

**T. R.
GAZİANTEP UNIVERSITY
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES DEPARTMENT OF
FOREIGN LANGUAGES TEACHING ENGLISH LANGUAGE TEACHING
PROGRAM**

**AN ANALYSIS OF TEACHER SELF EFFICACY AND
TEACHER AUTONOMY IN RELATION TO A NEW
DISTANCE LEARNING ERA**

MASTER OF ARTS THESIS

İŞİLAY ERTAY

**GAZİANTEP
DECEMBER 2022**

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Supervisor: Prof. Dr. Filiz YALÇIN TILFARLIOĞLU

GAZIANTEP
DECEMBER 2022

APPROVAL OF THE JURY

Student : İŞILAY ERTAY
University : Gaziantep University
Graduate School : Graduate School of Educational Sciences
Department : English Language Teaching
Thesis Title : An Analysis of Teacher Self Efficacy and Teacher Autonomy in Relation to a New Distance Learning Era
Thesis Date : 20.12.2022

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

Prof. Dr. Filiz YALÇIN TILFARLIOĞLU
 Head of the Department of Foreign Languages Teaching

This is to certify that I have read this thesis and that in my opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

Prof. Dr. Filiz YALÇIN TILFARLIOĞLU
 Supervisor

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.

Examining Committee Members

Signature

Prof. Dr. Filiz YALÇIN TILFARLIOĞLU	
Assist. Prof. Dr. Şeyma YILDIRIM	
Assoc. Prof. Dr. Mehmet BARDAKÇI	

It is approved that this thesis has been written in compliance with the formatting rules laid down by the Graduate School Educational Sciences.

Assoc. Dr. Ahmet İhsan KAYA
 Director of the Institute of Educational Sciences

RESEARCH ETHICS DECLARATION

The information contained here is, to the best of my knowledge and belief, accurate. I have read the University's current research ethics guidelines, and accept responsibility for the conduct of the procedures set out in the attached application in accordance with these guidelines, the University's policy on conflict of interest and any other condition laid down by the Gaziantep University Research Ethics Committee or its Sub- Committees. I have attempted to identify all the risks related to this research that may arise in conducting this research, and acknowledge my obligations and the rights of the participants.

I have declared any affiliation or financial interest in this research or its outcomes or any other circumstances which might present a perceived, potential or actual conflict of interest, in accordance with Gaziantep University policy on Conflicts of Interest.

Signature:

Name: İŞILAY ERTAY

Student ID Number: 192621111021

Date: 20.12.2022

DEDICATION

To my beloved husband

And to my dear son...



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ÖZET

YENİ UZAKTAN EĞİTİM ÇAĞIYLA ÖĞRETMEN ÖZERKLİĞİ VE ÖZYETERLİLİĞİNİN İLİŞKİ ANALİZİ

ERTAY, Işıl

Yüksek Lisans, İngiliz Dili Eğitimi Tez Danışmanı: Prof. Dr. Filiz Yalçın

TILFARLIOĞLU

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Uzaktan eğitim, COVID 19 gibi hastalıklar nedeniyle eğitim için yeni doğan bir ihtiyaçtır. Bu bakımdan uzaktan eğitime daha yakından bakmanın zamanı geldi. Mevcut çalışma, öğretmen özyeterliliği, öğretmen özerkliği ve uzaktan öğrenme arasındaki ilişkiyi araştırmayı amaçlamaktadır. EBA, Covid-19 sürecinde en çok kullanılan çevrimiçi bir eğitim programıdır. Araştırmanın amacı, öğretmen özyeterliliği ve öğretmen özerkliği ile EBA yeterliliği ve kullanımı arasındaki ilişkiyi ortaya çıkarmaktır. Bu amaca ulaşmak için, katılımcılar Gaziantep'te görev yapan 408 İngilizce öğretmeninden oluşmaktadır. Mevcut çalışmada nicel yaklaşım kullanılmıştır. Öğretmen Öz Yeterlik Ölçeği, Öğretmen Özerklik Ölçeği ve EBA Yeterlik Ölçeği katılımcılara çevrimiçi platformlar üzerinden uygulanmıştır. Sonuçlar öğretmenlerin EBA yeterlikleri ile öğretmen öz yeterlikleri arasında pozitif bir ilişki olduğunu ortaya koymuştur. ($p<0.05$) Ayrıca öğretmen özerkliği ile EBA yeterliliği arasında pozitif bir ilişki vardır. ($p<0.05$) Çoklu regresyon analizi, hem öğretmen öz yeterliliğinin hem de öğretmen özerkliğinin EBA yeterliliği ve kullanımındaki varyansın %43'ünü açıkladığını göstermektedir. Özetle, öğretmen öz-yeterliliği ve öğretmen özerkliğinin öğretmenlerin EBA yeterliliği ve kullanımında önemli bir yeri vardır. Bu bulgulara dayalı olarak, araştırma için çıkarımlar ve daha sonraki çalışmalar için öneriler verilmiştir.

Anahtar Kelimeler: öğretmen özyeterliliği, öğretmen özerkliği, uzaktan eğitim, EBA

ABSTRACT

AN ANALYSIS OF TEACHER SELF EFFICACY AND TEACHER AUTONOMY IN RELATION TO A NEW DISTANCE LEARNING ERA

ERTAY, Işıl

MA Thesis, English Language Teaching Program Supervisor: Prof. Dr. Filiz Yalçın
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The distance learning is a new-born need for the education because of the illnesses such as COVID 19. In that regard, it is time to get a closer look at the distance learning. The current study aims to investigate the relationship among the teacher self-efficacy, teacher autonomy and distance learning. EBA is an online educational program which is mostly used during the Covid-19 process. The aim of the study is to find out the relationship among the teacher self-efficacy and teacher autonomy and the proficiency of EBA and its usage. In order to attempt this goal, the participants consisted of 408 EFL teachers working in Gaziantep, Turkey. The current study utilized quantitative approach. The Teacher sense of Self Efficacy Scale, Teacher Autonomy Scale and EBA proficiency scale were administered to the participants via online platforms. The results revealed that there is a positive correlation between teacher self-efficacy and EBA proficiency of the teachers. ($p<0.05$) Also, there is a positive relationship between teacher autonomy and EBA proficiency. ($p<0.05$) Multiple regression analysis indicates that both teacher self-efficacy and teacher autonomy explains 43% of the variance in EBA proficiency and its usage. In a nutshell, teacher self-efficacy and teacher autonomy have a significant role in teachers' EBA proficiency and usage. Based on these findings, implications for the research and recommendations for further studies are given.

Keywords: teacher self-efficacy, teacher autonomy, distance learning, EBA

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LIST OF ABBREVIATIONS

TSES: Teacher Sense of Self Efficacy

EBA: EIN in English, Educational Informatics Network

FATİH Project: The movement of Enhancing Opportunities and Improving Technology Project

MoNE: Ministry of National Education



CHAPTER ONE

INTRODUCTION

1.1.Presentation

First chapter introduces the background information including teacher self-efficacy, teacher autonomy and EBA usage which is a distance learning teaching tool. This part is followed with the statement of the research problem, purpose and significance. Later, the research questions, the assumptions are mentioned in order.

1.2.Statement of the Problem

Technology is an essential part of human-beings' lives all around the world. It is an undeniable fact that the technology has got a place which an indispensable part of our daily because of COVID-19 pandemic disease. The reason of the situation is that all the human-beings were stuck in their houses for a long time at the beginning of 2020. There was a wide-spreading deadly virus which is called as COVID-19 as scientifically. Consequently, the only way to communicate for any purpose was to use technology. However, it can be called as a life-changing event that comes from the universe. It is not surprising that the education system is affected by the pandemic. The system to implement education was changed completely and adapted according to the life conditions of countries. The rapid change of education system came along lots of questions to be asked. At the same time, the teachers and learners stayed at their homes and it made face to face education impossible. As a result, all the education institutions were forced to use online databases to go on education. The internet kept us in contact to each other in the world. The technology has been discussed with its advantages and disadvantages for years. The COVID-19 virus pushed all the humanity to use technology for their advantage. The language education was executed by the technological devices all around the world. On the other hand, the teachers tried to

adapt themselves to the new system that came with the COVID-19 process. Before the virus, there was a distinction between experienced teachers and inexperienced ones. However, all of the teachers were infants in the distance learning system caused by Covid-19 pandemic. The classrooms seemed like prisons for years and it is supported that the teachers can be freer with virtual classrooms (Hiltz, 1995). In addition to that, the technology can make our lessons better because our learners are born as Zed Generations (Mamula et al., 2016). For years, there had been lots of the discussions about what the advantages of technology are and what the disadvantages of technology are. Some believed that using the technology in the classrooms is so helpful (Lai & Kristonis, 2006). On the other hand, some of the researches emphasized the importance of traditional methods (Tang, 2013; Gülseren, 2019). Without face to face education, the online education might not have the same advantages because the language education has got lots of methods and approaches such as Grammar Translation method and Audiolingual which are executed in the classroom. However, it was a compulsory situation that the time was evolved as the distance learning era in language education. The education system was new and the teachers tried to adopt new methods and strategies. In fact, distance learning had been used in the world before Covid-19 pandemic. In spite of the fact that about availability of distance learning and its tools, it was not that common as been in Covid-19 pandemic and it was not used as such a huge participation with the demand coming from states. At the beginning of the pandemic, the teachers were all alone and no masters and no kings. The teachers had to depend on and trust themselves at that moment. From a different point of view, who the teachers are and what their beliefs about themselves are could shape the second language education in Turkey. In fact, Turkey started their technological revolution with FATİH Project in 2010. The classrooms were supported with smart boards and the students got their own tablets and the teachers used the technology to communicate in the classrooms and the outside the classroom. In the classrooms, the virtual environments tried to be created by the technology even in those times. There was a beneficial online platform called as EBA which was created to share and learn in free for the behalf of FATİH project. Ten years later, EBA was a hero of our education system again. During COVID-19 pandemic, the teachers used EBA and EBA Live Lesson program to teach English and other subjects, too. For language learning, the autonomous learners were required and it was seen one of the teachers' goals (Benson & Voller, 2014). There are some hypothesis that suggest there is a relation between

the learners self-efficacy and learner autonomy. However, there was no research about teacher autonomy and teacher self-efficacy in relation to distance learning in the literature. In that digital era, the teachers tried to find their own way. There was no book to read about some theories or more experienced colleagues. The teachers were alone with their own selves. It was time to look at the “self-efficacy” that all the teachers have and need for their teaching experiences during pandemic. It was teachers’ right to see to what extents these variables, self-efficacy and autonomy, affect each other in that life-changing era. For Turkey’s literature in distance learning, the current study was so fulfilling and advancing our foreign language education.

