2% between 26 and 30 years old (n=57), 21.8% between 31 and 35 years old (n=44), 16.8% over 35 years old (n =34) are teachers. The distribution of teachers according to their professional experience is as follows; 40.6% are teachers with a professional experience between 1 and 5 years, 30.7% between 6 and 10 years (n=62) and 28.7% with more than 11 years (n=58) professional experience.

3.4. Data Collection Instruments

In the present study, the online survey method was adopted as the data collection tool. The questionnaire form designed for research purposes is divided into five sections. The first section contains the personal information form, the second section contains the Teacher Self-Efficacy Scale, the third section contains the Teacher Professionalism Scale, the fourth section contains the Teacher Reflection Scale, and the final section contains the Teacher Self-Efficacy Scale.

The perceived level of teacher autonomy was measured with Teacher Autonomy Scale which was firstly designed by Pearson and Hall (1993), and then adapted by Pearson and

Moomaw (2006). This survey included 18 items to reveal the degree of teachers' perception about the autonomy that they possess in the following areas: (a) choosing activities and materials, (b) classroom practice, (c) instructional planning and sequencing, (d) decision making. While eleven items showed high level of autonomy (e.g., I am free to be creative in my teaching approach), the rest of them showed low level of autonomy (e.g., in my situation I have little say over the content and skills that are selected for teaching). Furthermore, 4 point Likert-type scale was formed ranging from (1) definitely false, (2) more or less false, (3) more or less true, (4) definitely true. Exploratory factor analysis with oblique rotation was utilized by Pearson and Hall (1993) for revealing internal consistency reliability (α=.80), and as result of it the items were divided into two groups: curriculum autonomy and general teaching autonomy. On the other hand; Pearson and Moomaw (2006) also revealed that the items were internally consistent (α=.81). The items that assessed selected activities and resources, as well as instructional planning and sequencing, were used to define curriculum autonomy, whereas the items that tested classroom practices and decision making were used to define general teaching autonomy.

Teacher Professionalism Scale which was originally developed by Tschannen-Moran and DiPaola (2006) and adapted into Turkish context by Cerit (2013) was used to reveal if the teachers perceived themselves as professional. The survey included eight items ranging from (5) Very frequently, (4) Often, (3) Sometimes, (2) Rarely, (1) Never. The internal consistency of items was found coefficient (α=.90), and item total correlation was found between .45 and .84 (Cerit, 2013).

Teacher Self Efficacy Scale developed by Tschannen-Moran and Hoy (2001) was the other data collection instrument in this study. The scale had 12 items which demonstrated the areas in which teacher faced with difficulties in their school activities. As a result of factor analysis, Cronbach alpha was found .94 and these sub categories were listed: Efficacy in Student Engagement (2,3,4,11), Efficacy in Instructional Strategies (5,9,10,12) and Efficacy in Classroom Management (1,6,7,8).

Teacher Reflection Scale designed by (Akbari et al., 2010) was the last quantitative data collection tool utilized in this study. The scale consisted of 29 Likert scale items ranging from (5) always, (4) often, (3) sometimes, (2) rarely, (1) never. The Cronbach alpha reliability was revealed as 0.91. Furthermore; as a consequence of validation process, five components were uncovered: practical, cognitive, learner (affective), metacognitive and critical elements.

The practical component is concerned with how instructors reflect, such as holding notebooks, interacting to colleagues, and creating teaching portfolios. The cognitive element is concerned with deliberate attempts for professional growth, such as reading books and journals. The Learner (affective) component's topic is comprehending the learner's affective and cognitive state. The meta-cognitive component refers to instructors' understanding of their own strengths and weaknesses, as well as their personality and teaching profession. Finally, the issue of critical thinking is the socio-political elements of teaching (Akbari et al., 2010).

3.5. Data Collection Procedure

For the purposes of the research, the major focus was to determine the autonomy levels and teacher professionalism levels, teacher reflection levels and self-efficacy levels of teachers in Çorum province and to examine the effects of teacher autonomy levels on teacher professionalism, teacher reflection and self-efficacy levels.

As a first step of data collection procedure, Cronbach's Alpha reliability analyses were performed to evaluate the reliability levels of the scale and scale sub-dimensions, which are the research's measuring instruments.

The total of the variances of the questions on a scale divided by the overall variance yields Cronbach's Alpha. The alpha coefficient is used to see if the questions on a scale have a homogenous structure in different groups. It accepts values between 0 and 1. A negative alpha value indicates that reliability is compromised. In social sciences, the equivalent reliability level for the intervals in Table 1 may be established using the Cronbach's Alpha coefficient.

Table 1

Cronbach's Alpha Reference Values

Values	Confidence Level
Alpha <0.50	Unacceptable
0.50<Alpha<0.70	Acceptable
0.70<Alpha<0.80	Good and Acceptable
0.80<Alpha<0.90	Good
0.90<Alpha	Excellent

The results of the Cronbach's Alpha reliability analysis applied to the scale and its sub-dimensions are as in Table 2.

Table 2

Findings of Cronbach's Alpha Reliability Analysis

Scale/Sub-dimension	Number of Items	Cronbach's Alpha
General Autonomy Sub-dimension	12	0.608*
Curriculum autonomy Sub-dimension	6	0.645*
Teacher Autonomy Scale	18	0.753**
Teacher Professionalism Scale	8	0.837***
Practical Reflection Sub-dimension	6	0.716**
Cognitive Reflection Sub-dimension	6	0.821***
Effective Reflection Sub-dimension	3	0.745**
Metacognitive Reflection Sub-dimension	7	0.917****
Critical Reflection Sub-dimension	7	0.868***
Teacher Reflection Scale	29	0.944****
Student engagement Sub-dimension	4	0.721**
Instructional Strategies Sub-dimension	4	0.762**
Classroom management Sub-dimension	4	0.691*
Teacher Self-efficacy scale	12	0.889***

* Accepted, ** Good, *** very good, **** Excellent reliability.

When the table is reviewed, it is clear that the general autonomy sub-dimension and the curriculum autonomy sub-dimension of the teacher autonomy scale are at an acceptable level, and the scale is a reliable measurement tool at a good level.

Teacher professionalism scale is seen as a very good and reliable measurement tool.

While the teacher reflection scale is an excellently reliable measurement tool, its sub-dimensions of practical reflectivity and affective reflectivity are good, cognitive reflective and critical reflective sub-dimensions are very good, and metacognitive reflective sub-dimensions are perfectly reliable.

Whereas the teacher self-efficacy scale is a very valid measurement tool, the sub-dimensions of efficacy in classroom management are acceptable, as are the sub-dimensions of efficacy in student engagement and efficacy in instructional strategies.

3.6. Data Analysis

The demographic findings of the instructors involved in the research are shown in the first part of the findings section. The frequency distributions of the responses to the scales utilized in the research, as well as the item mean and standard deviation values, are presented in the second section. The final section presents descriptive statistics for scale and sub-dimension values, as well as normal distribution test data. Although the normal distribution tests demonstrate that the variables do not fit the normal distribution, which is very well known, determining the normal distribution using the normal distribution tests in data obtained with the use of scales for social sciences is extremely challenging. The researchers suggest that the skewness coefficients for such variables should be examined and if there is no significant skewness, it would be correct to assume that the assumption of normal distribution is met. (Tabachnick & Fidell, 2013). When the variables are examined in terms of skewness coefficients, it is seen that all of them are less than 1.5 in absolute value. In this case, it can be said that the variables do not have a significant skewness ($|S|>1.5$) (Tabachnick & Fidell, 2013). In the light of these findings, it was thought that it would be appropriate to use parametric test techniques, which are known to be more reliable under the same conditions, in the hypothesis tests to be made with the variables. (Karagöz, 2016)

Since all the variables subject to the hypothesis tests are continuous variables, the relations between the variables were examined first by correlation and then by regression analysis.

During the regression analysis, the relationships between the explanatory variables were examined by correlation analysis, and the problem of nearly complete multicollinearity that could arise if the variables with high degree of correlation defined as explanatory variables in the same regression model were avoided. By examining the basic assumptions of regression analysis, non-autocorrelation, constant variance and normal distribution of error

terms with zero mean, HAC-NEWEY WEST resistant standard errors (Robust) were used in case of assumption violations. (Gujarati & Porter, 2009)

The reference values in the interpretation of the correlation coefficients are as follows. (Akgül & Çevik, 2003, p. 358);

If RXY=0, there is no correlation between X and Y,

0.00<RXY≤0.25 Very weak positive correlation between X and Y,

0.26≤RXY≤0.49 Weak positive correlation between X and Y,

0.50≤RXY≤0.69 Moderate positive correlation between X and Y,

0.70≤RXY≤0.89 High degree of positive correlation between X and Y,

0.90≤RXY <1 Very high degree of positive correlation between X and Y,

If RXY=1, there is full correlation between X and Y.

The sign of the correlation coefficient indicates the direction of the correlation.

The crucial significance value for all hypothesis tests in the study was set at 0.05, and the tests were interpreted with a 95% significance level.

Although H0 is correct, the probability of 1st type error, which can be defined as finding the H1 hypothesis correct as a result of the research, is higher in parametric hypothesis tests performed with ordinal variables (Kalaycı, 2006, p. 85).

CHAPTER 4
FINDINGS

This chapter present the analysis of quantitative data gathered from the scales. The findings obtained as a result of data analysis are shared with tables and comments.

4.1. Frequency Analysis

The frequency analysis of the instructors' replies to the scale questions are reported in this section of the research.

Table 3 shows the frequency analysis results of the teacher autonomy scale.

Table 3

Frequency Analysis Findings of Teacher Autonomy Scale

Item	Definitely false		More or less false		More or less true		Definitely true		mean	Standard
	n	%	n	%	n	%	n	%		
1.I am free to be creative in my teaching approach	23	11.4	58	28.7	80	39.6	41	20.3	2.69	.92
2. The selection of student-learning activities in my class is under my control	67	33.2	44	21.8	41	20.3	50	24.8	2.37	1.18
3. Standards of behavior in my classroom are set primarily by myself	51	25.2	72	35.6	38	18.8	41	20.3	2.34	1.07
4. My job does not allow for much discretion on my part	55	27.2	68	33.7	65	32.2	14	6.9	2.19	.92
5. In my teaching I use my own guidelines and procedures	54	26.7	64	31.7	45	22.3	39	19.3	2.34	1.07
6. In my situation I have little say over the content and skills that are selected for teaching	46	22.8	53	26.2	70	34.7	33	16.3	2.45	1.02
7. The scheduling of use of time in my classroom is under my control	47	23.3	52	25.7	58	28.7	45	22.3	2.50	1.08
8. My teaching focuses on those goals and objectives I select myself	54	26.7	65	32.2	52	25.7	31	15.3	2.30	1.03
9. I seldom use alternative procedures in my teaching	56	27.7	62	30.7	40	19.8	44	21.8	2.36	1.11
10. I follow my own guidelines on instruction	37	18.3	38	18.8	79	39.1	48	23.8	2.68	1.03
11. In my situation I have only limited latitude in how major problems are solved	41	20.3	58	28.7	69	34.2	34	16.8	2.48	1.00

12. What I teach in my class is determined for the most part by myself	42	20.8	53	26.2	71	35.1	36	17.8	2.50	1.01
13. In my class I have little control over how classroom space is used	67	33.2	55	27.2	52	25.7	28	13.9	2.20	1.05
14. The materials I use in my class are chosen for the most part by myself	52	25.7	37	18.3	67	33.2	46	22.8	2.53	1.11
15. The evaluation and assessment activities used in my class are selected by people other than myself	46	22.8	68	33.7	43	21.3	45	22.3	2.43	1.07
16. I select the teaching methods and strategies I use with my students	30	14.9	44	21.8	65	32.2	63	31.2	2.80	1.04
17. I have little say over the scheduling of use of time in my classroom	69	34.2	46	22.8	65	32.2	22	10.9	2.20	1.03
18. The content and skills taught in my class are those I select	45	22.3	63	31.2	62	30.7	32	15.8	2.40	1.00

"1. I am free to be creative in my teaching approaches." The frequency distributions of the responses given to the item are as follows; 11.4% definitely false (n=23), 28.7% more or less false (n=58), 39.6% more or less true (n=80), 20.3% definitely true (n=41). When the item mean (2.69±0.92) is examined, it is seen that the sample mean is close the item 'more or less true'.

"*2. The selection of student-learning activities in my class is under my control."* The frequency distributions of the responses given to the item are seen as; 33.2% definitely false (n=67), 21.8% more or less false (n=44), 20.3% more or less true (n=41), 24.8% definitely true (n=50). When the item mean (2.37±1.18) is examined, it is observed that the mean is close the item 'more or less false'.

"3. Standards of behaviour in my classroom are set primarily by myself." The frequency distributions of the responses given to the item are as follows; 25.2% are definitely false (n=51), 35.6% are more or less false (n=72), 18.8% are more or less true (n=38), 20.3% are definitely true (n=41). When the item mean (2.34±1.07) is examined, it is seen that the sample mean is close to the item 'more or less false'.

"*4. My job does not allow for much discretion on my part."* The frequency distributions of the responses given to the item are as follows; 27.2% definitely false (n=55), 33.7% more or less false (n=68), 32.2% more or less true (n=65), 6.9% definitely true (n=14).

When the item mean (2.190.92) is investigated, it is seen that the sample mean is quite near to the item ‘more or less false’.

“5. In my teaching I use my own guidelines and procedures.” The frequency distributions of the responses given to the item are as follows; 26.7% definitely false (n=54), 31.7% more or less false (n=64), 22.3% more or less true (n=45), 19.3% definitely true (n=39). Taking the item mean (2.34±1.07) into consideration, it is seen that the sample mean is quite near to the item ‘more or less false’.

“6. In my situation I have little say in the content and skills that are selected for teaching.” The frequency distributions of the responses given to the item are as follows; 22.8% definitely false (n=46), 26.2% more or less false (n=53), 34.7% more or less true (n=70), 16.3% definitely true (n=33). Within the scope of item mean (2.45±1.02), it is revealed that the sample mean is close to the item ‘more or less false’.

“7. *The scheduling of use of time in my classroom .is under my control”*. The frequency distributions of the responses given to the item are detected as; 23.3% definitely false (n=47), 25.7% more or less false (n=52), 28.7% more or less true (n=58), 22.3% definitely true (n=45). When the item mean (2.5±1.08) is examined, it is uncovered that the sample mean is close to the item ‘more or less true.’

“*8. My teaching focuses on those goals and objectives I select myself.”* The frequency distributions of the responses given to the item are as seen as; 26.7% definitely false (n=54), 32.2% more or less false (n=65), 25.7% more or less true (n=52), 15.3% definitely true (n=31). In the light of the item mean (2.3±1.03), it is observed that the sample mean is close to the item ‘more or less false.’

“*9. I seldom use alternative procedures in my teaching*.” The frequency distributions of the responses given to the item show that 27.7% definitely false (n=56), 30.7% more or less false (n=62), 19.8% more or less true (n=40), 21.8% definitely true (n=44). When the item average (2.36±1.11) is investigated, it is seen that the sample mean is close to the item ‘more or less false’.

“*10. I follow my own guidelines on instruction*.” The frequency distributions of the answers given to the item found as; 18.3% definitely false (n=37), 18.8% more or less false (n=38), 39.1% more or less true (n=79), 23.8% definitely true (n=48). When the item mean (2.68±1.03) is analysed, it is seen that the sample mean is close to the item ‘more or less true’.

"*11. In my situation I have only limited latitude in how major problems are solved*." The frequency distributions of the responses given to the item are observed as; 20.3% definitely false (n=41), 28.7% more or less false (n=58), 34.2% more or less true (n=69), 16.8% definitely true (n=34). Taking the item mean (2.48±1.00) into consideration, it is revealed that the sample mean quite near to the item 'more or less false'

"*12. What I teach in my class is determined for the most part by myself*" The frequency distributions of the responses given to the item are as follows; 20.8% are definitely false (n=42), 26.2% are more or less false (n=53), 35.1% are more or less true (n=71), 17.8% are definitely true (n=36). When the item mean (2.5±1.01) is examined, it is seen that the sample mean is close to the item 'more or less true'.

"*13. In my class, I have little control over how classroom space is used*." The frequency distributions of the responses given to the item are seen as; 33.2% definitely false (n=67), 27.2% more or less false (n=55), 25.7% more or less true (n=52), 13.9% definitely true (n=28). When the item mean (2.2±1.05) is investigated, it is revealed that the sample mean is close to the item 'more or less false.'

"*14. The materials I use in the classroom are chosen for the most part by myself."* The frequency distributions of the responses given to the item are as follows; 25.7% definitely false (n=52), 18.3% more or less false (n=37), 33.2% more or less true (n=67), 22.8% definitely true (n=46). Within the frame of item average (2.53±1.11), it is seen that the sample mean is close to the item 'more or less true'.

"15. The evaluation and assessment activities used in my class are selected by people other than myself" The frequency distributions of the responses given to the item are as follows; 22.8% definitely false (n=46), 33.7% more or less false (n=68), 21.3% more or less true (n=43), 22.3% definitely true (n=45). In the light of the item mean (2.43±1.07), it is uncovered that the sample mean is near to the item 'more or less true.'

"*16. I select the teaching methods and strategies I use with my students."* The frequency distributions of the responses given to the item are found as; 14.9% definitely false (n=30), 21.8% more or less false (n=44), 32.2% more or less true (n=65), 31.2% definitely true (n=63). Taking the item mean (2.8±1.04) into account, it is seen that the sample mean is close to the item 'more or less true.'

"*17. I have little say over the scheduling of use of time in my classroom."* The frequency distributions of the responses given to the item are revealed as; 34.2% definitely false (n=69), 22.8% more or less false (n=46), 32.2% more or less true (n=65), 10.9% definitely true (n=22). When the item mean (2.2±1.03) is examined, it is seen that the sample mean is close to the item 'more or less false'.

"*18. The content and skills taught in my classroom are those I select."* The frequency distributions of the responses given to the item are as follows; 22.3% definitely false (n=45), 31.2% more or less false (n=63), 30.7% more or less true (n=62), 15.8% definitely true (n=32). When the item mean (2.4±1.00) is investigated, it is revealed that the sample mean is close to the item 'more or less false.'

The frequency analysis findings of the teacher professionalism scale are as in table 4.

Table 4

Frequency Analysis Findings of Teacher Professionalism Scale

Item	Never		Rarely		Sometimes		Often		Very frequently		Mean	Standard
	n	%	n	%	n	%	n	%	n	%		
1. The interactions between faculty members are cooperative.	14	6.9	38	18.8	102	50.5	38	18.8	10	5.0	2.96	.92
2. Teachers respect the professional competence of their colleagues.	8	4.0	21	10.4	54	26.7	102	50.5	17	8.4	3.49	.93
3. Teachers help and support each other.	3	1.5	24	11.9	63	31.2	84	41.6	28	13.9	3.54	.93
4. Teachers in this school exercise professional judgment.	11	5.4	34	16.8	76	37.6	64	31.7	17	8.4	3.21	1.00
5.Teachers are committed to helping students.	12	5.9	26	12.9	61	30.2	56	27.7	47	23.3	3.50	1.16
6. Teachers accomplish their jobs with enthusiasm	3	1.5	52	25.7	74	36.6	56	27.7	17	8.4	3.16	.95
7. Teachers "go the extra mile" with their students.	6	3.0	42	20.8	73	36.1	59	29.2	22	10.9	3.24	1.00
8. Teachers provide strong social support for colleagues.	5	2.5	44	21.8	56	27.7	73	36.1	24	11.9	3.33	1.02

"1. The interactions between faculty members are cooperative." the frequency distributions of the responses given to the item are as follows; 6.9% never (n=14), 18.8% rarely (n=38), 50.5% sometimes (n=102), 18.8% often (n=38), 5% very frequently (n=10). When the item mean (2.96±0.92) is checked, it is seen that the sample mean is close to the item 'sometimes'.

"*2. Teachers respect the professional competence of their colleagues."* The frequency distributions of the responses given to the item are found as; 4% never (n=8), 10.4% rarely (n=21), 26.7% sometimes (n=54), 50.5% often (n=102), 8.4% very frequently (n=17). Within the frame of item mean (3.49±0.93), it can be said that the sample mean is close to the item 'sometimes.'

"*3. Teachers help and support each other*." The frequency distributions of the responses given to the item are as follows; 1.5% never (n=3), 11.9% rarely (n=24), 31.2% sometimes (n=63), 41.6% often (n=84), 13.9% very frequently (n=28). When the item mean (3.54±0.93) is investigated, it is observed that the sample mean is close to the item 'often'.

"*4. Teachers in this school exercise professional judgment*." The frequency distributions of the responses given to the item are as follows; 5.4% never (n=11), 16.8% rarely (n=34), 37.6% sometimes (n=76), 31.7% often (n=64), 8.4% very frequently (n=17). When the item mean (3.21±1.00) is analysed, it is revealed that the sample mean is close to the item 'sometimes.'

"*5. Teachers are committed to helping students."* The frequency distributions of the responses given to the item are as follows; 5.9% never (n=12), 12.9% rarely (n=26), 30.2% sometimes (n=61), 27.7% often (n=56), 23.3% very frequently (n=47). When the item mean (3.5±1.16) is examined, it is seen that the sample mean is close to the item 'often.'

"6. *Teachers accomplish their jobs with enthusiasm*." The frequency distributions of the responses given to the item are as follows; 1.5% never (n=3), 25.7% rarely (n=52), 36.6% sometimes (n=74), 27.7% often (n=56), 8.4% very frequently (n=17). In the light of item mean (3.16±0.95) is, it is observed that the sample mean is close to the item 'sometimes.'

"7. Teachers go the extra mile with their students." The frequency distributions of the responses given to the item are as follows; 3% never (n=6), 20.8% rarely (n=42), 36.1% sometimes (n=73), 29.2% often (n=59), 10.9% very frequently (n=22). When the item mean (3.24±1.00) is checked, it is seen that the sample mean is close to the item 'sometimes.'

"*8. Teachers provide strong social support for colleagues."* The frequency distributions of the responses given to the item are as follows; 2.5% never (n=5), 21.8% rarely (n=44), 27.7% sometimes (n=56), 36.1% often (n=73), 11.9% very frequently (n=24). In the light of item mean (3.33±1.02), it is seen that the sample mean is close to the item 'sometimes.'

Teacher Reflection scale frequency analysis findings are as in table 5.