The present study was conducted to be a light for the teachers by filling one of the gaps in this new distance learning era. If it is required to make the situation clearer with good a metaphor, it can be said that “zero point in time” which used for referring Göbeklitepe “(Volkan, 2018). In other words, the time showed the zero point in language education. The teachers were inexperienced to execute teaching practices online at the beginning of the Covid-19 pandemic. It was required to study on topics related to new system and not studied ones to be helpful for teachers’ guidance in the process. The first days of teaching in that style which was called distance learning was supported by online platforms. The teachers were powerful enough to find their treasures to be successful teachers in this new era. The teachers want autonomous learners and it is positively correlated with teacher autonomy (Little, 1995). There are studies which supports the idea of teachers’ self-efficacy level is important for effectiveness of teaching (Klassen & Rze, 2014). The teachers have right to see what is the relation between their self-efficacy and their autonomy levels. In literature, the studies emphasized the importance of teacher autonomy to have a good teaching facilitator (Reeve ,2006). Some researchers say that the learners’ self-efficacy is important for language education (Mercer, 2008). What about teachers self-efficacy? There was no study conducted on teacher self-efficacy and teacher autonomy in relation to distance learning. It was a whole new question to see our road clearer in this new distance learning which came with as a forceful result of that COVID-19 pandemic. As being the important part of education system, teachers deserved to see how their self-beliefs could shape their teaching system. In pandemic world situations, the people had to change their some habits and systems. One of the unquestionable areas of that system changed was education and its subcomponents. For years, there have been lots of studies to enhance the quality of the education. The most important

participants of the education are learners and teachers. The beliefs that we carry about us shape our world. In other words, the beliefs of the teachers and the learners that they have about themselves are so essential elements to make a change in the education. It is called as efficacy. It can be said that the ability of the person can control himself or herself is called as autonomy. Quinn et al.,(1974) says that a man has to be autonomous for teaching and learning because the path is so long and mostly walked alone in it. There were not many studies which were about self-efficacy and autonomy although the studies emphasize their importance of these terms. The current study was about the relation of the teacher self-efficacy and the teacher autonomy with the usage of the distance teaching tool used in Turkey so called EBA. In Turkey, there was no study which can shed a light on the important concepts such as teacher autonomy and teacher self-efficacy for improving the digital learning platforms.

1.3.Aim of the Study

The study aims to put a light on the relation of the teachers' self-efficacy and self-autonomy with the distance teaching. The teachers are the important parts of the teaching process. For years there have been lots of discussions about how the self-efficacy of learners and the self-autonomy of learners influences the learning process of foreign languages. The new era which comes along with COVID 19 makes the distance teaching tools important for education world. The digital literacy of the teachers and the learners are the essential factors that affect the quality of learning and teaching. In Turkey, the teachers uses EBA to continue education online. The question is "what are the factors that change the proficiency of EBA usage of the teachers?" The answer of the question is essential for teachers' effectiveness for language education for upcoming years. The study's first aim is to find out the relation between teacher self-efficacy and teacher autonomy. Second, the study tries to find an answer whether any significant relationship exists among the teacher self-efficacy, teacher autonomy and the proficiency of EBA usage as well as whether teacher self-efficacy and teacher autonomy are the predictors of EBA usage of the teachers.

1.4.Significance of the Study

The relation among teacher autonomy, teacher self-efficacy and the proficiency of EBA usage can assist the digital learning era in the world. The teacher's self-autonomy alone is not sufficient to be a successful teacher. The study investigates

the two terms self-efficacy and autonomy which are so important for human beings' lives. Each teacher has their own finger prints in their teaching. The beliefs the people carry about themselves can manipulate the reality they have. So, each human being lives what they believe for themselves. The reason for that is explained by quantum physics. The observers' beliefs affect the being observed (Shimony, 1963). The relation between teacher autonomy and teacher self-efficacy can bring an explanation for another variable of the study. The self-efficacy can be related to the teacher autonomy. If the teacher autonomy and teacher self-efficacy have the relation to the proficiency of usage of EBA, the situation can lead another point of view for teachers and their education in terms of academically or personally. The usage of other materials can be affected by those terms. To reach the qualified online education system, to understand the factors affecting education system has to be searched. On the other hand, even though there is an abundance of researches that studies on the link between teacher autonomy and teacher self-efficacy, there is no research in the literature that addresses the relation among the teacher autonomy, teacher self-efficacy and the proficiency of EBA usage. After the COVID 19 pandemic, the online education tools have gained importance for teaching purposes. As a result, the study is important because it aims to find out whether the relation among the teacher self-efficacy, teacher autonomy and the proficiency of EBA usage is significant. If a statistically significant correlation is obtained, the online education can be improved by contributing the teacher autonomy or teacher self-efficacy. So, to understand the factors affecting the usage of EBA is lightening for other online platforms in the country and the world.

1.5.Statement of Research Questions

The current study aims to address the research questions listed below:

Research question # 1 Is there a relationship between teacher autonomy and teacher self-efficacy?

Research question # 2 Is there a relationship between teacher autonomy and the proficiency of EBA usage?

Research question # 3 Is there a relationship between teacher self-efficacy and the proficiency of EBA usage?

Research question # 4 Are teacher self-efficacy and teacher autonomy predictors of the proficiency of EBA usage? If so, to what extent?

1.6.Assumptions of the Study

The present study has several assumptions. The study uses three types of questionnaires to analyze the teacher self-efficacy and teacher autonomy in relation to usage of EBA. It is assumed that all the questionnaires are valid and the participants give the answers to them sincerely.

1.7.Limitations

Although the study states the important findings, it has some limitations to be shared.

1. The primary limitation of the study is that although three scales are used collect data there is no the qualitative data obtained in the study.
2. As a second limitation, the instruments used in the study consisted of 73 items in total, 18 in Teacher Sense of Self Efficay, 12 in Teacher Autonmy Scale and 43 in EBA proficiency scale. For this reason, the participants could get distracted while filling the instrument.
3. It is not possible to generalize the results of survey to all EFL teachers since the study is conducted in only Gaziantep district although the sample size is adequate. The results could be fruitful for the teachers who work under the similar situation.
4. Finally, the participants are EFL teachers who work in state schools. The results may not be applicable for other branches.

1.8.Definitions of Key terms

Teacher Self Efficacy: “a teacher’s judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated” (Tschannen-Moran& Hoy, 2001).

Teacher Autonomy: In the literature, there are lots of definitions used by lots of researchers. There is no one definition which corresponds all the ideas. It is mostly associated with the freedom of the teachers (Benson,2011). It can be said that teachers ability to uncover the enthusiasm within the students (Thavenius, 1999).

EBA (EIN in English): As an online social educational learning platform, EIN (Educational Informatics Network), also known as EBA (Eğitim Bilişim Ağı) in Turkey, was founded to disseminate the course e-content to be used in cooperation with the FATİH Project. The abbreviation of “EBA” is used with reference to “EIN” throughout the study.



CHAPTER TWO

REVIEW OF LITERATURE

2.1.Presentation

This chapter attempts to present the related literature about the teacher autonomy and teachers' self-efficacy and distance learning. It starts with the definition of teacher autonomy, autonomous teacher, teacher autonomy in distance learning, promote teacher autonomy. Later, the definition of teacher self-efficacy, teacher self-efficacy features of self-efficacious are explained. Finally, the distance learning is reviewed and stated with its definition. The related studies in the current times are presented.

2.2.Teacher Autonomy

The term teacher autonomy is related to the school, education, theories and practices. It is linked with the freedom of individuals. It is basically about freedom for controlling teaching processes. Researches explain that to make a decision the teachers have got freedom. (Blasé & Kirby, 2008) Another component of teacher autonomy is control. Idea of the teacher can control their classrooms and the materials. The teachers control not only their classrooms but also the teaching experiences. (Pearson & Moomaw, 2006) So, the teachers are also responsible for their professional development. In the literature, Smith (2003) defines teacher autonomy as capacity of improving abilities, behaviors and information about anything on her/his own. The teachers are responsible for their developmental process in terms of career. On the other hand, the learner autonomy is a term more popular than teacher autonomy for years. To understand the teacher autonomy better, learner autonomy will be explained. The learner autonomy is about the students taking responsibility on their own learning. The students have right to have their own opinion for their learning, planning the process and he students feel safe to have an idea about their learning (Cotteral,

1995). The support of the teachers is important for gaining the autonomy of the students (Trebbs, 2008). However, it is found that there is a relation between teacher autonomy and learner autonomy. It can be said that the teachers can be helpful learners' enthusiasm for learning and doing it by themselves so called learner autonomy. There is a positive relationship between those terms (Thavenius, 1999).

In the literature, there are lots of definitions for teacher autonomy. In this part, the definitions stated by researchers are presented. Smith and Erdogan (2008) believes that there cannot be one definition for teacher autonomy. They separated the terms into dimensions. The exact definition of teacher autonomy is not clear however it could be expressed that the teachers have some feelings about how they control themselves and the classrooms (Pearson & Hall, 1993). However, its definition is changing in time (Pearson & Mooaw, 2006). The autonomy is a term that can mean isolation when it is reviewed in the literature. In other words the teachers can use autonomy to get a freedom from supervision or another one can use it for to provide equal power to succeed tasks out of the classroom. There is a quotation in a research that expresses a teacher's self-definition for autonomy. The belief describes one's own ability to reach his/her goals by means of being creative and productive (Sacks & Eisenstein, 1976). The essence of the autonomy doesn't change when it is reviewed the literature. Little (1995) states that the autonomy of the teacher is mostly related to the terms such as control, management, competence, freedom. Competence means that the ability of the teacher is to manage the teaching materials and teaching process. Eye and Netzer (1965) states that being autonomous can be prerequisite for a teacher in terms of being creative and making some original works. According to Lortie (1969), there is difference between power and autonomy. One's ability to reach the goals is defined as a power but the autonomy is a free will that is used for selecting among goals. Easterbrook (1968) says that the people with low autonomy are less original and creative when it is compared the high ones. On the other hand, some research results show that not all the teachers seek for autonomy. Hughes (1975) and Wilner (1990) are the same line with the idea of the some of the teachers doesn't look for autonomy. They are more volunteer for guidance of a headmaster. It is because of some teachers don't want to have a role for decision making. It enables the teachers organize their instructional process on their own and it means that the teachers are the authorities in their specialized fields so they can take responsibilities for decision making and

learning processes in the classrooms (Franklin, 1988;Hanson, 1991). Pitt (2010) emphasizes about autonomy that it is an ability of teachers which is not influenced by outside factor. It is clear that the autonomy means teachers ability to make decisions on their own without being dependent to any effective factor. Autonomy is composed of responsibility and decision taking. The lack of autonomy attributed to the teachers ends with teachers leaving professions .(Pearson & Hall, 1993). It is strongly supported that the teachers need to have autonomy. Being autonomous is important for the teachers not only for instructional processes but also for a psychological need (Boniwell, 2012).