Table 5

Frequency analysis findings of reflective teaching scale

Item	Never		Rarely		Sometimes		Often		always		Mean	Standard deviation
	n	%	n	%	n	%	n	%	n	%		
1.I have a file where I keep my accounts of my teaching for reviewing purposes.	19	9.4	67	33.2	46	22.8	45	22.3	25	12.4	2.95	1.20
2. I talk about my classroom experiences with my colleagues and seek their advice/feedback.	5	2.5	23	11.4	91	45.0	63	31.2	20	9.9	3.35	.90
3. After each lesson, I write about the accomplishments/failures of that lesson or I talk about the lesson to a colleague.	25	12.4	43	21.3	69	34.2	49	24.3	16	7.9	2.94	1.13
4.I discuss practical/theoretical issues with my colleagues.	8	4.0	38	18.8	62	30.7	59	29.2	35	17.3	3.37	1.10
5. I observe other teachers' classrooms to learn about their efficient practices.	18	8.9	49	24.3	54	26.7	63	31.2	18	8.9	3.07	1.13
6.I ask my peers to observe my teaching and comment on my teaching performance.	25	12.4	60	29.7	56	27.7	47	23.3	14	6.9	2.83	1.13
7.I read books/articles related to effective teaching to improve my classroom performance	13	6.4	41	20.3	54	26.7	55	27.2	39	19.3	3.33	1.19
8.I participate in workshops/conferences related to teaching/learning issues.	9	4.5	48	23.8	49	24.3	68	33.7	28	13.9	3.29	1.11

9. I think of writing articles based on my classroom experiences.	38	18.8	50	24.8	56	27.7	32	15.8	26	12.9	2.79	1.28
10.I think of journal articles or search the internet to see what the recent developments in my profession are.	13	6.4	47	23.3	72	35.6	50	24.8	20	9.9	3.08	1.06
11.I carry out small scale research activities in my classes to become better informed of learning/teaching processes.	21	10.4	65	32.2	50	24.8	40	19.8	26	12.9	2.93	1.21
12. I think of classroom events as potential research topics and think of finding a method for investigating them.	11	5.4	55	27.2	46	22.8	67	33.2	23	11.4	3.18	1.12
13. I talk to my students to learn about their learning style and preferences.	11	5.4	39	19.3	61	30.2	54	26.7	37	18.3	3.33	1.14
14. I talk to my students to learn about their family backgrounds, hobbies, interests and abilities	10	5.0	46	22.8	49	24.3	63	31.2	34	16.8	3.32	1.15
15.I ask my students whether they like a teaching task or not.	9	4.5	34	16.8	55	27.2	62	30.7	42	20.8	3.47	1.13
16.As a teacher, I think about my teaching philosophy and the way it is affecting my teaching.	5	2.5	36	17.8	51	25.2	57	28.2	53	26.2	3.58	1.13
17. I think of the ways my biography or my background affects the way I define myself as a teacher	8	4.0	50	24.8	38	18.8	54	26.7	52	25.7	3.46	1.23
18. I think of the meaning or significance of my job as a teacher	6	3.0	42	20.8	43	21.3	51	25.2	60	29.7	3.58	1.20
19. I try to find out which aspects of my teaching provide me with a sense of satisfaction.	9	4.5	38	18.8	43	21.3	57	28.2	55	27.2	3.55	1.20
20.I think about my strengths and weaknesses as a teacher	6	3.0	39	19.3	37	18.3	56	27.7	64	31.7	3.66	1.20

21. I think of the positive/negative role models I have had as a student and the way they've affected me in my practice.	13	6.4	39	19.3	38	18.8	52	25.7	60	29.7	3.53	1.27
22. I think of inconsistencies and contradictions that occur in my classroom practice	11	5.4	36	17.8	52	25.7	48	23.8	55	27.2	3.50	1.22
23.I think about instances of social injustice in my own surroundings and try to discuss them in my classes.	10	5.0	52	25.7	44	21.8	59	29.2	37	18.3	3.30	1.18
24. I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias.	13	6.4	47	23.3	42	20.8	56	27.7	44	21.8	3.35	1.23
25.In my teaching, I include less-discussed topics such as old age, AIDS, discrimination against women and minorities and poverty.	9	4.5	50	24.8	54	26.7	31	15.3	58	28.7	3.39	1.26
26.I think about the political aspects of my teaching and the way I may affect my students 'political views..	24	11.9	52	25.7	41	20.3	59	29.2	26	12.9	3.05	1.24
27. I think of ways through which I can promote tolerance and democracy in my classes and in society in general	4	2.0	44	21.8	46	22.8	64	31.7	44	21.8	3.50	1.12
28.I think about the ways gender social class, and race influence my students' achievements..	17	8.4	41	20.3	51	25.2	60	29.7	33	16.3	3.25	1.20
29. I think of outside social events that can influence my teaching inside the class.	7	3.5	47	23.3	48	23.8	68	33.7	32	15.8	3.35	1.11

"1. I have a file where I keep my accounts of my teaching for reviewing purposes." The frequency distributions of the responses given to the item are as follows; 9.4% never (n=19), 33.2% rarely (n=67), 22.8% sometimes (n=46), 22.3% often (n=45), 12.4% always

(n=25). When the item mean (2.95±1.2) is examined, it is seen that the sample is close to the item 'sometimes'.

"2. I talk about my classroom experiences with my colleagues and seek their advice/feedback." The frequency distributions of the responses given to the item are as seen as; 2.5% never (n=5), 11.4% rarely (n=23), 45% sometimes (n=91), 31.2% often (n=63), 9.9% always (n=20). Within the frame of item mean (3.35±0.9), it is revealed that the sample mean is close to the item 'sometimes.'

"*3. After each lesson, I write about the accomplishments / failures of that lesson or I talk about the lesson to a colleague."* The frequency distributions of the responses given to the item are as follows; 12.4% never (n=25), 21.3% rarely (n=43), 34.2% sometimes (n=69), 24.3% often (n=49), 7.9% always (n=16). When the item mean (2.94±1.13) is investigated, it is revealed that the sample mean is close to the item 'sometimes'.

"*4. I discuss practical/theoretical issues with my colleagues."* The frequency distributions of the responses given to the item are as follows; 4% never (n=8), 18.8% rarely (n=38), 30.7% sometimes (n=62), 29.2% often (n=59), 17.3% always (n=35). In the light of item mean (3.37±1.1) , it is seen that the sample mean is close to the item 'sometimes.'

"5. I observe other teachers' classrooms to learn about their efficient practices." The frequency distributions of the responses given to the item are as follows; 8.9% never (n=18), 24.3% rarely (n=49), 26.7% sometimes (n=54), 31.2% often (n=63), 8.9% always (n=18). When the item mean (3.07±1.13) is checked, it is revealed that the sample mean is close to the item 'sometimes.'

"6. I ask my peers to observe my teaching and comment on my teaching performance." The frequency distributions of the responses given to the item are as follows; 12.4% never (n=25), 29.7% rarely (n=60), 27.7% sometimes (n=56), 23.3% often (n=47), 6.9% always (n=14). When the item mean (2.83±1.13) is reviewed, it is discovered that the sample mean is near the item 'sometimes.'

"7. *I read books/articles related to effective teaching to improve my classroom performance."* The frequency distributions of the responses given to the item are as follows; 6.4% never (n=13), 20.3% rarely (n=41), 26.7% sometimes (n=54), 27.2% often (n=55), 19.3% always (n=39). When the item mean (3.33±1.19) is studied, it is seen that the sample mean is close to the item 'sometimes'

"*8. I participate in workshops/conferences related to teaching/learning issues."* The frequency distributions of the responses given to the item are as follows; 4.5% never (n=9), 23.8% rarely (n=48), 24.3% sometimes (n=49), 33.7% often (n=68), 13.9% always (n=28). When the item mean (3.29±1.11) is inspected, it is revealed that the sample mean is close to the item 'sometimes.'

"9. I think of writing articles based on my classroom experiences." The frequency distributions of the responses given to the item are as follows; 18.8% never (n=38), 24.8% rarely (n=50), 27.7% sometimes (n=56), 15.8% often (n=32), 12.9% always (n=26). When the item mean (2.79±1.28) is evaluated, it is noted that the sample mean is close to the item 'sometimes'.

"10. I think of journal articles or search the Internet to see what the recent developments in my profession are." The frequency distributions of the responses given to the item are as follows; 6.4% never (n=13), 23.3% rarely (n=47), 35.6% sometimes (n=72), 24.8% often (n=50), 9.9% always (n=20). Taking the item mean (3.08±1.06) into account, it can be said that the sample mean is close to the item 'sometimes.'

"11. I carry out small-scale research activities in my classes to become better informed of the learning/teaching processes." The frequency distributions of the responses given to the item are found out as; 10.4% never (n=21), 32.2% rarely (n=65), 24.8% sometimes (n=50), 19.8% often (n=40), 12.9% always (n=26). In the light of item mean (2.93±1.21), it is seen that the sample mean is close to the item 'sometimes.'

"*12. I think of classroom events as potential research topics and think of finding a method for investigating them*." The frequency distributions of the responses given to the item are revealed as; 5.4% never (n=11), 27.2% rarely (n=55), 22.8% sometimes (n=46), 33.2% often (n=67), 11.4% always (n=23). When the item mean (3.18±1.12) is analysed, it is discovered that the sample mean is close to the item 'sometimes.'

"13. I talk to my students to learn about their learning style and preferences." The frequency distributions of the responses given to the item are as follows; 5.4% never (n=11), 19.3% rarely (n=39), 30.2% sometimes (n=61), 26.7% often (n=54), 18.3% always (n=37). Regarding the item mean (3.33±1.14), it is seen that the sample mean is close to the item 'sometimes'.

"*14. I talk to my students to learn about their family backgrounds, hobbies, interests and talents."* The frequency distributions of the responses given to the item are as follows; 5% never (n=10), 22.8% rarely (n=46), 24.3% sometimes (n=49), 31.2% often (n=63), 16.8% always (n=34). Concerning the item mean (3.32±1.15), it is observed that the sample mean is close to the item 'sometimes.'

"*15. I ask my students whether they like a teaching task or not"* The frequency distributions of the responses given to the item are as follows; 4.5% never (n=9), 16.8% rarely (n=34), 27.2% sometimes (n=55), 30.7% often (n=62), 20.8% always (n=42). With regard to the item mean (3.47±1.13), it is obvious that the sample mean is close to the item 'sometimes.'

"*16. As a teacher, I think about my teaching philosophy and the way it is affecting my teaching."* The frequency distributions of the responses given to the item are as follows; 2.5% never (n=5), 17.8% rarely (n=36), 25.2% sometimes (n=51), 28.2% often (n=57), 26.2% always (n=53). Based on the item mean (3.58±1.13), it is quite clear that the sample mean is close to the item 'often.'

"*17. I think of the ways my biography or background affects the way I define myself as a teacher."* The frequency distributions of the responses given to the item are as follows; 4% never (n=8), 24.8% rarely (n=50), 18.8% sometimes (n=38), 26.7% often (n=54), 25.7% always (n=52). Depending on the item mean (3.46±1.23), it is seen that the sample mean is close to the item 'sometimes.'

"18. I think of the meaning or significance of my job as a teacher." The frequency distributions of the responses given to the item are as follows; 3% never (n=6), 20.8% rarely (n=42), 21.3% sometimes (n=43), 25.2% often (n=51), 29.7% always (n=60). When the item mean (3.58±1.2) is examined, it is revealed that the sample mean is close to the item 'often.'

"19. I try to find out which aspects of my teaching provide me with a sense of satisfaction." The frequency distributions of the responses given to the item are as follows; 4.5% never (n=9), 18.8% rarely (n=38), 21.3% sometimes (n=43), 28.2% often (n=57), 27.2% always (n=55). In the light of the item mean (3.55±1.2), it is obvious that the sample mean is close to the item 'often.'

"20. I think about my strengths and weaknesses as a teacher." The frequency distributions of the responses given to the item are as follows; 3% never (n=6), 19.3% rarely

(n=39), 18.3% sometimes (n=37), 27.7% often (n=56), 31.7% always (n=64). Within the frame of the item mean (3.66±1.2), it can be said that that the sample mean is close to the item 'often.'

"21. I think of the positive/negative role models I have had as a student and the way they've affected me in my practice." The frequency distributions of the responses given to the item are as follows; 6.4% never (n=13), 19.3% rarely (n=39), 18.8% sometimes (n=38), 25.7% often (n=52), 29.7% always (n=60). When the item mean (3.53±1.27) is investigated, it is determined that the sample mean is close to the item 'sometimes'.