Hoyle and John (1995) define teacher autonomy that the freedom of the teachers helps to create personalized pedagogy consisting of educational details and the personal choices equally. It is also seen that the freedom of the teachers to plan and manage could be called as teacher autonomy. It could be said that giving the freedom to the teachers is so important to make them autonomous in their teaching processes. Another researcher, Little (1995) defines autonomy as having responsibility, competence and freedom for control. An autonomous teacher can create a program and execute the same program. Latest definition of teacher autonomy emphasizes the importance of integration rather than isolation as in the oldest forms. It is more about making decisions for the sake of collective instead of thinking just on your own (Webb, 2002).

Crookes (1997) states four factors affecting the autonomy of the teachers. First, the lack of financial opportunities causes some deficiencies of teacher autonomy. Second, the cooperation of the teachers is weak because of working hours. Next, while developing curriculum teachers cannot be seen mostly in that process. Last, educational and teaching purposes of the school could make the teachers mind confused (Crookes, 1997).

The technology enables the students be more autonomous by presenting them more different ways to learn languages. The focus of the education shifts towards the student-centered education. The teachers' responsibilities and roles have changes towards years in the same line with the change learner roles.

2.2.1. Characteristics of Autonomous Teachers

Although, there is no single definition for teacher autonomy, studies try to make an explanation for characteristics of autonomous teachers. Littlewood (1996) identifies that a person can be called as autonomous when s/he can make their decisions freely that can influence their life. It means that an autonomous person can take his responsibility to make choices. Another study states that teacher autonomy is related to teachers' improvement thanks to desire in their mind. Autonomous teachers are eager to develop themselves by joining seminars and other educative programs. They look for the changes to move them forward in their career. In addition to that, the teachers aware of the reasons a behavior they display and behave accordingly time and place. They can judge the curriculum not accepting as it and support the development of student's autonomy. Teacher autonomy can be related to the learner autonomy. The teachers have got the eager to make the students independent learners.

In a nutshell, a being an autonomous teacher is a requirement not only for learner self-independent learning but also for teacher's developmental processes, decision making processes and job satisfaction. They are the people that they take responsibilities and know who they are and what they do in this difficult path

2.2.2. Positive Effects of Teacher Autonomy

In the literature, it is clear that there are lots of positive effects of teacher autonomy. First of all, the teachers can be satisfied more from their jobs. It can be helpful for learning of the students. The teachers who are not under the effect of the limitations of autonomy and taking part in school and classroom decisions implement their professions more satisfied (Varatharaj et al., 2015). The teachers who have a role in decision making processes feel themselves more responsible for fulfilling them. The teachers who are more autonomous are stucked to their jobs and their schools (Rosenholtz & Simpson, 1990).

2.2.3. Negative Effects of Teacher Autonomy

There are lots of researches about teacher autonomy that state the positive sides of it. However, it is not the case according to some studies. The teacher could be

seen as autonomous when the doors are closed but it causes defects in terms of cooperation by other teachers. Alienation can result in not taking enough feedback. There will be nobody to observe their lessons or appreciate their successes. Another situation is that if a new teacher has too much autonomy with no control, it can cause some problems (Ingersoll, 1994). They can have a perfect image about themselves in their minds. So, they don't need to improve themselves anymore and fulfill some tasks as they are required.

2.2.4.The Constraints on Teacher Autonomy

The autonomous teachers have control over their knowledge and their curriculum. However, the classroom belongs to a big part of a community such as the province of the nation which can cause some constraints of the classrooms. According to Lepine (2007), there are four spheres that influence the teacher autonomy in USA. The outer one is called macro-political context which is related to the rule making part of federal systems and deciding about how and what procedures. The other sphere is related to the state that has an influence on teacher autonomy. Because, state makes standardized tests and announces the scores of the learners and that makes a pressure on the teachers to prepare the students for those exams in a strict way. It means that a strict evaluation can be so manipulative for the freedom of the teachers. The district level is another important sphere. The curriculum can be an obstacle being autonomous. Because it hinders the instructional freedom of the teachers in the classrooms instead the teachers try to have successful students for high skate exams. The campus which is the workplace of the teacher is called the last sphere. This is related to the demographic of the students and the directors of the school For example, if a director is not a good leader enough to provide a space for autonomy it could be harmful for the teachers.

2.2.5.The Principles of Teacher Autonomy

The teachers are milestones of the education. Although the teachers have responsibility in the process, the teacher's decision-making powers are limited. To make a decision gives a power to the teachers for their profession. The teachers will realize that taking responsibility in the process provide ownership in their profession. There is a strong relation between the teachers competence for their professionalism and their level of autonomy. Besides, to improve teacher autonomy is associated with teachers' responsibility (Smith, 2003). If the teachers feel that they control their actions

it means that they are autonomous. Opposed to traditional professionalism view which is more about teacher education, the new approach to professionalism is more teacher self-oriented and individualist (Helgoy & Homme, 2007). The Friedman (1990) states that the teacher autonomy has 3 different subcomponents. First one is called participation in management processes. The teachers have to participate the management of the schools. The relations of the teachers to each other related to that autonomy type. The second one is called as planning. The teachers select the teaching activities and materials according to the needs and interests of the students. The last one is about professional development. The current changes in the world requires to renew the teachers themselves as professionally. The teachers take advantage of in service trainings for their own development.

2.3.Self-Efficacy

Bandura (1997) defines self-efficacy as “perceived self-efficacy is concerned not with the number of skills you have, but with what you believe you can do with what you have under a variety of circumstances” (p. 37). However, the term came up before these times. The Social Cognitive Theory creates the basic underlying principle of the self-efficacy assuming that human behaviors are shaped thanks to internal and external reasons. (Bandura, 1977) As a result, a person has a perception about themselves that is shaped by the old experiences, successes and failures. The consistency of the people’ choices is linked with self-efficacy beliefs. Someone’s own awareness of the potential ability to accomplish a task is called as self-efficacy rather than considering others’ performances (Tschannen-Moran & Hoy,2007). In the literature there are lots of studies which indicates the relation of teachers’ self-efficacy with the learner’s success and motivation (Ashton & Webb, 1986). According to Woolfolk (1998), the teachers’ success depends on believing themselves and their students. It means that the high level of self-efficacy makes the teachers more hardworking even under not good circumstances (Woolfolk, 1998). The people with high level of self-efficacy are more tend to achieve variable tasks because they believe the power in themselves. Those people think the difficulties as an opportunity to improve themselves with a low stress level. However, it isn’t the same with the lower self-efficacy ones. When they face a challenge, they are more likely to get depression and anxiety. It means that they don’t believe in their capabilities as much so they use their beliefs easily (Bandura, 1994).

As a psychological point of view self-efficacy can be good initiator in terms of motivation, personal successes. It empowers the idea that the people have an impact on what they have or what they achieve. If not, there will be unwillingness to the difficulties that the life presents. It is not just about the present state of a being.

2.3.1. Teacher Self Efficacy

Teacher self-efficacy can be defined that the beliefs of teachers' capacity to empower the students' achievement even for the not expected ones. (Tschannen-Moran & Hoy, 2001) The teachers have got their own mental image about their potential for teaching processes in their minds and that image can be called as self-efficacy. The studies about self-efficacy concept has started because of the differences between the teachers' goal achievements. Some of the teachers can achieve their goals without giving up them and insisting on them although some can give up easily when they face small challenge to achieve their objectives. It is stated that the self-efficacy is an important factor to improve the productivity skills and fulfil responsibilities of the teachers during implementing their jobs. Therefore, the beliefs about ourselves can affect the results of our behaviors. The behaviors of the teachers can be affected by their self-efficacy beliefs (Külekçi, 2011). The teacher self-efficacy causes some educational results related to teachers and students. The teachers can be more enthusiastic and reluctant to teach objectives and the students self-efficacy beliefs and achievement is strongly related to level of teacher self-efficacy (Tschannen-Moran, and Hoy, 2001). The teachers with higher sense of self-efficacy results in positive classroom environment so the students will learn in a freer and flexible classroom environment. Also, they want to use new methods to achieve their goals and they are more open minded. They reflect an eagerness to reach their expected goals (Allinder, 1994). The study emphasizes that the teachers with low self-efficacy tends to assume that the students have negative attitudes. This pessimistic situation causes that the teachers use the strict rules to manage the classroom and punishments (Woolfolk, Roso, & Hoy, 1990). On the other hand, the teachers with high level of self-efficacy cause a positive attitude towards questioning methods. It means that efficacy has an effect on behaviors of the teachers. Another study states that the teacher's choices for class activities depends on the teachers' efficacy. It also affects the endurance of the teachers in terms of difficulties (Cantrell, 2003).

2.3.2.Sources of Self Efficacy

Bandura (1997) categorizes the sources of self-efficacy as mastery experiences, vicarious experiences, verbal experiences, verbal persuasion and physiological arousal. The human-beings can evaluate their abilities to reach their goals. Mastery experiences are related to the people's old experiences that still shape the current situations of the people. The second one is vicarious experiences which is related to the observant that observes other ideal self-image. As third, verbal persuasion is about the role of social feedback. The last category is physiological arousal which is about the being healthy physical and psychologically.

2.3.2.1.Mastery Experiences

All the memories can have great effect on self-efficacy beliefs. The old experiences which are coded as successful can be the most important source of self-efficacy beliefs of the people. The experiences that remember success can accumulate the level of self-efficacy and the ones that remember failure can lower the sense of self efficacy (Bandura, 1997). The mastery experience can increase the self-efficacy level of the individuals or can weaken the self-efficacy level. Direct experiences form a belief about self-efficacy based on the success or failure. So, if an individual is successful is a part to reach the goal it means that they will be more enthusiastic to participate the future tasks (Bandura & Wessels, 1994).