"*22. I think of inconsistencies and contradictions that occur in my classroom practice."* The frequency distributions of the responses given to the item are as follows; 5.4% never (n=11), 17.8% rarely (n=36), 25.7% sometimes (n=52), 23.8% often (n=48), 27.2% always (n=55). When the item mean (3.5±1.22) is examined, it is seen that the sample mean is close to the item 'often.'

"23. I think about instances of social injustice in my surrounding and try to discuss them in my classes." The frequency distributions of the responses given to the item are as follows; 5% never (n=10), 25.7% rarely (n=52), 21.8% sometimes (n=44), 29.2% often (n=59), 18.3% often (n=37). With regard to the item mean (3.3±1.18), it is seen that the sample mean is close to the item 'sometimes.'

"*24. I think of the ways to enable my students to change their social lives in fighting poverty, discrimination and gender bias."* The frequency distributions of the responses given to the item are as follows; 6.4% never (n=13), 23.3% rarely (n=47), 20.8% sometimes (n=42), 27.7% often (n=56), 21.8% always (n=44). Taking the item mean (3.35±1.23) consideration, it is seen that the sample mean is close to the item 'sometimes.'

"25. In my teaching, I include less-discussed topics, such as old age, AIDS, discrimination against women and minorities, and poverty." The frequency distributions of the responses given to the item are as follows; 4.5% never (n=9), 24.8% rarely (n=50), 26.7% sometimes (n=54), 15.3% often (n=31), 28.7% always (n=58). Regarding the item mean (3.39±1.26), it is obvious that the sample mean is close to the item 'sometimes.'

"26. I think about the political aspects of my teaching and the way I may affect my students' political views." The frequency distributions of the responses given to the item are as follows; 11.9% never (n=24), 25.7% rarely (n=52), 20.3% sometimes (n=41), 29.2% often

(n=59), 12.9% always (n=26). When the item mean (3.05±1.24) is reviewed, it is discovered that the sample mean is close to the item ‘sometimes.’

"27. I think of ways through which I can promote tolerance and democracy in my classes and in society in general." The frequency distributions of the responses given to the item are as follows; 2% never (n=4), 21.8% rarely (n=44), 22.8% sometimes (n=46), 31.7% often (n=64), 21.8% always (n=44). Depending on the item mean (3.5±1.12), it is noted that the sample mean is close to the item ‘sometimes.’

“28. I think about the ways gender social class and race influence my students' achievements." The frequency distributions of the responses given to the item are as follows; 8.4% never (n=17), 20.3% rarely (n=41), 25.2% sometimes (n=51), 29.7% often (n=60), 16.3% always (n=33). Taking the item mean (3.25±1.2) into account, it is seen that the sample mean is close to the item ‘sometimes.’

“29. I think of outside social events that can influence my teaching inside the class." The frequency distributions of the responses given to the item are as follows; 3.5% never (n=7), 23.3% rarely (n=47), 23.8% sometimes (n=48), 33.7% often (n=68), 15.8% always (n=32). When the item mean (3.35±1.11) is examined, it is found out that the sample mean is close to the item ‘sometimes.’

The frequency analysis findings of the teacher self-efficacy perception scale are as in table 6.

Table 6

Frequency Analysis Findings of Teacher Self-Efficacy Perception Scale

Item	Nothing		Very little		Some influence		Quite a bit		A great deal		Mean	Standard
	n	%	N	%	n	%	n	%	n	%		
1. How much you can do to control disruptive behaviour in the classroom?	12	5.9	12	5.9	49	24.3	52	25.7	77	38.1	3.84	1.17
2. How much you can do to motivate students who show low interest in school work?	6	3.0	17	8.4	58	28.7	81	40.1	40	19.8	3.65	.99

3. How much you can do to get students believe they can do well in school work?	11	5.4	13	6.4	59	29.2	89	44.1	30	14.9	3.56	1.00
4. How much you can do to help your students value learning?	5	2.5	31	15.3	82	40.6	54	26.7	30	14.9	3.36	.99
5. To what extent you can craft good questions for your students?	7	3.5	29	14.5	66	33.0	45	22.5	53	26.5	3.54	1.13
6. How much you can do to get children to follow classroom rules?	11	5.4	36	17.8	50	24.8	73	36.1	32	15.8	3.39	1.12
7. How much you can do to calm a student who is disruptive or noisy?	6	3.0	37	18.3	39	19.3	87	43.1	33	16.3	3.51	1.06
8.How well can you establish a classroom management system with each group of students?	9	4.5	32	15.8	51	25.2	56	27.7	54	26.7	3.56	1.17
9. How much can you use a variety of assessment strategies?	11	5.4	33	16.3	51	25.2	57	28.2	50	24.8	3.50	1.19
10. To what extent can you provide an alternative explanation or example when students are confused?	10	5.0	34	16.8	40	19.8	53	26.2	65	32.2	3.64	1.23
11. How much can you assist families in helping their children do well in school?	5	2.5	52	25.7	50	24.8	49	24.3	46	22.8	3.39	1.17
12.How well can you implement alternative strategies in your classroom?	4	2.0	43	21.3	56	27.7	50	24.8	49	24.3	3.48	1.13

"*1. How much you can do to control disruptive behaviours in the classroom?"* The frequency distributions of the responses given to the item are as follows; 5.9% nothing (n=12), 5.9% very little (n=12), 24.3% some influence (n=49), 25.7% quite a bit (n=52), 38.1% a great deal (n=77). When the item mean (3.84±1.17) is investigated, it is revealed that the sample mean is close to the item 'some influence.'

"2. How much you can do to motivate students who show low interest in school work?" The frequency distributions of the responses to the item "are as follows; 3% nothing (n=6), 8.4% very little (n=17), 28.7% some influence (n=58), 40.1% quite a bit (n=81), 19.8% a great deal (n=40). Depending on the item mean (3.65±0.99), it is seen that the sample mean is close to the item 'some influence.'

"3. How much you can do to get students believe they can do well in school work?" The frequency distributions of the responses given to the item are as follows; 5.4% nothing (n=11), 6.4% very little (n=13), 29.2% some influence (n=59), 44.1% quite a bit (n=89), 14.9% a great deal (n=30). When the item mean (3.56±1.00) is analysed, it is discovered that the sample mean is close to the item 'some influence.'

"4. How much you can do to help your students value learning?" The frequency distributions of the responses given to the item are as follows; 2.5% nothing (n=5), 15.3% very little (n=31), 40.6% some influence (n=82), 26.7% quite a bit (n=54), 14.9% a great deal (n=30). Taking the item mean (3.36±0.99) into account, it is seen that the sample mean is close to the item 'very little.'

"5. To what extent can you craft questions for your students?" The frequency distributions of the responses given to the item are as follows; 3.5% nothing (n=7), 14.5% very little (n=29), 33% some influence (n=66), 22.5% quite a bit (n=45), 26.5% a great deal (n=53). When the item mean (3.54±1.13) is inspected, it is noted that the sample mean is close to the item 'some influence.'

"*6. How much can you do to get children to follow classroom rules?"* The frequency distributions of the responses given to the item are as follows; 5.4% nothing (n=11), 17.8% very little (n=36), 24.8% some influence (n=50), 36.1% quite a bit (n=73), 15.8% a great deal (n=32). With regard to the sample mean (3.39±1.12), it is pretty obvious that the sample mean is close to the item 'some influence.'

"*7. How much you can do to calm a student who is disruptive or noisy?*" The frequency distributions of the responses to the item are as follows; 3% none (n=6), 18.3% very little (n=37), 19.3% some influence (n=39), 43.1% quite a bit (n=87), 16.3% great deal (n=33). When the item mean (3.51±1.06) is examined, it is revealed that the sample mean is close to the item 'some influence.'

"*8. How well can you establish a classroom management system with each group of student?"* The frequency distributions of the responses are as follows; 4.5% nothing (n=9), 15.8% very little (n=32), 25.2% some influence (n=51), 27.7% quite a bit (n=56), 26.7% a great deal (n=54). In the light of the item mean (3.56±1.17), it is seen that the sample mean is close to the item 'some influence.'

"9. How much can you use a variety of assessment strategies" The frequency distributions of the responses given to the item are as follows; 5.4% nothing (n=11), 16.3% very little (n=33), 25.2% some influence (n=51), 28.2% quite a bit (n=57), 24.8% a great deal (n=50). When the item mean (3.5±1.19) is studied, it is observed that the sample mean is close to the item 'some influence.'

"*10. To what extent can you provide an alternative explanations or examples when students are confused?"* The frequency distributions of the responses given to the item are as follows; 5% nothing (n=10), 16.8% very little (n=34), 19.8% some influence (n=40), 26.2% quite a bit (n=53), 32.2% a great deal (n=65). When the item mean (3.64±1.23) is examined, it is seen that the sample mean is close to the item 'some influence.'

"11. How much can you assist families in helping their children do well in school?" The frequency distributions of the responses given to the item are as follows; 2.5% nothing (n=5), 25.7% very little (n=52), 24.8% some influence (n=50), 24.3% quite a bit (n=49), 22.8% a great deal (n=46). Concerning the item mean (3.39±1.17), it is clear that the sample mean is close to the item 'very little.'

"*12. How well can you implement alternative strategies in your classroom?"* The frequency distributions of the responses given to the item are as follows; 2% nothing (n=4), 21.3% very little (n=43), 27.7% some influence (n=56), 24.8% quite a bit (n=50), 24.3% a great deal (n=49). Regarding the item mean (3.48±1.13), it is seen that the sample mean is close to the item 'very little.'

4.2 Normal Distribution Tests and Descriptive Statistics

Table 7 shows the descriptive statistics produced for the scale and dimension values derived from the averages of the scale and dimension items after reversing the questions in the other way for the scale and sub-dimensions utilized in the study.

Table 7

Variable Descriptive Statistics

Variable	Minimum	Maximum	Mean	Standard Deviation
General Autonomy	1.16	4.00	2.62	.45
Curriculum Autonomy	1.00	4.00	2.43	.62

Teacher Autonomy	1.08	4.00	2.53	.46
Teacher Professionalism	1.50	5.00	3.30	.67
Practical Reflection	1.33	5.00	3.08	.70
Cognitive Reflection	1.00	5.00	3.09	.84
Effective Reflection	1.00	5.00	3.37	.92
Metacognitive Reflection	1.00	5.00	3.55	.98
Critical Reflection	1.28	5.00	3.31	.89
Teacher Reflection	1.25	5.00	3.28	.72
Student Engagement	1.00	5.00	3.49	.76
Instructional Strategies	1.00	5.00	3.54	.89
Classroom Management	1.00	5.00	3.57	.81
Teacher Self-Efficacy	1.00	5.00	3.54	.74

As it is seen in the table, the General Autonomy variable is distributed between a minimum of 1.167 and a maximum of 4, with a standard deviation of 0.453 around a mean of 2.627. The Curriculum Autonomy variable is distributed between a minimum of 1 and a maximum of 4, with a standard deviation of 0.625 around a mean of 2.437. Furthermore, while Teacher Autonomy variable is distributed between a minimum of 1.083 and a maximum of 4, with a standard deviation of 0.467 around a mean of 2.532; Teacher Professionalism variable is distributed between a minimum of 1.5 and a maximum of 5, with a standard deviation of 0.678 around the mean of 3.304. Moreover, the Practical reflection variable is distributed between a minimum of 1.333 and a maximum of 5, with a standard deviation of 0.707 around a mean of 3.084 whereas the Cognitive reflectance variable is distributed between a minimum of 1 and a maximum of 5, with a standard deviation of 0.845 around a mean of 3.099. Lastly, the affective reflection variable is distributed between minimum 1 and maximum 5 values, with a standard deviation of 0.927 around a mean of 3.373 whereas metacognitive reflection variable is distributed between minimum 1 and maximum 5 values, with a standard deviation of 0.986 around 3.55 mean.

The normal distribution test statistics for the scale and sub-dimensions are seen in Table 8.

Table 8

Variable Normal Distribution Test Statistics

Variable	Kolmogorov-Smirnov			Shapiro-Wilk			S	K
	D	S.D	Sig.	W	S.D	Sig.		
General Autonomy	.13	200	.000	.94	200	.000	.49	1.50
Curriculum Autonomy	.10	200	.000	.96	200	.000	.32	.42
Teacher Autonomy	.16	200	.000	.91	200	.000	.70	2.07
Teacher Professionalism	.12	200	.000	.97	200	.004	-0.27	-0.56
Practical Reflection	.07	200	.017	.99	200	.197	.070	-0.45
Cognitive Reflection	.10	200	.000	.97	200	.002	.080	-0.44
Effective Reflection	.15	200	.000	.95	200	.000	-0.16	-0.86
Metacognitive Reflection	.08	200	.002	.94	200	.000	-0.12	-1.05
Critical Reflection	.11	200	.000	.95	200	.000	-0.08	-1.10
Teacher Reflection	.09	200	.000	.96	200	.000	-0.17	-0.91
Student Engagement	.10	200	.000	.97	200	.001	-0.24	-0.27
Instructional Strategies	.09	200	.000	.95	200	.000	-0.07	-0.66
Classroom Management	.11	200	.000	.95	200	.000	-0.40	-0.15
Teacher Self-Efficacy	.07	200	.019	.97	200	.000	-0.25	-0.15

D: Kolmogorov-Smirnov Test Statistic, W: Shapiro- Wilk Test Statistic, S.D: Degrees of Freedom, S: Skewness, K: Kurtosis

According to the statistics of the General Autonomy normal distribution test, the variable does not fit the normal distribution at the 5% significance level. (D (200) =0.139, W (200) =0.941, Sig.=0<0.05). Variable skewness and kurtosis values show that the variable is close to the normal distribution. (|S|<1.5)

With regard to the Curriculum Autonomy normal distribution test statistics, the variable does not fit the normal distribution at the 5% significance level. (D (200) =0.108, W (200) =0.969, Sig.=0<0.05). Variable skewness and kurtosis values show that the variable is close to the normal distribution. (|S|<1.5)

Based on the statistics of the Teacher Autonomy normal distribution test, the variable does not fit the normal distribution at the 5% significance level. (D (200) =0.16, W (200) =0.919, Sig.=0<0.05). Variable skewness and kurtosis values show that the variable is close to the normal distribution. (|S|<1.5)

The variable does not fit the normal distribution at the 5% significance level, according to the results of the Teacher Professionalism normal distribution test (D (200)

=0.128, W (200) =0.979, Sig.=0.10). The skewness and kurtosis values of the variable indicate that it is near to the normal distribution. (|S|<1.5)

Depending on the statistics of the Practical Reflection normal distribution test, the variable does not fit the normal distribution at the 5% significance level. (D (200) =0.071, W (200) =0.99, Sig.=0.017<0.05). Variable skewness and kurtosis values show that the variable is close to the normal distribution. (|S|<1.5)

According to the statistics of the cognitive reflection normal distribution test, the variable does not fit the normal distribution at the 5% significance level. (D (200) =0.101, W (200) =0.977, Sig.=0<0.05). Variable skewness and kurtosis values show that the variable is close to the normal distribution. (|S|<1.5)

In the light of the statistics of the effective reflection normal distribution test, the variable does not fit the normal distribution at the 5% significance level. (D (200) =0.157, W (200) =0.95, Sig.=0<0.05). Variable skewness and kurtosis values show that the variable is close to the normal distribution. (|S|<1.5)

According to the metacognitive reflection normal distribution test statistics, the variable does not fit the normal distribution at the 5% significance level. (D (0) =0, W (0) =0, Sig.=0<0.05). Variable skewness and kurtosis values show that the variable is close to the normal distribution. (|S|<1.5)

4.2. Hypothesis Tests

In this part of the study, correlation and regression analyses were performed and the findings were interpreted for the research questions that need to be answered with hypothesis tests, since the variables are constantly variable and have distributions close to normal.

The correlation matrix between the teacher autonomy scale and its sub-dimensions and the teacher professionalism scale is as in table 9.

Table 9

Teacher Autonomy Scale and Teacher Professionalism Scale Correlation Matrix

Variable	Statistics	1.General Autonomy	2.Curriculum Autonomy	3.Teacher Autonomy	4.Teacher Professionalism
	R_{XY}	1.000			

1.General Autonomy	sig.	-			
2.Curriculum Autonomy	R_{XY}	0.484	1.000		
	sig.	(0.000)	-		
3.Teacher Autonomy	R_{XY}	0.810*	0.905	1.000	
	sig.	(0.000)	(0.000)	-	
4.Teacher Professionalism	R_{XY}	0.334	0.064	0.205	1.000
	sig.	(0.000)	(0.364)	(0.003)	-

When the table is evaluated, it is clear that there is a statistically significant, positive and weak association between the teacher professionalism scale and the teacher autonomy scale at the 5% significance level (RXY=0.205, Sig.<0.05). To put it more clearly, it is likely to conclude that as teachers' autonomy levels increase, their professionalism level also increases.

It is also seen that there is a statistically significant, positive and weak correlation at the 5% significance level between the teacher professionalism scale and the general autonomy sub-dimension of the teacher autonomy scale (RXY=0.334, Sig.<0.05). That is to say, as the general autonomy level of teachers increases, their professionalism level also increases.

Additionally, it is quite obvious that there is no statistically significant correlation at the 5% significance level between the teacher professionalism scale and the curriculum autonomy sub-dimension of the teacher autonomy scale (RXY=0.064, Sig.>0.05).

The estimation of the simple linear regression model established to examine the effects of the teacher autonomy scale on the teacher professionalism scale is as in table 10.

Table 10

Regression Model Findings Examining the Effects of Teacher Autonomy Scale on Teacher Professionalism Scale

Variable	Dependent Variable: Teacher professionalism			T	Sig.
	Non-standardized		standardized		
	B	$S.H^{Robust}$	B		

Constant	2.548	0.219	-	11.621*	0.000
Teacher autonomy	0.298	0.087	0.205	3.435*	0.001

Descriptive Statistics					
F Test	F(1, 200)=8.801*			Sig.=0.003	
Determination	R^2=0.042			R^2=0.037	
Durbin Watson	D.W=1.355				
Breusch–Pagan	F(1, 200)=1.225			Sig.=0.270	
Error terms	$\bar{\varepsilon} \approx 0.000$	J.B=0.102	Sig.=0.000	S=-0.392	K=-0.371

*(5%) denotes statistical significance at significance level, Robust superscript denotes Newey-West resistant Standard Errors. F: F test statistic, (Parentheses contain test degrees of freedom, Sd1,Sd2) , $\bar{\varepsilon}$: Error terms S: Skewness, K: Kurtosis

When the regression analysis diagnostic statistics are examined in the table, it is seen that the Durbin Watson test statistic is considerably smaller than the value of 2. In this case, a statistically serious autocorrelation problem can be mentioned in the regression model. On the other hand, when the Breusch–Pagan test statistics are reviewed, it is observed that there is no statistically significant variance problem at the 5% significance level in the model. (F (1, 200) =1.225, Sig>0.05). It can be observed that the model error terms have a normal distribution with a mean of zero. (|S|<1.5). In order to avoid efficiency losses caused by the model's autocorrelation, the model was estimated with NEWEY-WEST resistive standard errors.

When the estimated model F test is examined, it is seen that the model as a whole is a statistically significant model at the 5% significance level. (F(1, 200)=8.801, Sig.<0.05)

When the single coefficient obtained in the model is analysed, it is discovered that the teacher autonomy variable has a statistically significant and positive influence on the teacher professionalism variable at the 5% significance level (=0.205, Significance =0.05). To put it more clearly, the increase in the level of autonomy of the teachers in the sample causes an increase in the level of professionalism.

The multiple linear regression model estimation established to examine the effects of teacher autonomy scale sub-dimensions on teacher professionalism scale is as in table 11.

Table 11

Regression Model Findings Examining the Effects of Teacher Autonomy Scale Sub Dimensions on Teacher Professionalism Scale

Variable	Dependant variable: teacher professionalism				
	Non-standardized		standardized	t	Sig.
	B	$S.H^{Robust}$	β		
Constant	2.086	.24	-	8.457*	.00
General Autonomy	.59	.11	.39	5.114*	.00
Curriculum Autonomy	-0.138	.08	-0.12	-1.558	.12
	Descriptive Statistics				
F Test	F(2, 1999)=14.082*			Sig.=.00	
Determination	R^2=.10			R^2=.09	
Durbin Watson	D.W=1.953				
Breusch–Pagan	F(2, 199)=11.697*			Sig.=.00	
Error terms	$\bar{\varepsilon} \approx 0.000$	J.B=.03	Sig.=.20	K=-.10	S=-.17

*(5%) denotes statistical significance at significance level, Robust superscript denotes Newey-West resistant Standard Errors. F: F test statistic, (Parentheses contain test degrees of freedom, Sd1,Sd2) , $\bar{\varepsilon}$: Error terms S: Skewness, K: Kurtosis

The Durbin Watson test data in the table show that it is extremely near to the value of 2. In this situation, there is no statistically significant autocorrelation problem in the model**.** When the Breusch–Pagan test statistics are evaluated, it is noteworthy that there is a statistically significant variance problem at the 5% significance level in the model. (F (2, 199) =11.697, Sig.<0.05). The model was estimated using NEWEY-WEST resistant standard errors to prevent efficiency losses caused by the problem of changing variance.

When the estimated model F test is analysed, it is discovered that the model as a whole is a statistically significant model at the 5% significance level. (F (2, 199) =14.082 Sig.<0.05)

When the coefficients estimated in the model are examined;

It is observed that the general autonomy variable has a statistically significant and positive effect at the 5% significance level on the teacher professionalism variable. (β=0.396, Sig.<0.05). The increase in the general autonomy level of the teachers in the sample also causes an increase in the level of professionalism.

At the 5% significance level, it is evident that the curriculum autonomy variable has no statistically significant influence on the teacher professionalism variable. (Significance>0.05, =-0.127).

The correlation matrix between the teacher autonomy scale and the reflective teaching scale is as in table 12.

Table 12

Teacher Autonomy Scale and Reflective Teaching Scale Correlation Matrix

Variable	Statistics	1.General Autonomy	2.Curriculum Autonomy	3.Teacher Autonomy	4.Teacher Reflection
1.General	R_{XY}	1.000			
Autonomy	sig.	-			
2.Curriculum	R_{XY}	0.484*	1.000		
Autonomy	sig.	(0.000)	-		
3.Teacher	R_{XY}	0.810*	0.905*	1.000	
Autonomy	sig.	(0.000)	(0.000)	-	
4.Teacher	R_{XY}	0.343*	0.058	0.205*	1.000
Reflection	sig.	(0.000)	(0.364)	(0.003)	-

*(%5) represents statistical significance at significance level, RXY: Correlation Coefficient, (parentheses include significance values)

As it is illustrated in the table, there is a statistically significant, positive and weak association between the reflective teaching scale and the teacher autonomy scale at the 5% significance level. (RXY=0.343, Sig.0.05.) In other words, as teachers' autonomy levels increase, their reflective teaching levels also increase.

With regard to the table, it is pretty clear that at the 5% significance level, there is a statistically significant, positive and weak association between the teacher reflection scale and the general autonomy sub-dimension of the teacher autonomy scale.