2.3.2.2.Verbal Persuasion

The social feedback has an important role when the people create their own identities as well as self-efficacy beliefs. The individuals who are insisted verbally on being successful at any task, they are more prone to achieve a task with continuous effort. Verbal persuasion is not so powerful alone to strengthen self-efficacy level. It has to be in realistic limits otherwise there can be failures and the self-efficacy beliefs weaken (Bandura, 1997). The positive feedback of a supervisor could be great initiator of a successful attempt. It can increase the level of self-efficacy and negative ones can lower the self-efficacy of people. The power of verbal persuasion depends on the credibility, honesty and mastery of the individual (Bandura, 1986). Another important information about verbal persuasion is that to weaken someone's self-efficacy with

negative comments is much easier than to strengthen the self-efficacy with positive appraisals. In other words, the power of negative events are more powerful than the positive ones for self-efficacy.

2.3.2.3. Vicarious Experiences

Observing a successful role model can be another source for self-efficacy. In a teaching context, the teachers associate themselves with the model. The association can change the level of self-efficacy. When individuals observe the others who have similar aims with them and achieve them with effort, the individuals develop a self-idea that they have the same capacity with observee. The observation can have positive or negative effects on the belief system of the individuals. The models performance is so decisive for the individual's efficacy beliefs. There are four processes called as retention, attention, attractive models and motivation used by vicarious learning. First, retention is about keeping the information in mind and it is only possible with repeating the learned information mentally or physically. Attention is about the relatedness of goal to the learners. If it doesn't draw the learners attention or isn't found valuable for them, the goal will be ignored by them. Attractive models are composed of symbolic or living things. Motivation is an important term. An individual affected by rewards or punishments can change their motivation level to finish a task.

2.3.2.4. Physiological Arousal

Physical well-being of the people can be a source for self-efficacy. Negative thoughts and feeling can filter our vision to see ourselves. During teaching profession, it could end up with lower self-efficacy beliefs. On the other hand, being healthy both physically and psychologically will give power to the self-efficacy beliefs of the teachers (Tschannen-Moran & Hoy, 2007). The human body gives great signals about self-efficacy. Physical reactions such as anxiety, stress, sweating are the important signals to be interpreted for this source (Pajares, 2002).

2.3.3. Related Studies about Self Efficacy

In the literature, there are many studies about teacher self-efficacy. Each study contributes to the meaning of what the self-efficacy is or what the self-efficacy is not.

The literature is reviewed and some of the important researches are shared. One of the study is about the relationship between teacher burn out and teacher self-efficacy. The participants are 118 teachers and they fill teacher self-efficacy scale and the teacher burn out scale. The findings of the study show that there is a relationship between teachers' self-efficacy levels and teachers' burn out. (Sarıçam & Sakız, 2014). It is clear that the self-efficacy should be improved before the graduation. It makes the teachers more effective for teaching experiences. Teachers' self-efficacy is strongly related to the classroom management skills. The having knowledge about efficacy does not mean that the teachers can practice in real life situations. For this reason, the study investigates the relationship between preservice teacher's self-efficacy level and their ability to manage their classrooms. The analysis proves that there is a significant relationship between two variables. The study helps to clarify the needs for the preservice teachers. The study investigates whether there is relation between Emotional Intelligence and Teacher Efficacy. The participants were ninety English Language preservice teachers in Turkey. The findings show that there is a positive connection between EQ and teacher self-efficacy (Koçluoğlu, 2011). Another study aims to investigate the correlation among the teacher self-efficacy and computer self-efficacy and tendency to use computer supported education. 323 prospective teachers participated to the research. The scales are analyzed via SPSS 16. As conclusion, the teacher self-efficacy is strongly and positively related to the computer self-efficacy and computer mediated education. Therefore, to predict the teacher's perceptions about the computer supported education can be looked the self-efficacy levels of teachers. On the other hand, the prospective teachers can use the data for their improvement. Having high levels of self-efficacy can be a good element to use computer for teaching purposes which is a part of our world. So, for teacher education programs can put an emphasis on some computer related lessons to increase computer efficacy and this causes the positive attitudes toward computer supported education. The gender has an effect on teachers self-efficacy levels. The study investigates that older female teachers have lower level of self-efficacy to use Information and Communication Technology (ICT) (Sabic et al.,2021).

2.3.4. Teacher self-efficacy and Technology

In the literature there is not much research about the relation between teacher self-efficacy and technology and its usage. Self-efficacy basically can be defined as someone's belief about self-ability to achieve a task (Bandura,1997). So, it doesn't mean directly a self-efficacy causes the technology use but self-efficacy is a prerequisite for integrating technology (Wang et al. , 2004). In the line with that research, self-efficacy is not a holistic thing that contain all the areas in someone's life. If a teacher is successful and feels efficacy in one area, it doesn't mean all the areas s/he will be (Artino, 2012). Self efficacy is about beliefs of the people about themselves to achieve something. Therefore, a teacher uses the technology in his/her teaching, it is strongly related to teacher efficacy to be able to use the tools (Ertmer, 2005; Holden & Rada, 2011). The teachers capacity to make decisions about procedures and timing to implement technology for teaching has an effect on students. Self-efficacy has an effect on teachers' technology usage and integration (Beard,2016).

Zaman et al., (2020) investigates the relationship between the integration of ICT and teacher self-efficacy levels. Mixed method is used to collect data. First a questionnaire is applied to the 60 teachers and later the high score makers give an interview to decide the sources of self-efficacy. The study reveals that the teachers self-efficacy level is high toward Information and Communication Technology. The teachers experience of usage of ICT influence the efficacy levels.

2.4.Distance Learning

Distance education is implemented by the technological devices because there has to be some limitations to make the education face to face in the classrooms (Eygü & Karaman, 2013). Allen et al (2010) states that distance education gives freedom to the teachers in terms of environmental factors. At the very beginning, distance education was carried out televisions and radios after letters were used. Later, thanks to the technological improvements it is mediated by the computer-based programs which enables a flexible and interactive learning environment to the educators and learners (İşman, 2011).

Distance education has entered our lives so fast because all the countries have challenges for education with the school closures. All the countries use different kinds of applications to implement distance education. Online teaching tools get popular as

well as radio, TV (Bozkurt, 2020). For instance, Chinese people choose to use e-learning platform which is called Rainbow Classroom. In USA, there are free and paid teachings on EDx and Coursera which the teachers and the learners can take advantage of. In Turkey, UNESCO announces that almost half of the schools across all the countries were open on 22 March 2021 and the education was implemented EBA platform in closed schools.

Distance education has its own positive sides. First of all, the money spent for the education is less than the expenses of face to face education and being flexible regarding to learning hours and environment enables the learners to participate to their classes even under the hard circumstances (Akinbadewa & Sofowora, 2020). On the other hand, when the learners and the teachers are not at the same place it makes the education harder (Thompson & McDowell, 2019). Not all the learners have the internet access because of money issues or technical problems. E learning cannot reach its aim because the people don't have high awareness about the importance of the distance education. The reasons change from the regional factors to inadequacy of the technologies (Gökdaş & Kayri, 2005).

There have been new studies conducted in the literature about the distance education during pandemic era. One of them investigated about the teachers perspectives about the distance education. Arora and Srinivasan (2020) found that the teachers have positive attitudes toward the distance education although they are aware of the reasons that make the process more difficult such as the problems to access the internet and the low participation. The study conducted by Lall and Singh (2020) is about the perspectives of the students to the pandemic education process. The students have positive thoughts for the process because flexible learning hours (Lall & Singh, 2020). Another study emphasizes the importance of the e learning during pandemic because it gives the students a chance to study independently (Xie & Yang, 2020).

The language education is implemented in the classrooms for years. The teachers try to use technological devices to have more colorful and creative classes. The current learners in the world are considered as digital learners because the technology is so common in both the academic and the daily lives of these students. (Gurung & Rutledge, 2014). The learners are called as Generation Zed. So, it is required that the teachers have to adapt themselves to the technology. The project aimed to give some smart boards and other technological devices to the schools learners and the teachers (Pamuk et al, 2013). The Educational Informatics Network (referred to as EBA) is a

platform which is a content of FATİH project which was founded by Ministry of National Education. It aims to design, share, manage, and repeat the classroom targets which are taught with the help of some hardware tools earlier. In 2011, EBA has started its mission with a powerful slogan that means a door of future education. MONE aims to use EBA to teach the foreign language in an effective way. It was one of the huge rapid adaptations to the new technologies in education system. The Ministry of Education also created an online platform called as EBA to share and learn. It is a free website which enables the learners and the teacher to share and connect to each other and comment to each other. There are lots of free sources in that system. There is no doubt that the project was an incredible starting step to this digital learning.

The technology enables lots of opportunities to provide education for the learners under any circumstances. There is no time and place restriction for learning thanks to computer technologies usage. To define distance learning there are different terms. It could be thought that distance education is a new term but it is used for over years. However, distance education didn't gain its popularity until 20th century because of radio and television. The definitions of the distance learning changed when the technology improved. According to Rowntree (1995) distance learning is supported by prerecorded materials. The learners are separate from the teachers in terms of time and place. Another researcher Keegan (1995) says that distance learning is kind of a freedom because the teacher and the learner are in separated places. There is no need to go specific place in a certain time to learn or teach something. Blieszner (1999) agree the same opinion that the distance learning doesn't need a certain and strict place or a certain time. Distance education gives the educators a more modern teaching and learning environment. Keegan (1980) presents some of the basic characteristics of distance learning in his study:

1. The separation of teacher and learner, which distinguishes it from face to face lecturing,
2. The influence of an educational organization, which distinguishes it from private study,
3. The use of technical media, usually print, to unite teacher and learner and carry the educational content,
4. The provision even initiate of two-way communication so that the student may benefit from or even initiate dialogue,
5. The possibility of occasional meetings for both didactic and socialization purposes,
6. The participation in an industrialized form of education'' (Kegan, 1980, p. 6).

COVID 19 pandemic recently is getting the control of all the things that the world has. The restrictions because of the illness causes digital sources gaining more importance for the people. The part that the teacher is interested in is the education

owing to disease. Therefore, the face-to-face education is giving it space to the new online learning platforms. The governments give importance the usage of the digital learning programs.

2.4.1.Synchronous learning vs. Asynchronous Learning in Distance Education

2.4.1.1.Synchronous learning

Distance learning is divided into two category such as synchronous and asynchronous in terms of the material delivery. First one, synchronous learning means that the teacher and the students are not in the same places but they communicate each other in a live session time. Thus, it could be said that the synchronous learning is related to the simultaneous teaching for the learners. There is a strict time for the lessons to participate both learners and teachers. (Khan, 2006 ; Shahabadi & Uplane, 2014) The teachers can use two-way video-conferencing so that the teachers and the students communicate interactively. In addition to that the flexibility of space gives lots of comfort to both learners and teachers. On the other hand, as a class they can share videos and surf on the net or can-do quizzes for the assessment. All the opportunities the digital world serves are great tools for synchronous learning and enables the education two way of interaction between the teachers and the learners. There are lots of advantages of synchronous learning according to the literature. According to Johnson (2006), the distance learning provides a group of learners who can share and discuss ideas. This type of activity makes the learners feel like working collectively. Another study who supports the idea of positivity, Thompson and McDowell (2019) says that the learners can get immediate feedback from the teachers so they have information about their learning process. Hrastinski (2008) agrees that learners are having advantage of distance learning and they feel more motivated to learning new things thanks to asynchronous learning which shares similar characteristics to the face-to-face education. However, Moallem (2006) states that the synchronous learning has time-limitation.

2.4.1.2.Asynchronous Learning

Asynchronous Learning doesn't need be at a simultaneous time or a same place with the teachers and the learners. In other words, the teachers and the students can be in a different place and they don't need to open the lesson at the same time.

Asynchronous learning allows the participants flexible learning and teaching hours. The learners and the teachers don't have to be in a specific place and this type of learning gives freedom for all the participants.

Digital learning tools used mostly for asynchronous learning are recorded materials such as video and audio, presentations and DVDs or CDs. Asynchronous learning doesn't have to be in a real time. The teacher can use their computer to deliver teaching targets and the learners can watch it later. The teacher can use digital platforms to give feedback to the students. So, it doesn't have to be in chatrooms in a simultaneous way. There are some advantages of asynchronous learning as well as disadvantages. To start with advantages, it could be said that the difference between synchronous and asynchronous learning is a time issue. For asynchronous learning, Sabau (2005) says that the students have enough time to digest the learned items and more changes to reflect them on. On the other hand, there is no immediate action such as answering e-mails. (Moallem, 2006)

2.4.2.What are the positive sides of Distance Learning?

The Covid-19 pandemic process causes technological tools gaining significant place in the society. Face to face communication is assisted by distance learning when there are street restrictions in the countries because of contagious disease. In the following headings, it is shown that the advantages of the distance learning. These can be analyzed as flexibility and the course materials. Distance learning is preferred because of its advantages that can compensate the face to face education in an emergency situation.

2.4.2.1.Flexibility

The technological opportunities enable the education system to go on anywhere and anytime. The distance learning is not a new term in the education area. However, it is becoming more important nowadays while the people are demanding it. Hence, distance education has its positive and negative sides. As strengths of the distance education, the flexibility is a good term to state the freedom of the learners and the teachers in terms of education. "The opportunity to study from anywhere at anytime makes distance learning more flexible than traditional learning." (Tibi & Tibi, 2009, p. 77). Flexible attending time provides the learners to feel comfortable and take

responsibility for their own learning. In addition to time flexibility, there is no place limitation or constraint to participate to the lesson. These are not only the advantages for the learners and but also for the teachers. Bates and Bates 2005 states that to use time flexible and without place constraints make the learning effectively. The freedom of accessibility in terms of time and place ensures the comfort for the learners who have to work or not be able to participate to the educational activities in respect to location (Belanger & Jordan, 1999 ; Tibi & Tibi, 2009). It can be concluded that the learners or the teachers who live in rural places take the advantage of the distance learning. The learners have equal rights to reach the educational activities owing to distance learning regardless of where they live.

The flexibility also enables the learners to improve their self-autonomy. They have to learn time management because freedom gives responsibility for the people. In other words, learners need to focus on their own learning in distance learning more than face to face education. The learner's autonomy is related to how they are successful to manage their own leaning. (Boyd, 2004)

2.4.2.2.Course Materials

Thanks to the improvements of technology, the distance learning benefits from video-clips and other types of programs. The colorful world of the technology attracts the students more than textbooks. The distance learning tools are so rich in terms of videos, games, presentations, activities. These tools make the learning more effective. The learners have chance to practice more with the multimedia materials. Zhang and Zhou (2003) states that distance learning makes the lessons much more attention grabbing and the goals are reached clearly and meaningfully thanks to materials served the teachers.

Another significant detail about course materials is accessibility anywhere and anytime. The learners can catch the missed subjects as everybody does however face to face education doesn't give that chance. For example, if the students miss a class, they can reach the video of the lesson when they are available. Distance learning compensates the negative side of the face-to-face education which is related to time and date.

Distance Learning provides education which is cheaper than face to face education. In some cases, the cost factor is not an option even it is the most expensive education type the people have to choose it in such a current situation caused by Covid-

19 pandemic. Thanks to technology, the teachers can reach lots of students at a time and they don't need any specific classroom for it. If it is thought from another point of view, the institutions don't need much educators compared real life teachings. The situation provides profit for the institution (Seok, 2008).

2.4.3.What are the negative sides of Distance Learning?

Distance learning does have great advantages for the learners and the teachers at the first glance however it comes with its disadvantages. Distance learning is seen as a great mediator during the hard times of education system. The students participate to the online lessons rather sitting at home. Without technology, there will be a big gap year or times in that the education will be missed in terms of curriculum goals and objectives. On the other hand, it doesn't mean that distance learning is perfect. There are some inequalities while using technology. Also, the attitudes of teachers and students are important factors to decide the effects of distance learning.

Because of pandemic illness, the schools are closed. The governments of the countries have to continue the education. Thus, the technological devices entered to educational life for the same reason. The disadvantage of that system is to cause inequalities among the learners because the socioeconomic status of the learners could be a selective factor to reach the technological devices to participate distance learning. Also, the states give required tablets and computers as well as internet to the teachers and learners as a responsibility. However, each state make a different political or economic decision in current process. In short, everybody cannot access the distance learning platforms so it causes inequalities. Besides, it is not easy to come up with a solution for this situation in the COVID-19 period. It is not only because of the technological devices but because of the illiteracy of the users of them.

The differences between public and private schools causes the inequalities in the education even it is true for distance learning. Because of Covid-19, there have been lots of negative effects on education system. The illness makes the difference between schools bigger. The parents who cannot afford to pay for public schools send their children to the private schools (Saclarides & Lubienski, 2020). In some of the countries, although private schools provide distance learning public schools do not (Bozkurt, 2020). It is a fact that the differences between the schooling systems in terms of countries and school types cause inequalities in the education system.

2.4.4. Education during distance education in Turkey

In Turkey, because of Covid-19 pandemic in March 2020, the schools were closed. The face to face education was so dangerous for spreading the virus among the school people. The state preferred to use distance learning to reach the students for any lesson without high risk. The Ministry of Education (MoNE) developed the distance learning platform, Educational Informatics Network (EBA). Turkish Radio and Television and Corporation (TRT) supports the distance learning by broadcasting videos and required activities (Özer, 2020). TRT is a great chance for the students who do not have an internet at home. In the channel, primary, secondary and high school students can take advantage of the daily lessons. Also, the channel supports the repetition of lesson because EBA TV replays the lessons given daily in the same order. EBA as a portal is strengthened because the access of EBA is getting enlarged. The state provides free 8GB free internet success. Thanks to free internet, the students could connect EBA and participate to the lessons. Moreover, the EBA also enables the teachers to have online lessons via Zoom. The EBA will be described by its pictures. The EBA has got lots of important sub-parts in it. First of all, EBA Assistant is made of artificial intelligence so it can answer the questions of the participants. It is a great way to inform the people who wants to join EBA.

The teachers who use EBA during distance learning state that limited communication with students, insufficient knowledge to choose the activities to use online teaching are the problems they face. The teachers had difficulty with assessment because of EBA lacks the suitable level of assessment materials. The teachers suggest that there are some parts that can be added to the platform to get better results from it. Games, visuals, stem activities can make EBA richer.

In 2020, the COVID 19 virus came to our universe. The classrooms which are blamed for years have disappeared. The educational system has changed completely without consent. The teachers experienced a new way of teaching. There are lots of questions to be asked. It is honor to be one of the first teachers who is asking questions and trying to make relations for the sake of language teaching in our country. All the countries are equal with our country now in terms of educational technologies. All the teachers and the learners were at home and they have got just one way of communication via Internet. In Turkey, the ministry of education comes up with new ideas in each day for primary secondary and high school learners and teachers. At the

beginning this period, TRT EBA channel is created for the learners to follow their curriculum. For one week, the new way of teaching come up to surface which is more interactive and more useful both learners and teachers. It is EBA Live Lesson. It is a new platform and it is fair to accept all the teachers and the learners are illiterate to the system. The distance learning environment pushes the learners and the teachers being more autonomous. The more autonomous teachers are the more autonomous learners are (Lamb, 2000). In the literature, there are researches about teacher self efficacy also has an effect on the teaching. It is time to ask to what is the relation between teacher self-efficacy and distance learning and the relation between teacher autonomy and distance learning and the teacher self-efficacy and teacher autonomy and vice versa. The study aims contribute this new teaching experience provided by technological devices. As Turkey, the teachers can go beyond the borders by starting asking questions first and getting better educational system and teaching systems. As quantum psychic suggests, everything is affected by what the observer sees (Stapp ,2011). The teachers can affect the learners by their own belief system. The question is what the teachers believe about themselves. What are the beliefs they are holding about themselves? What is the relation between teacher autonomy and teacher self efficacy? Is there any relation between them? If yes to what extent if no, there will be other gaps to fill and that is a good sign of improvement for our country and the literature.

2.4.4.1.EBA

It is the first page after logged into the EBA website. It is the teacher's page. On this page, there are latest posts, discussions, and the homework's of the students. In Figure 1, the teachers' main page is seen. Furthermore, there are personal information, academic calendar and history of the teachers' works.