Moreover, it is seen that there is no statistically significant correlation at the 5% significance level between the reflective teaching scale and the curriculum autonomy sub-dimension of the teacher autonomy scale. (RXY=0.058, Sig.>0.05)

The estimation of the simple linear regression model established to examine the effects of the teacher autonomy scale on the teacher reflection scale is as in table 13.

Table 13

Regression Model Findings Examining the Effects of Teacher Autonomy Scale on Teacher Reflective Teaching Scale

Variable	Dependant Variable: Teacher Reflection				
	Non-standardized		Standardized	t	Sig.
	B	$S.H^{Robust}$	B		
Constant	2.477	0.277	-	8.953*	0.000
Teacher Autonomy	0.319	0.095	0.205	3.358*	0.001
	Descriptive statistics				
F Test	F(1, 200)=8.800*			Sig.=0.003	
Determination	R^2=0.042			R^2=0.037	
Durbin Watson	D.W=1.391				
Breusch–Pagan	F(1, 200)=0.124			Sig.=0.725	
Error Terms	$\bar{\varepsilon} \approx 0.000$	J.B=0.123	Sig.=0.000	K=-0.242	S=-0.932

*(5%) denotes statistical significance at significance level, Robust superscript denotes Newey-West resistant Standard Errors. F: F test statistic, (Parentheses contain test degrees of freedom, Sd1,Sd2) , $\bar{\varepsilon}$: Error terms S: Skewness, K: Kurtosis

When the diagnostic data are evaluated, the Durbin Watson test statistic is shown to be much less than the value of 2. A statistically significant autocorrelation problem may be highlighted in the regression model in this scenario. On the other hand, when the Breusch–Pagan test data are reviewed, it is discovered that there is no statistically significant variance problem in the model at the 5% significance level. F (1, 200) =0.124, Sig0.05). It can be observed that the model error terms have a normal distribution with a mean of zero. (|S|<1.5). In order to avoid efficiency losses caused by the model's autocorrelation, the model was estimated with NEWEY-WEST resistive standard errors.

When the estimated model F test is examined, it is seen that the model as a whole is a statistically significant model at the 5% significance level. (F (1, 200) =8.800, Sig.<0.05).

When the single coefficient estimated in the model is scrutinized, it is noted that the teacher autonomy variable has a statistically significant and positive influence on reflective teaching at the 5% significance level. (=0.205, Significance =0.05). To look at it another way, as the autonomy levels of the teachers in the sample rise, so do their levels of reflective teaching.

Table 14 shows the estimate of the multiple linear regression model used to investigate the influence of teacher autonomy scale sub-dimensions on reflective teaching.

Table 14

Regression Model Findings Examining the Effects of Teacher Autonomy Scale Sub-Dimensions on Teacher Reflective Teaching Scale

Dependant Variable: Teacher Reflection					
Variable	Non-Standardized		Standardised	t	Sig.
	B	$S.H^{Robust}$	β		
Constant	1.955	0.274	-	7.133*	0.000
General Autonomy	0.658	0.127	0.412	5.174*	0.000
Curriculum Autonomy	-0.165	0.087	-0.142	-1.893	0.060
Descriptive Statistics					
F Test	F(2, 1999)=15.296*			Sig.=0.000	
Determination	R^2=0.133			R^2=0.125	
Durbin Watson	D.W=1.501				
Breusch–Pagan	F(2, 199)=9.283*			Sig.=0.000	
Error Terms	$\bar{\varepsilon} \approx 0.000$	J.B=0.082	Sig.=0.002	K=0.028	S=-0.739

*(5%) denotes statistical significance at significance level, Robust superscript denotes Newey-West resistant Standard Errors. F: F test statistic, (Parentheses contain test degrees of freedom, Sd1,Sd2) , $\bar{\varepsilon}$: Error terms S: Skewness, K: Kurtosis

When the Durbin Watson test statistics are evaluated in the table, it is seen that they are less than two values. In this example, there is a statistically significant autocorrelation problem in the model. In the light of Breusch–Pagan test statistics, it is revealed that there is a statistically significant variance problem at the 5% significance level in the model. (F (2, 199) =9.283, Sig.<0.05). To reduce yield losses owing to autocorrelation and variable variance, the model was calculated using NEWEY-WEST resistive standard errors.

When the estimated model F test is analysed, the model as a whole is found to be statistically significant at the 5% significance level. (F (2,199) =15.296 Sig.0.05)

When the model's estimated coefficients are checked;

The general autonomy variable has a statistically significant and favourable influence on the reflective teaching variable at the 5% significance level. (=0.412, Sig.0.05.) The rise in

general autonomy levels of the instructors in the sample leads to an increase in teacher reflection levels.

At the 5% significance level, it is evident that the curricular autonomy variable has no statistically significant influence on the teacher reflection variable. (Significance>0.05, =-0.142).

The correlation matrix between the teacher autonomy scale and the teacher self-efficacy is as in Table 15.

Table 15

Teacher Autonomy Scale and Teacher Self Efficacy Scale Correlation Matrix

Variable	Statistics	1.General Autonomy	2.Curriculum Autonomy	3.Teacher Autonomy	4.Teacher Self-Efficacy
1.General	R_{XY}	1.000			
Autonomy	sig.	-			
2.Curriculum	R_{XY}	0.484*	1.000		
autonomy	sig.	(0.000)	-		
3.Teacher	R_{XY}	0.810*	0.905*	1.000	
Autonomy	sig.	(0.000)	(0.000)	-	
4.Teacher	R_{XY}	0.393*	0.109	0.267*	1.000
Self-Efficacy	sig.	(0.000)	(0.123)	(0.000)	-

*(%5) represents statistical significance at significance level, RXY: Correlation Coefficient, (parentheses include significance values)

When the table is reviewed, it is discovered that there is a statistically significant, positive and weak association between the teacher self-efficacy scale and the teacher autonomy scale at the 5% significance level can be said to grow.

Also, at the 5% significance level, there is a statistically significant, positive and weak association between the teacher self-efficacy scale and the general autonomy sub-dimension of the teacher autonomy scale.

With regard to the table, it is seen that there is no statistically significant connection between the teacher self-efficacy scale and the curriculum autonomy sub-dimension of the teacher autonomy scale at the 5% significance level. (RXY=0.109, Significance>0.05).

Table 16 shows the estimation of the simple linear regression model developed to investigate the impact of the teacher autonomy scale on the teacher self-efficacy scale.

Table 16

Regression Model Findings Examining the Effects of Teacher Autonomy Scale on Teacher Self-Efficacy Scale

Variable	Dependant Variable: Teacher Self-Efficay			T	Sig.
	Non-Standardised		Standardised		
	B	$S.H^{Robust}$	B		
Constant	2.471	0.238	-	10.361*	0.000
Teacher Autonomy	0.424	0.094	0.267	4.502*	0.000
	Descriptive Statistics				
F Test	F(1, 200)=15.178*			Sig.=0.000	
Determination	R^2=0.071			R^2=0.067	
Durbin Watson	D.W=1.155				
Breusch–Pagan	F(1, 200)=0.760			Sig.=0.384	
Error Terms	$\bar{\varepsilon} \approx 0.000$	J.B=0.112	Sig.=0.000	K=-0.463	S=0.012

*(5%) denotes statistical significance at significance level, Robust superscript denotes Newey-West resistant Standard Errors. F: F test statistic, (Parentheses contain test degrees of freedom, Sd1,Sd2) , $\bar{\varepsilon}$: Error terms S: Skewness, K: Kurtosis

When the diagnostic data are evaluated, the Durbin Watson test statistic is shown to be much less than the value of 2. A statistically significant autocorrelation problem could be indicated in the regression model in this scenario. When the Breusch–Pagan test statistics are checked, it is found that the model has no statistically significant variance problem at the 5% significance level. F(1, 200)=0.124, Sig0.05). In this sense, it can be observed that the model error terms have a normal distribution with a mean of zero. (|S|<1.5). In order to avoid efficiency losses caused by the model's autocorrelation, the model was estimated with NEWEY-WEST resistive standard errors.

When the estimated model F test is analysed, the model as a whole is found to be statistically significant at the 5% significance level. (F(1, 200)=19.991, significance level 0.05)

When the single coefficient obtained in the model is analysed, it is discovered that the teacher autonomy variable has a statistically significant and positive influence on the teacher

autonomy variable at the 5% significance level. (=0267, P = 0.05). In other words, a rise in the autonomy levels of the instructors in the sample generates an increase in the autonomy levels.

The multiple linear regression model estimation established to examine the effects of teacher autonomy scale sub-dimensions on teacher autonomy scale is as in table 17.

Table 17

Regression Analysis Findings examining the effects of teacher autonomy scale sub-dimensions on teacher autonomy scale

Dependant Variable: teacher Self- efficacy					
Variable	Non-standardised		Standardised	T	Sig.
	B	$S.H^{Robust}$	B		
Constant	1.916	0.288	-	6.657*	0.000
General Autonomy	0.743	0.141	0.454	5.264*	0.000
Curriculum Autonomy	-0.133	0.097	-0.112	-1.374	0.171
Descriptive Statistics					
F Test	F(2, 1999)=19.991*			Sig.=0.000	
Determination	R^2=0.169			R^2=0.160	
Durbin Watson	D.W=1.402				
Breusch–Pagan	F(2, 199)=1.952			Sig.=0.145	
Error Terms	$\bar{\varepsilon} \approx 0.000$	J.B=0.082	Sig.=0.002	K=0.028	S=-0.739

*(5%) denotes statistical significance at significance level, Robust superscript denotes Newey-West resistant Standard Errors. F: F test statistic, (Parentheses contain test degrees of freedom, Sd1,Sd2) , $\bar{\varepsilon}$: Error terms S: Skewness, K: Kurtosis

When the Durbin Watson test statistics are evaluated in the table, it is seen that they are less than two values. In this example, there is a statistically significant autocorrelation problem in the model. When the Breusch–Pagan test statistics are analysed, it is discovered that the model has no statistically significant variance problem at the 5% significance level. (F(2, 199)=1.952, Sig.<0.05).The model was estimated with NEWEY-WEST resistive standard errors in order to avoid efficiency losses due to the autocorrelation problem.

When the estimated model F test is analyzed, the model as a whole is found to be statistically significant at the 5% significance level (F (2, 199) = 19,991, p=0.05)

When the model's estimated coefficients are checked;

It is seen that the general autonomy variable has a statistically significant and positive effect on the teacher autonomy variable at the 5% significance level. (β=0.454, Sig.<0.05). The increase in the general autonomy levels of the teachers in the sample also causes an increase in their autonomy levels.

Lastly, at the 5% significance level, it is demonstrated that the curriculum autonomy variable has no statistically significant influence on the teacher autonomy variable. (Sig.>0.05, =-0.112).

CHAPTER 5
DISCUSSION

This chapter discusses the findings gathered from numerical data by relating research questions and earlier studies in the literature.

5.1. What is the perceived level of high school EFL teachers' autonomy in Çorum?

One of the major purposes of this study was to detect the perceived level of high school EFL teacher in Çorum. In this respect, the Teacher Autonomy Scale (Pearson & Moomaw, 2006), which had two sub-scales as general autonomy and teacher autonomy was utilized for gathering numerical data.