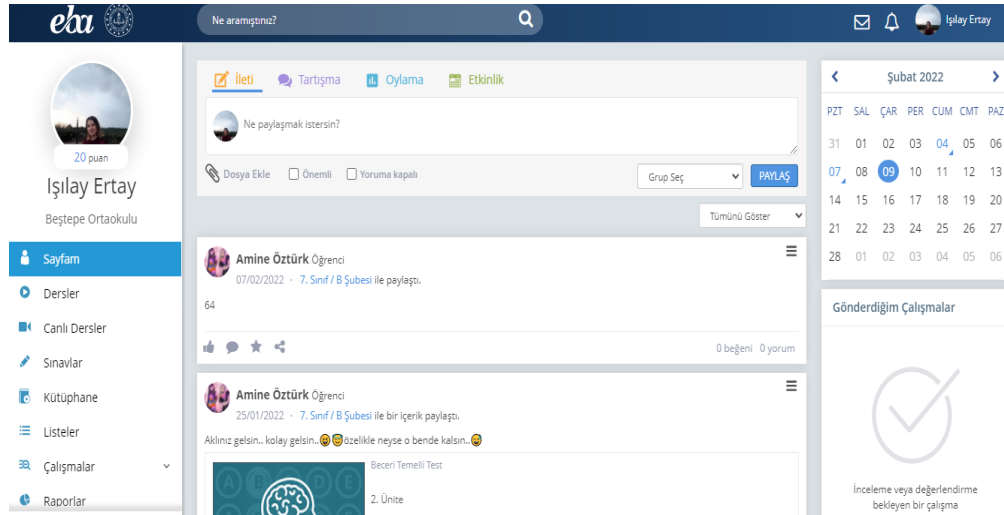


Figure 1. The Main page of EBA (EBA, 2022)

As it is seen that there are channel support to all of the students from primary, secondary, high school are taken their assessments as online. MoNE supported to the students in terms education and teachings. The students were so stressful and needed to be relieved about the new illness. The guidance service line has helped almost twelve million people and it was founded for parents and the student's physical and mental health. EBA TV organized a movie time in which the movies were shown for the students. Also, MoNE organized virtual meetings for celebrating National Sovereignty and Children's Day.

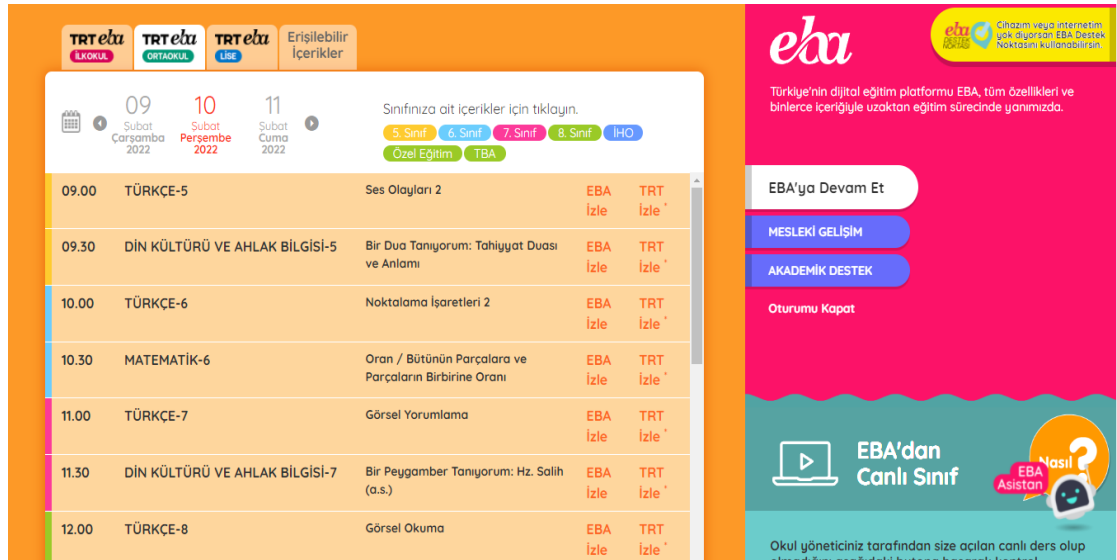


Figure 2. EBA home page. (EBA, 2022)

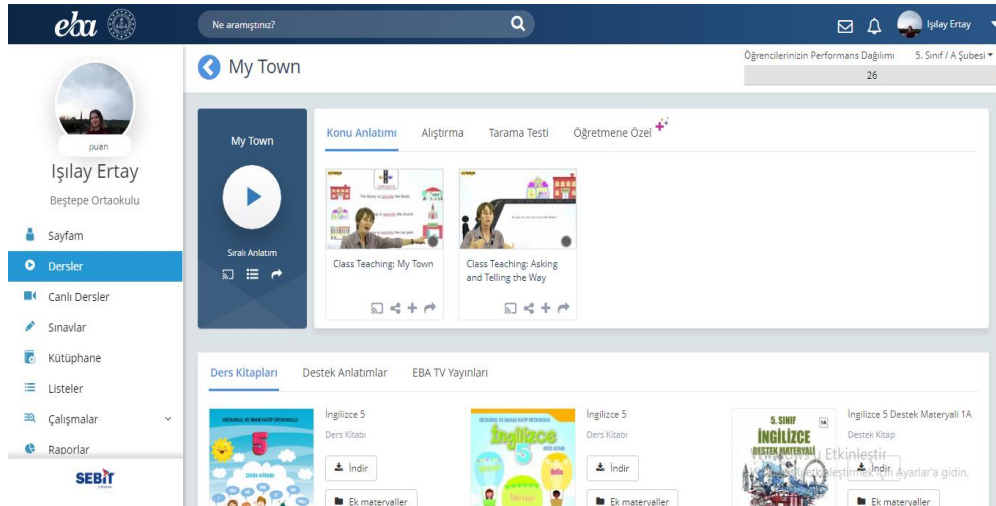


Figure 3. Curriculum (EBA, 2022)

The curriculum section of EBA enables learners and the teachers to reach videos and exercises about each topic and every grade level. Also, at the end of the page, e-books can be displayed and also the new sources can be uploaded. To improve learners' English, there are games for learners.

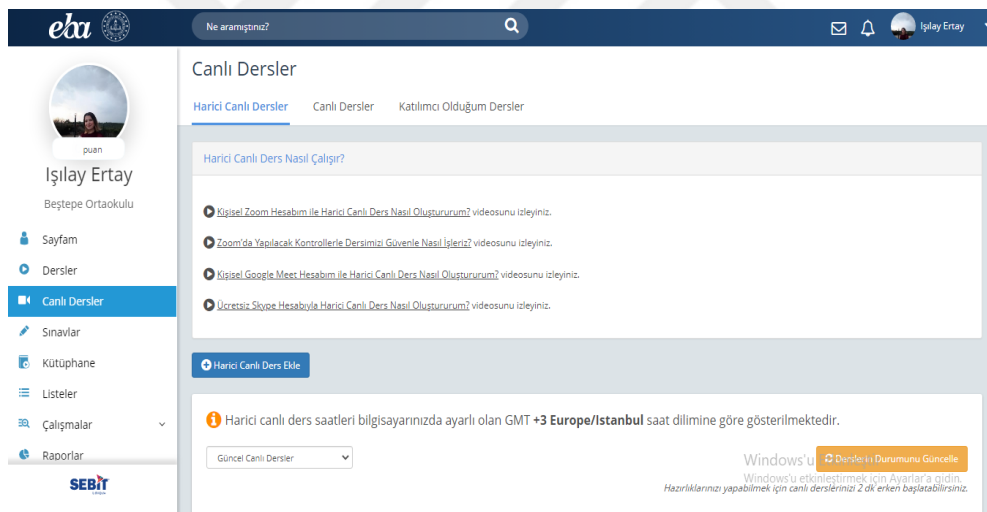


Figure 4. Live Lessons (EBA, 2022)

This part of EBA was added because of Covid-19 pandemic. Distance education caused by pandemic is implemented via EBA live classes. The teachers can arrange their weekly timetable by choosing class, date and time from the program.

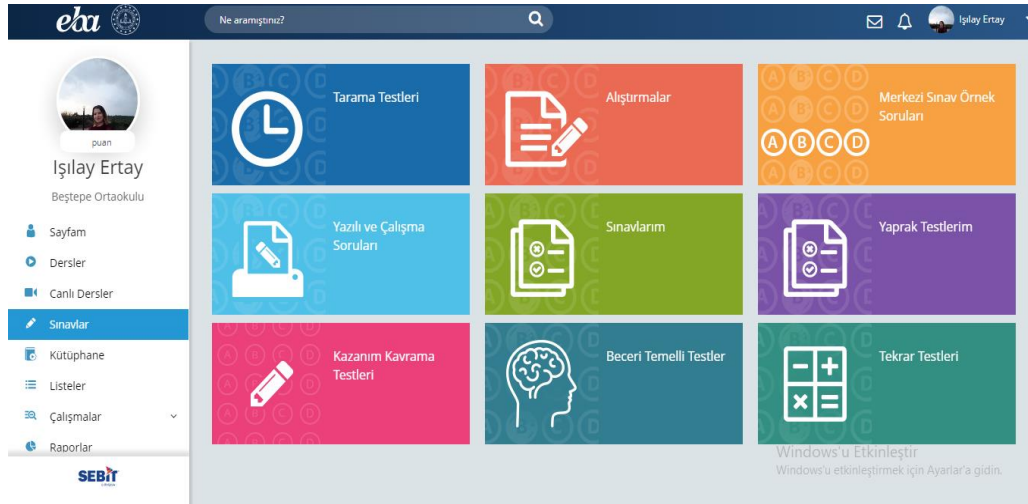


Figure 5. Tests (EBA, 2022)

This section enables both teachers and the students to reach tests, homeworks, exams and revision tests. It aims to evaluate and assess learning outcomes. In addition to tests, the teachers can upload their exams to system and share it to their students. This section provides a necessary reinforcement for the learners.

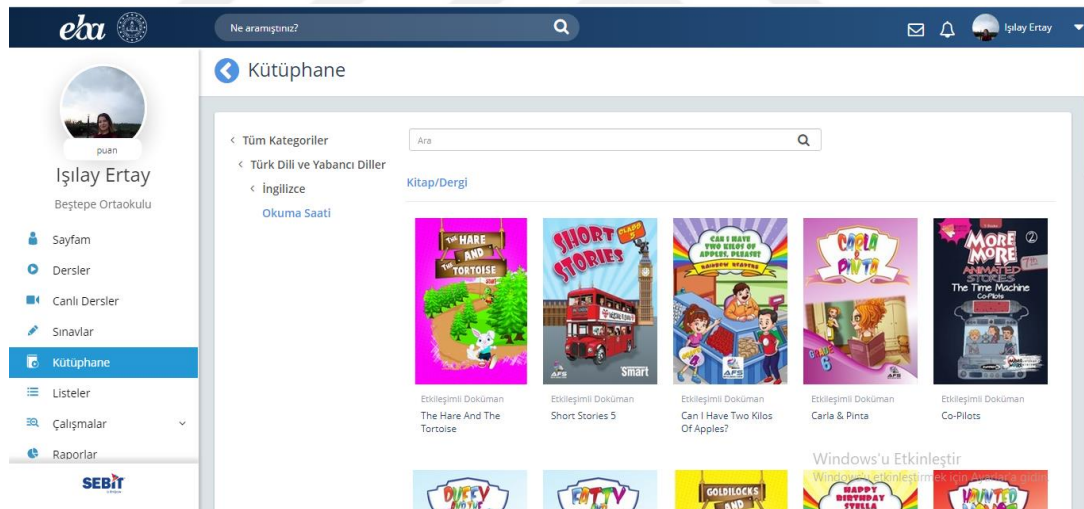


Figure 6. Library (EBA 2022)

The library section provides a fruitful range of aids such as e-books, cartoons, podcasts and applications. Under the different categories, related subcategories and related sources are available. The students and teachers can take advantage of the library which has lots of student-friendly sources.

The rest of the EBA consists of useful parts such as lists, assignments, reports, museum experience and reports. It aims to share, design and manage. It had an

important role of distance learning history in Turkey. It was adapted with lots of new qualifications needed during Covid-19 pandemic in order to satisfy teachers' and students' needs.

2.4.4.2. Turkey and Distance Learning Studies

COVID-19 has been effective all over the world since December 2019. World Health Organization announces the number of cases almost five million on 26 May, 2020 and the death people because of disease were about three hundred. (WHO, 2020) The pandemic virus caused the quarantine and staying at home calls. Another important result of the disease was that the education system completely changed abruptly. Distance education provides the students and teachers enough alienation to protect from the COVID-19. Distance education is a term used first a university catalog named Wisconsin in 1892. Nowadays, distance education is a hot topic and term used mostly. Because of this sudden change, there are lots of unanswered questions in education research field. In this part, there will be fruitful analysis of latest researches of distance education in Turkey. Koçoğlu and Tekdal's study (2020) aims to investigate what educational activities happened in Turkey during the pandemic process. The study is a qualitative study with a semi-structured interview and for data analysis content analysis is used. According to findings, the teachers are mostly sharing some critical opinions and come up with some suggestions about distance education. The general opinion is to put the students the central of the education system for a more effective learning. Another critical view about distance education is competency. This term includes the inability to use resources and using the resources that are similar to each other. It is clear that the teachers are not well educated for distance education. It could be accepted that the pass through the online era was not an ordinary thing. However, the sudden change could be evaluated under the circumstances of that period. The recommendations of the teacher are about the increase the motivation of the learners and inform all the parents, the students and the teachers about the distance education. To reach the live lessons the students have enough internet connection and materials such as tablets and computers. In addition to that study, Kaya and Uylas' (2022) study is about the teachers opinions about distance education. The study uses the mixed method consisting of qualitative and quantitative parts. 209 instructors participated to the research. The findings of study shows that the

teachers readiness level is low because of the taking no education for distance education. The teachers improved themselves in terms of equipment and adaptation. It is essential for teachers to share their experiences to each other and participating training programs to raise their readiness level. The responses of the teachers say that the lack of communication decreases the motivation level of the students. In a nutshell, the teachers have negative views about the distance education when they compared it with the face-to-face education. They don't see the distance education as effective as face to face education. The teachers agreed on that EBA TV is not useful to support the students to learn better. Moreover, the EBA network platform doesn't have systematic base so it has to be developed. On the other hand, one of the advantages of the distance education is to be time-saving. Because, the students and the teachers can connect everywhere they want. It gives the students and the teacher's freedom in terms of time and place. The negative comments are more than the positive ones according to the findings. To compensate the low level of competency, in service trainings should be given to teachers (Kaya and Uylas, 2022). Şanlı (2021) conducted a study about English teachers and found out that there are problems about students, teachers and the insufficient infrastructure. The study tried to investigate the English teachers' views about distance education. The most important problem about the teachers is competency level of them to use distance education materials or just the process (Şanlı, 2021). Aytaç (2021) investigates the problems of the teachers faced during the distance education. The participants are the 80 teachers who work at public schools and private schools. According to results, teachers have difficulty in teaching when the students have technical problems and internet connection problems. In terms of teachers, they stated that the teachers have low motivation to use distance education materials and they lack of competency and skills to use technology. (Aytaç, 2021) Bozavlı (2021) studies on the perceptions of student teachers about distance learning and try to find an answer for whether it is possible to learn a language without going to school. The 242 students participated to the study from Atatürk University. The findings of the study show that the school is a prerequisite for learning a foreign language. Another noteworthy result is that the students have low level of literacy skills.

There are some studies to educate the teachers for unexpected times of the life. One of them is Yastibas' (2021) study. The article tries to figure out how the English language teachers can be prepared for the times such as COVID-19. The study emphasizes that the necessity of the adding technological courses to the English

language teacher's education programs. Material design lessons can provide the teachers make their lessons effectively. On the other hand, the school administrators didn't support the teachers much for technological and educational purposes. The communication between the school administration and the teachers is significant the fact that the teachers can carry out the distance education professionally. The teachers can adapt the materials according to the student's levels (Dilekçi & Limon, 2020). From another perspective, the students didn't participate to the online lessons enough because of the lack of motivation, the technological tools and the internet access. Similarly, it is found in the other studies that the students especially in the rural areas couldn't participate to the lessons because of the internet connection problems (Karakuş & Karacaoğlu, 2021). The students who have low socio-economic status couldn't afford to buy distance learning tools. In other words, it means that the students have difficulties to get technological tools because of their parental issues (Sönmez, Yıldırım & Çetinkaya, 2020). It results in that the teachers are reflecting negative opinions for the teaching processes. In general, the teachers experienced negative situations during pandemic process. The process makes the teachers obligatory to adapt the unexpected situations. The problems can be ordered as internet connection, communication and lack of participation of the student in general (Bakioğlu & Çevik, 2020). To accomplish it, the teachers have to come up with solutions in terms of EBA contents, videos and audio recordings. In 2010, EBA came out thanks to FATİH project. However, it wasn't until Covid-19 process that EBA gained its popularity. In the same line, Ünay, Erdem and Çakıroğlu (2021) found out that the teachers and the students took advantage of EBA and EBA TV. EBA caused some troubles for the teachers and the students because of connection problems. The teachers started to look for new applications to make their online lessons. It was the Zoom software but later the municipality cancelled to use it because of security problems. Another most used online tool was WhatsApp for communication. This social communication tool was helpful not only for communicating with the students but also for the parents (Zan, 2021).

Karbeyaz and Kurt (2020) conducted a study about the perceptions of teachers' EBA usage. The findings indicated that the teachers hold positive attitudes towards EBA although they stated that the necessary changes has be do be done according to the students' and teachers wishes'. Kurnaz (2020) aimed to study on the suggestions and the perceptions of the teachers towards EBA. The participants of the study were

English teachers. According to the results, the teacher can use EBA more if the content of it is more enjoyable and includes games. The lack of internet connection and the design of EBA were the reasons why teachers don't use EBA much. Another study investigated by Şireci (2020) is also about the opinions of teachers' about EBA. The study analyzed the data according to teachers' demographic variables. The findings indicated that the gender has no effect on the teachers' attitudes towards EBA. The EBA live lessons introduced because of Covid-19 pandemic has a role on teachers' positive attitudes holding for EBA usage. It was also found that the more teachers have experience in the teaching they are tend to have positive attitudes towards EBA usage.

Türker and Dündar (2020) investigated a study with high school teachers and aimed to figure out their perceptions about distance education. According to the findings of the study, one of the obstacles that hinders to use EBA effectively was the lack of literacy of the teachers. Besides, the communication between teacher and the students was not effective and the parent's support was not enough regarding the participants' answers.

Akça (2021) studied on the usage of EBA. The participants were the physical education teachers who work in Aydın. The results showed that the teachers know about EBA and its modules however most of them didn't upload anything to EBA. It indicated that the skills of teachers were not enough to use EBA actively.

Bayar (2021) conducted a study with the teachers who use EBA live classes during pandemic. The participants were 413 EFL teachers. The findings showed that the teachers' burnout levels were high because of being tired emotionally. The researcher stated that females suffers from burnout more than males mostly because of their social roles such as household chores, taking care of child. Also, to worry about their health was an important reason affecting teachers' mental health while giving lessons online.

Balcı (2021) used mixed method approach to research on the teachers' opinions about EBA lives classes. It revealed positive and negative sides of using EBA. The findings indicated that the teachers were happy with the short timing of the sessions, students' attendance who are silent normally and aids that could be used to grab the students' attentions. However, the teachers mentioned the negative sides of the EBA. They stated that the students closed their microphones or turned off their cameras during the sessions so it caused disruptions the flow of the lesson.

Yapar and Bozgün (2022) conducted a study about teachers' opinions about usage of EBA during distance learning. The teachers who participated to the study stated that the lack of knowledge about using EBA, the problems related to internet connection and system itself were the negative sides of EBA usage. On the other hand, the teachers said that EBA is a reliable platform and make the distance learning easier.

Durmuş and Eryılmaz Toksoy (2022) investigated a study with 127 teachers on EBA live classes. According to findings of the study, the teachers had positive opinions about the program in terms of usability and functionality in general. However, the teachers thought that EBA live classes were not enough for multiple intelligence. The lack of communication between the teachers and the students resulted in decreasing quality of distance learning.

Saltan and Karaatli (2022) conducted a study to examine the problems teachers' face during distance learning. The teachers stated that low participation and internet connection problems maket the process harder. According to the data, the teachers used video conferencing, messaging programs to compensate the negative sides of the distance learning.

2.4.4.3.Related studies

The world went through the distance learning era because of COVID-19. Atmojo and Nugroho (2020) investigated the process of EFL teachers. It was required to write some reflections about the hardships and the positive sides of the distance learning period. Participants are 16 EFL teachers and their responsibility was to write about their teaching diary which includes the drawbacks and advantages of the online teaching. As a result, after range of activities there are problems with students, teachers and parents. First, the students don't have technical devices to access e-learning applications. Another problem, signal is weak still in some areas such as mountainous and rural. The students have low digital literacy as well as low literacy in general. The students are lazy and they cannot read the instruction given by the teacher. The students are not punctual enough to participate the lessons on time and they ask the homework's and the assignment to the teachers. The students give their homeworks after the deadline because of their laziness and the lack of internet quota. In a nutshell, the distance learning doesn't work if there is lack of preparation (Atmojo & Nugroho, 2020).

Efriana (2021) conducted a research that aims to come with some solutions for the problems faced during this process. The teachers have to prepare their lessons as vividly as possible. In case of low literacy levels of the teachers, the simpler applications can be used or they have to improve their watching some YouTube videos and searching for a friend that can help with that problem. In that process the teachers' and parents' communication is important.