With respect to the most frequently selected items the findings of the study demonstrated that the participants' perceived level of autonomy was not very low. Initially, the frequency distributions of the responses given to the item 'My job does not allow for much discretion on my part' showed that time item mean (2.19±0.92) was very close to the more or less false. Similarly, the frequency distributions of the responses given to the item 'In my situation I have little say in the content and skills that are selected for teaching' revealed that the item mean (2.45±1.02) was very close to more or less false. Additionally, the frequency distributions of the responses given to the items 'In my situation I have only limited latitude in how major problems are solved'(m=2.48±1.00), 'I seldom use alternative procedures in my teaching' (m=2.36±1.11) and, 'In my class, I have little control over how classroom space is used' (m=2.2±1.05) was detected as very close to more or less false. Finally; the frequency distributions of the responses given to the items 'The scheduling of use of time in my classroom .is under my control' (m=2.5±1.08), 'I follow my own guidelines on instruction (m=2.36±1.11), 'What I teach in my class is determined for the most part by myself' (m=2.5±1.01), 'The materials I use in the classroom are chosen for the most part by myself' (m=2.53±1.11), and '.I select the teaching methods and strategies I use with my students' (m=2.8±1.04) were found put very close to more or less true.

Taking these findings into account, it can be concluded that teachers exercised freedom in the use and selection of content, skills, materials, strategies, what to teach and instruction as well as how to use time, classroom space, and alternative procedures.

"15. The evaluation and assessment activities used in my class are selected by people other than myself" The frequency distributions of the responses given to the item are as

follows; 22.8% definitely false (n=46), 33.7% more or less false (n=68), 21.3% more or less true (n=43), 22.3% definitely true (n=45). In the light of the item mean (2.43±1.07), it is uncovered that the sample mean is near to the item 'more or less true.'

"18. The content and skills taught in my classroom are those I select." The frequency distributions of the responses given to the item are as follows; 22.3% definitely false (n=45), 31.2% more or less false (n=63), 30.7% more or less true (n=62), 15.8% definitely true (n=32). When the item mean (2.4±1.00) is investigated, it is revealed that the sample mean is close to the item 'more or less false.'

Taking these findings into account, it can be concluded that teachers exercised freedom in the use and selection of content, skills, materials, strategies, what to teach and instruction as well as how to use time, classroom space, and alternative procedures. The earlier studies carried out in the filed suggested teachers' desire to promote autonomy in choosing the content and material to be taught in the classroom (Rudolph, 2006), so it is likely to say that the findings of this study show parallelism with Rudolph's study (2006). Yet; these results show contrast with Khalil's (2013) study in the sense of being detected scant level of autonomy. Similarly; Yıldırım (2017) discovered the low level of autonomy which is unlike to this current study. Furthermore; based on the study conducted by Nasri (2015) it was uncovered that teachers would like to have more autonomy for choosing and creating the content since they believed that the more teachers feel freedom in their teaching area, the more autonomous learners they will have. In this regard, it is likely to say that the participants who took part in this current study might have a considerable impact on promoting learner autonomy.

Another crucial result obtained from the quantitative data was that the participants indicated higher degree of autonomy for the sub-category general teaching autonomy as compared to curriculum autonomy. This finding is similar to Prichard and Moore's (2016) study as they also discovered greater level of autonomy in general autonomy rather than curriculum autonomy. Koçak (2018) also revealed the lowest degree level for curriculum autonomy, which is not in relation with the results of this particular study.

5.2. What is the perceived level of high school EFL teachers' perception on professionalism in Çorum?

This study also intended to detect the perceived level of high school EFL teachers' perception on teacher professionalism. The findings gathered from quantitative data showed that teachers displayed moderate level of professionalism in the sense choosing 'sometimes' for the most part of the scale. Yet; for the item 'teachers help and support each other', the mean was found ((3.54±0.93) which refers to the answer 'often'. Likewise; for the item 'Teachers are committed to helping students' the mean (3.5±1.16) was uncovered close to the answer 'often'. These findings could imply that the participants consider themselves professional in the sense of collaborating with colleagues and helping their students. Similarly; with respect to the study conducted by Polat (2020) it was seen that teachers' perceptions on professionalism were at a good level, which shows parallelism with this current study.

5.3. What is the perceived level of high school EFL teachers' perception on reflection in Çorum?

This study also aimed revealing high school EFL teachers' perception on teacher reflection. The findings obtained from quantitative data revealed that teachers tend to be involved in reflective practice. The most frequently chosen items 'As a teacher, I think about my teaching philosophy and the way it is affecting my teaching' (m=3.58±1.13), 'I think of the meaning or significance of my job as a teacher' (3.58±1.2), 'I try to find out which aspects of my teaching provide me with a sense of satisfaction' (3.55±1.2), ' I think about my strengths and weaknesses as a teacher' (3.66±1.2), and 'I think of inconsistencies and contradictions that occur in my classroom practice' (3.5±1.22) could some sort of evidence that the participants employed reflective practices in their teaching. These results are also similar to the study performed by İpek (2017) since she also found out teachers' active engagement in reflective practices. Concerning the significance of adopting reflective practices, it can be said that through reflection teachers might consider their own teaching experiences in the sense of strengths and weakness. In this way; they can think in a different way about their teaching process.

5.4. What is the perceived level of high school EFL teachers' self-efficacy in Çorum?

One of the aims of this study was to detect the perceived high school EFL teachers' self-efficacy. According to the findings, it was seen that the perceived level of self-efficacy was not at desired level as the most of the participants responded 'some influence' and 'very

little' for the items. On the other hand; Külekçi (2011) found out that English teacher held positive efficacy beliefs, which does not show parallelism with the current study.

5.5. Does the autonomy level of high school EFL teachers in Çorum have an effect on their professionalism perception level?

With respect to this research question, the findings showed that there is a statistically significant, positive and weak association between the teacher professionalism scale and the teacher autonomy scale at the 5% significance level (RXY=0.205, Sig.<0.05). To put it more clearly, it is likely to conclude that as teachers' autonomy levels increase, their professionalism level also increases.At the 5% significance level, there is also a statistically significant, positive and modest association between the teacher professionalism scale and the general autonomy sub-dimension of the teacher autonomy scale. (RXY=0.334, P=0.05) To put it another way, as teachers' overall autonomy grows, so does their professionalism. Furthermore, there is no statistically significant link between the teacher professionalism scale and the curriculum autonomy sub-dimension of the teacher autonomy scale at the 5% significance level. (RXY=0.064, Significance>0.05). Taking a brief look at the literature, Ayral (2014) and MacBeath stated that the increase in autonomy affect the increase in professionalism levels. Hence, it is likely to say that, the way of increasing professionalism is to increase the autonomy of teachers.

5.6. Does the autonomy level of high school EFL teachers in Çorum have an effect on the teacher reflection perception level?

Concerning this research question, it was revealed that the teacher autonomy variable has a statistically significant and positive impact on reflective teaching at the 5% significance level. (Significance =0.05, =0.205). To put it another way, as the sample instructors' degrees of autonomy improve, so do their levels of reflective teaching. At the 5% significance level, the general autonomy variable has a statistically significant and positive effect on the reflective teaching variable (=0.412, p.0.05). The increase in general autonomy levels of the sample's instructors leads to an increase in teacher reflection levels. The curricular autonomy variable has no statistically significant impact on the teacher reflection variable at the 5% significance level (Significance >0.05, =-0.142.). As a parallel with this study, İpek (2017) also revealed the relation between teacher autonomy and teacher reflection. The findings could imply that teachers as reflective practitioners should take part in curriculum

development, selection materials and content processes actively since they are the basic requirements of autonomous teachers.

5.7. Does the autonomy level of teachers in Çorum have an effect on the self-efficacy perception level?

Regarding this research questions, the findings showed that the teacher autonomy variable has a statistically significant and positive influence on the teacher self-efficacy variable at the 5% significance level (=0267, P = 0.05). In other words, a rise in the autonomy levels of the instructors in the sample generates an increase in the self -efficacy levels. At the 5% significance level, the general autonomy variable has a statistically significant and positive influence on the teacher self-efficacy variable (β=0.454, Sig.<0.05). The rise in general autonomy levels of the instructors in the sample leads to an increase in self-efficacy levels. Finally, at the 5% significance level, it is proved that the curricular autonomy variable has no statistically significant impact on the self-efficacy variable (Sig.>0.05, =-0.112). Similarly, Karabacak (2014) also revealed the connection between teacher autonomy and teacher self-efficacy.

CHAPTER 6
CONCLUSION

6.1. Summary

Teachers are accepted as a core component of education system. Being the core component of education system has required improving their efficacy as it is believed that when their efficacy enhances, it could affect the students' success significantly. Hence, in the literature there have been many studies which concentrate developing the quality of teachers or characteristics of them.

Through the innovations in the field of language education, the concept of teacher autonomy has emerged as a vital issue to be studied (Karabacak, 2014). With respect to the studies existing in the literature, it is observed that many studies concentrated on detecting learner autonomy (Huang, 2007). Furthermore, although the literature presents the fact that there is a relation between teacher autonomy and some other constructs, these studies were limited (Canbolat, 2020). In this respect, this study intended to uncover high school EFL teacher's autonomy level and its relation with teacher professionalism, teacher reflection and self-efficacy.

This study has seen research questions. Which are as follows (1) What is the perceived level of high school EFL teachers' autonomy in Çorum?, (2) What is the perceived level of high school EFL teachers' perception on professionalism in Çorum?, (3) What is the perceived level of high school EFL teachers' perception on reflection in Çorum?, (4) What is the perceived level of high school EFL teachers' self-efficacy in Çorum?, (5) Does the autonomy level of high school EFL teachers in Çorum have an effect on their professionalism perception level?, (6) Does the autonomy level of high school EFL teachers in Çorum have an effect on the teacher reflection perception level?, (7) Does the autonomy level of teachers in Çorum have an effect on the self-efficacy perception level?

RQ1: 'What is the perceived level of high school EFL teachers' autonomy in Çorum?' aimed at unveiling the level of high school EFL teachers' level of autonomy. The findings related to this research question showed that teachers' level of autonomy was not very weak; on the contrary it was detected at a good level. Also, another finding concerning the first research question is that the participants performed higher degree of autonomy for the sub-category general teaching autonomy as compared to curriculum autonomy.

RQ2: ‘What is the perceived level of high school EFL teachers’ perception on professionalism in Çorum?’ intended to see the perceived level of high school EFL teachers’ perception on professionalism. The findings related to this research question displayed that teachers’ perceptions on professionalism were at a good level. They consider themselves as professional in terms of collaborating with their colleagues and assisting their students.

RQ3: ‘What is the perceived level of high school EFL teachers’ perception on reflection in Çorum?’ aimed to uncover the perceived level of high school EFL teachers’ perception on reflection. In accordance with the findings, it was seen that teacher have tendency to be engaged in reflective practices in the sense of diagnosing their strengths and weaknesses, and evaluating their teaching practices.

RQ4: ‘What is the perceived level of high school EFL teachers’ self-efficacy in Çorum?’ aimed at investigating perceived level of high school EFL teachers’ self-efficacy. With respect to the findings, it was observed that teachers’ level of self-efficacy was detected as low as compared to the other constructs.

RQ5.’ Does the autonomy level of high school EFL teachers in Çorum have an effect on their professionalism perception level?’ The major purpose of this research question was to discover whether teacher autonomy has a relation or effect with teacher professionalism. The findings showed that there is a strong relation with the concept of teacher autonomy and professionalism. In addition to this, it was found that when the autonomy level increases the level of professionalism increases as well.

RQ6: ‘Does the autonomy level of high school EFL teachers in Çorum have an effect on the teacher reflection perception level?’ had an intend to show the connection or effect between teacher autonomy and teacher reflection . The fundamental finding was also to unveil the fact that the rise in the autonomy level increases reflective practices of teachers.

RQ7:’Does the autonomy level of teachers in Çorum have an effect on the self-efficacy perception level?’ The main purpose of this research question was to detect if there is an association between teacher autonomy and self-efficacy. In the light of the findings, it can be said that teacher autonomy variable has a statistically important and positive influence on the teacher self-efficacy variable.

Consequently, it is probable to state that a significant connection between the teacher autonomy, and professionalism, reflection and self-efficacy exists. It is probable to say that

autonomous teachers tend to diagnose their strong and weak parts, enhance learner autonomy, decide on what to teach and how to teach in their teaching experience (Yıldırım, 2017).

6.2. Implications

The study's findings have suggested some consequences for EFL teachers. The notion of teacher autonomy has piqued the interest of educational policymakers all over the world, and it has also been a key topic in the field of applied linguistics for language acquisition and teaching for a long time (Lewis & Khalil, 2019).

This presented study was carried out with high school EFL teachers in Çorum. The findings of the study uncovered a positive significant relationship between teacher autonomy, teacher professionalism, reflection, and self-efficacy. What is more, the sub dimensions of teacher autonomy, which are general autonomy and curriculum autonomy, also showed connection with some other constructs. Depending on the results, it can be said that although the participants in this study have fixed syllabus, textbook, and centralised exam, they possessed autonomy. This is quite crucial because these factors hinder teachers having autonomy (Sokolov, 2017). One possible reason of this finding could be in relation with online education process because of the pandemic. Since teachers had conducted their lessons through online sources, they might have used variety of activities except their textbooks. It is not wrong to say that if the teachers feel a greater level of autonomy, they tend to develop their reflective practices in the sense of taking more responsibility in the classroom and being involved in decision making process.

This study showed a high degree of autonomy, however, in Turkey context teachers do not have much freedom in their teaching. The major factor could be the educational policy of the country as textbooks or the curriculums are chosen by the Ministry of Education. When the teachers are supposed to follow the textbook or curriculum they may not have develop autonomy (Koçak,2018). Yet; what needs to be done is to provide teachers with more space in taking part in decision making processes with regard to the all stages of educational policies.

6.3. Suggestions for Further Studies

This study proposes some suggestions for further studies which will be conducted on this issue. First of all, the study was conducted with 202 high schools EFL teachers in Çorum, but there is no doubt that if it had been conducted with a larger group of participants, the findings could have been generalised. Moreover, the data was only gathered through the

scales. That is why; it is suggested to include qualitative data collection instruments for further studies in order to see to what extent the statistics match with qualitative data. More importantly, getting teachers views concerning the characteristics of autonomy, or limitations imposed on their freedom could have been very useful for this study.

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Apendices

Appendix A

BURSA ULUDAĞ ÜNİVERSİTESİ
ARAŞTIRMA VE YAYIN ETİK KURULLARI
(Sosyal ve Beşeri Bilimler Araştırma ve Yayın Etik Kurulu)
TOPLANTI KARARI

OTURUM TARİHİ	**OTURUM SAYISI**
22 Ekim 2021	**2021-09**

KARAR NO 19: Eğitim Bilimleri Enstitüsü Müdürlüğü'nden alınan Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi Buşra GENÇ'in "Öğretmen Özerkliğinin Profesyonellik, Yansıtıcı Öğretim ve Öz Yeterlik İle İlgisine Yönelik Tanımlayıcı Bir Çalışma: Çorum İli Lise İngilizce Öğretmenleri Örneği" konulu tez çalışması kapsamında uygulanacak ölçek sorularının değerlendirilmesine geçildi.

Yapılan görüşmeler sonunda; Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı yüksek lisans programı öğrencisi Buşra GENÇ'in "Öğretmen Özerkliğinin Profesyonellik, Yansıtıcı Öğretim ve Öz Yeterlik İle İlgisine Yönelik Tanımlayıcı Bir Çalışma: Çorum İli Lise İngilizce Öğretmenleri Örneği" konulu tez çalışması kapsamında uygulanacak ölçek sorularının sorularının fikri, hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğu başvurucuya ait olmak üzere uygun olduğuna oybirliği ile karar verildi.

Prof. Dr. Ferdum YILMAZ
Kurul Başkanı

Prof. Dr. Abamüslim AKDEMIR
Üye

Prof. Dr. Doğan ŞENYUZ
Üye

Prof. Dr. Ayşe OGUZLAR
Üye

Prof. Dr. Vejdi BILGIN
Üye

Prof. Gülay GÖĞÜŞ
Üye

Prof. Dr. Alev SINAR UĞURLU
Üye

Appendix B

Dear participants,

These scales were designed to be used in a research study. The major aim of this study is to detect the autonomy level of the English language teachers who are working at state or private high schools in Turkey as well as to reveal if teacher autonomy has relation with professionalism, self-efficacy and teacher reflection. Your honest answers will only be used for the sake of this study and none of them will be shared with the third parties.

Thank you for your invaluable contribution.

Büşra Genç

Uludag University- ELT MA Student

Çorum Sungurlu Şehit Ali Alıtkan Anatolian İmam Hatip High school – English Language Teacher

*This scale has five different parts. The first part includes demographic data such as, gender, age etc., the second part includes teacher autonomy scale, third part includes teacher professionalism scale, the fourth part includes teacher reflection scale and the last part includes teacher self - efficacy scale.

PART 1: DEMOGRAPHIC DATA

Gender:

Age:

Years of Teaching:

School:

PART 2 : TEACHER AUTONOMY SCALE

-This scale is to detect your level of autonomy. Please choose the most appropriate answer

(4) Definitely True (3) More or Less True (2) More or Less False (1) Definitely False

Autonomy Scale	Definitely True (4)	More or Less True (3)	More or Less False (2)	Definitely False (1)
1.I am free to be creative in my teaching approach				
2. The selection of student-learning activities in my class is under my control				
3. Standards of behaviour in my classroom are set primarily by myself				
4. My job does not allow for much discretion on my part				
5. In my teaching I use my own guidelines and procedures				
6. In my situation I have little say over the content and skills that are selected for teaching				
7. The scheduling of use of time in my classroom is under my control				
8. My teaching focuses on those goals and objectives I select myself				
9. I seldom use alternative procedures in my teaching				
10. I follow my own guidelines on instruction				
11. In my situation I have only limited latitude in how major problems are solved				
12. What I teach in my class is determined for the most part by myself				
13. In my class I have little control over how classroom space is used				
14. The materials I use in my class are chosen for the most part by myself				
15. The evaluation and assessment activities used in my class are selected by people other than myself				
16. I select the teaching methods and strategies I use with my students				
17. I have little say over the scheduling of use of time in my classroom				
18. The content and skills taught in my class are those I select				

PART 3: TEACHER PROFESSIONALISM SCALE

This scale is to detect your level of professionalism. Please choose the most appropriate answer.

(1) Never (2) Rarely (3) Sometimes (4) Often (5) Very Frequently

Teacher Professionalism Scale	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Very Frequently (5)
1. The interactions between faculty members are cooperative.					
2. Teachers respect the professional competence of their colleagues.					
3. Teachers help and support each other.					
4. Teachers in this school exercise professional judgment.					
5.Teachers are committed to helping students.					
6. Teachers accomplish their jobs with enthusiasm					
7. Teachers "go the extra mile" with their students.					
8. Teachers provide strong social support for colleagues.					

PART 4: This scale is designed to reveal your actual teaching practices as a professional teacher. Please choose the most appropriate answer. (Teacher Reflection)

(1) Never (2) Rarely (3) Sometimes (4) Often (5) Always

ITEMS	**Never (1)**	**Rarely (2)**	**Sometimes (3)**	**Often (4)**	**Always (5)**
1.I have a file where I keep my accounts of my teaching for reviewing purposes.					
2. I talk about my classroom experiences with my colleagues and seek their advice/feedback.					
3. After each lesson, I write about the accomplishments/failures of that lesson or I talk about the lesson to a colleague.					
4.I discuss practical/theoretical issues with my colleagues.					
5. I observe other teachers' classrooms to learn about their efficient practices.					
6.I ask my peers to observe my teaching and comment on my teaching performance.					
7.I read books/articles related to effective teaching to improve my classroom performance					

8.I participate in workshops/conferences related to teaching/learning issues.					
9. I think of writing articles based on my classroom experiences.					
10.I think of journal articles or search the internet to see what the recent developments in my profession are.					
11.I carry out small scale research activities in my classes to become better informed of learning/teaching processes.					
12. I think of classroom events as potential research topics and think of finding a method for investigating them.					
13. I talk to my students to learn about their learning style and preferences.					
14. I talk to my students to learn about their family backgrounds, hobbies, interests and abilities					
15.I ask my students whether they like a teaching task or not.					
16.As a teacher, I think about my teaching philosophy and the way it is affecting my teaching					
17. I think of the ways my biography or my background affects the way I define myself as a teacher					
18. I think of the meaning or significance of my job as a teacher					
19. I try to find out which aspects of my teaching provide me with a sense of satisfaction.					
20.I think about my strengths and weaknesses as a teacher					
21. I think of the positive/negative role models I have had as a student and the way they've affected me in my practice.					
22. I think of inconsistencies and contradictions that occur in my classroom practice.					
23.I think about instances of social injustice in my own surroundings and try to discuss them in my classes.					
24. I think of ways to enable my students to change their social lives in fighting poverty, discrimination, and gender bias.					
25.In my teaching, I include less-discussed topics such as old age, AIDS, discrimination against women and minorities and poverty.					
26. I think about the political aspects of my teaching and the way I may affect my students 'political views.					
27. I think of ways through which I can promote tolerance and democracy in my classes and in society in general					

28.I think about the ways gender social class, and race influence my students' achievements.					
29. I think of outside social events that can influence my teaching inside the class.					

PART 5: This scale is designed to detect teachers' sense of self - efficacy. Please choose the most appropriate answer.

(1) Nothing (3) Very Little (5) Some influence (7) Quite a bit (9) A Great Deal

Teachers' Beliefs	**How much you can do**								
1. How much you can do to control disruptive behaviour in the classroom?	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)
2. How much you can do to motivate students who show low interest in school work?									
3. How much you can do to get students believe they can do well in school work?									
4. How much you can do to help your students value learning?									
5. To what extent you can craft good questions for your students?									
6. How much you can do to get children to follow classroom rules?									
7. How much you can do to calm a student who is disruptive or noisy?									
8.How well can you establish a classroom management system with each group of students?									
9. How much can you use a variety of assessment strategies?									
10. To what extent can you provide an alternative explanation or example when students are confused?									
11. How much can you assist families in helping their children do well in school?									
12.How well can you implement alternative strategies in your classroom?									

Curriculum Vitae

Date of Birth:

Place of Birth:

EDUCATION

Master's Degree: Bursa Uludağ University- English Language Teaching (2018- 2022)

Erasmus+ : PWSZ Państwowa Wyższa Szkoła Zawodowa w Nowym (2015)

Bachelor's Degree: Sakarya University, English Language Teaching (2012- 2017)

High School: Ataşehir Mehmet Rauf High School (2008 – 2012)

WORK EXPERIENCE

Sungurlu Şehit Ali Alıtkan Anatolian İmam Hatip High School - English Language Teacher (2020- still)

American Life Language School – English Language Teacher (2018-2020)

Private Gökkuşağı Anatolian/Science High School – English Language Teacher (2017-2018)

STUDIES PRESENTED

- "Extensive Listening in EFL Classroom : Improving EFL Learners' Listening Skills through Edmodo" 22nd Warwick International Conference in Applied Linguistics, United Kingdom (2019).
- "A Study on Students' Perceptions of Learner Autonomy in the field of English Language Teaching at Sakarya University" Narva XVII International Student Research Conference at Narva College of University of Tartu, Estonia (2017)
- "The role of Immediate Correction on Students' Motivation and Grammar Success" , Sakarya University, Turkey (2016)

CERTIFICATE

- Teachers Research! IATEFL ReSIG Annual International Conference, Istanbul,Turkey (1-2 June, 2017)