Li (2021) investigated a study to describe EFL Teachers ICT acceptance and ICT Literacy in pandemic process. The results of the study show that the teachers are ready to pass distance teaching part of their life. However, there are problems with using technology appropriately to have an effective lesson. The research also put a light on ICT training for next years.

EFL teachers have to endure the lots of disadvantages of the process of distance teaching. The study conducted by Khatoony and Nezhadmehr (2020) wants to investigate whether online teaching is helpful and what the difficulties the teachers face during the process. The mixed method is used to gather the data. First, quantitative part of the research is done later qualitative part of the research is executed. The participants are 30 non-native teachers in Iran. The participants vary in terms of age, year of experiences, teaching level and gender. They teach as online in coronavirus process. The findings of the study reveal that the teachers have good perceptions for integration of technology for their lessons. They say that it is better to have online classes than no classes. The process also is helpful for students because they improved their autonomy skills to study on their own. On the other hand, the teachers have different difficulties when using technology. The literacy of the teachers seems important to use the technology in an effective way. Otherwise, they need some assistance or technology courses. Another study aims to identify the perceptions of EFL teachers towards online instruction in Turkey. 70 Turkish participants differ age to year of experience. The research reveals that the teachers who take training about online instruction are a lot different from the ones who don't. Teacher training programs are vital for having necessary knowledge to use it effectively and integrate the lessons appropriately. The teachers mostly have negative attitudes because the first is the teachers don't have enough knowledge to implement technology. Second one, the students are demotivated. Later, applications used have some limitations. Also, the interaction in online is less than traditional teachings. (Civelek, Toplu & Uzun, 2021). The teachers are mostly complaining about they can't achieve the affective objectives

as much as cognitive ones. The teachers state that they don't design materials in that period they use ready materials. The education is more about teacher centered activities rather than student centered ones (Aslan, Turgut & Aslan, 2021). Also, there is a positive relationship between teachers' literacy levels and their opinions about distance education (Polat, 2021).

On the other hand, Mayasari and Kemali's study (2021) aims to investigate the teachers' challenges and behaviors. The study made with a small group. The research is about the roles of the teacher in distance learning era. The teachers are the middle of the teaching process during Covid 19 process. So, the questionnaire is conducted to get an information about the roles of the teachers. The findings of the study show that first role of teachers is being a source for learning. The second one is to demonstrate something such as media. The next role is the teachers motivate the students. Also, the teachers is being a manager. The last one is to evaluate the students' level of learning (Mayasari & Kemali, 2021). Another study is about the assessment and evaluations. Bayram (2021) emphasizes the importance of assessment in distance education in his study. On the other hand, not all the students cannot access the internet and the different kind of assessment types can cause inequality. Nevertheless, the assessment cannot be canceled in digital platforms (Odabas, 2003).

Hodges et al. (2020) defines the situation caused by COVID 19 as temporary delivery mode for unexpected phenomenon. The emergency remote teaching resulted in a circumstance in which if someone has little experience or none for online teaching they might have suffered from difficulties to cope with. In the literature, there has been studies to define these challenges the teachers face. They are about what to do for teaching and learning issues. For instance, Atmojo and Nugroho (2020) found out the challenges such as lack of teacher knowledge and preparation for the lessons, the assignments which are submitted late, low-motivation and the students' digital illiteracy in distance teaching. In the same line with the study, Bailey and Lee (2020) stated that the teachers who are inexperienced didn't prepare much for the lessons and they have to endure the challenges of the process. It indicates that the teachers should pay attention to teaching online competency for future. On the other hand, another research studied on the perceptions of the teachers and it found that the distance teaching provided flexibility in time and more autonomous learners. Also, the study states that there were technological problems and collecting students' responses were hard.

Considering English Language teaching, the sudden changes caused by crisis moments can be succeeded by examining and conducting research studies. The effects of COVID 19 on English Language Teaching can be reviewed from literature for the help of managing these hard situations. The shift in the teaching was so abrupt that the language teaching affected most. It was compulsory to change the methods to teach language. One of the worries is to continue the quality of teaching. As well as the negative effect of the pandemic, there are strengths and changes, too (Moser et al., 2021). As similar, Karakuzu et al. (2020) found that online teaching still is preferable after the post pandemic period to fix the loss of education. The system needs digital literacy of the teachers and students. It enables the teaching system to be supported by technological resources which is one of the advantages of the process (Turchi et al., 2020). As it is known that language teaching is corroborated with Computer Assisted Language learning before the pandemic period. If the teachers used the method for their lessons the teachers organized more meaningful activities with that experience (Turchi et al., 2020). The sudden shift come up with the challenges. One of them was lack of internet connection which deteriorates the effectiveness of the teachings (Atmojo & Nugroho, 2020; Turchi et al., 2020). The online teaching lacks direct communication which is known as a challenge of the new system. In the world, some of the countries can be called as high-tech while some of them high tech countries. From teachers' perspective, the teachers were not prepared for the sudden shift to online teaching. On the other hand, the students were not good at technology and some of them also couldn't get technological devices to connect internet and the online lessons. The students could have seen the online process as a holiday or informal (Huang et al., 2021).

Although negative sides of the process, distance learning era has its own positive sides according to the research results. The new online platforms give the opportunity to the students to communicate and practice in English (Hadianti & Arisandi, 2020). In addition to that, the pandemic era supports the disabled students much more than face to face education (Svalina & Ivic, 2020). The distance learning has provided a new point of view for language learning. The students had to improve their digital literacy as 21st century skill and it was the advantage for the future teachers in terms of experience and habit of using technological tools (Chiatoh & Chia, 2020). The research findings show that Zoom, Google Meet are the most used platforms of the video conferencing. These online tools provided synchronous teaching (Almekhlafy,

2020). The programs have got recording features that enable the students watch the lessons again. This situation gives the flexibility to the students for learning and the teachers for the teaching (Wong, 2020). Another program is Whatsapp that has some groups to communicate interactively even in quarantine. Also, Şendoğan (2020) found that listening and writing skills didn't develop as much as speaking and reading. Although another study states that speaking skills is not improved most and the writing skill of the students developed in distance learning (Karataş & Tuncer, 2020). It is controversial that the perceptions of the teachers and the students are different from each other according to the research findings. It is accepted that the benefits of the distance learning cannot be denied in an unexpected period of life (Rahayu & Wirza, 2020). As a new role, the teachers need to teach from distance. It was an experience in online teaching platforms that teaches the instructors the technological knowledge. As well as teaching online in emergency situations, the teachers can use the technology for all types teaching to enrich their lessons even after the pandemic period because the online teaching give the students and the teachers opportunity of being autonomous (Dahmash, 2020). The students get fruitful experiences from online teaching and they evaluated the pandemic education mostly as positive because it is flexible and gives them opportunity to be autonomous. The students are mostly adapted easily to the new teaching way because of the social media. The students communicate with their friends and they use free online resources they created as linguistically (Mustadi et al., 2021). While there are studies which focus on the benefits of the shift of teaching environment some of the studies are about the feelings of the teachers and the students. Gao and Zhang (2020) states that the teachers felt worry and anxiety because of the new era of teaching. Also, the teachers have to endure the irregular sessions of the lessons and the adaptation of the new system. To sum up, the online learning couldn't reach the aimed objectives because of teachers' lack of knowledge about the technology and pedagogy. In other words, the process was so developing and positively engaging for the teachers and the students and at the same time most of them all suffered from the anxiety and felt unprepared in terms of accessibility for the internet and digital literacy because of the unfamiliar system of distance learning era.

CHAPTER THREE

METHODOLOGY

3.1.Presentation

The chapter introduces to the readers that the present descriptive study with its research design. After that, the settings and the participants is mentioned. The population is supported by figures and tables to be more concrete about the data. The study is quantitative study so the instrument with its reliability and validity are stated. This chapter states the overview of research questions, research design, participants and setting, procedures, instruments and data analysis.

3.2.Research Design

The main aim of the current study was to find out the relation among the teacher self-efficacy and teacher autonomy and usage of distance learning tool, the Education Information Network (EBA) in the new learning process of Turkey. It was a quantitative descriptive research design that aimed to explain the relationship among the variables. A descriptive research describes the data as numerically to answer the research questions (Kelleghan et al., 2012). In the study, to gather data, three questionnaires were used. Covid-19 pandemic made impossible to collect data from schools. Therefore, the data was collected through the surveys by using Google docs via online social contacts or after the normalization of the country the researcher visited to the schools to reach the target population by the help of hard copy. The findings of the current study were analyzed by SPSS 26(Statistical Package of Social Sciences).

3.3. Research Context and Participants

The participants of this study consisted of 408 EFL teachers affiliated to the Ministry of National Education. The participants were the state school English teachers who use EBA program which is the only portal used in COVID 19 period. The participants of the study were the English teachers who work at Ministry of Education in Gaziantep. The teachers work at primary, secondary and high schools. There was no age limitation in the study. The questionnaire was delivered via online platforms because of the Covid-19 pandemic as stated before. After the normalization period of country, the researcher collected data by the hardcopy of questionnaire.

According to the data obtained from survey, the distribution of the participants' demographic features listed on the Table 1. It gives information about the participants' demographic features in terms of gender, age, the years of teaching and the type of school factor.

Table 1. *Descriptive Statistics for the demographic findings of teachers*

Variables	Category	n	%
Gender	Female	351	86.0
	Male	57	14.0
Age	22-26 years old	94	23.0
	27-31 years old	111	27.2
	32-36 years old	111	27.2
	37-41 years old	66	16.2
	42 years old and above	26	6.4
The Years of Teaching	1-5 years	157	38.5
	6-10 years	156	38.2
	11-15 years	57	14.0
	16 years and above	38	9.3
The type of school	Primary School	100	24.5
	Secondary School	240	58.8
	High School	68	16.7
The number of teachers in total		408	100

Demographic characteristics of the teachers participating in the research are given in Table 1.408 EFL teachers in total attended this study. When the genders of the teachers participating in the study are examined; 86% are female and 14% are male. The participants are 351 females and 57 males. When the age distributions are examined; 23% of them are 22-26 of years old, 27.2% of them are 27-31 years old, 27.1% of them are 32-36 years old, 16.2% of them are 37-41 years old and 6.4% of them are 42 years old and above. When the years of service are examined; 38.5% are 1-5 years, 38.2% are 6-10 years, 14% are 11-15 years and 9.3% are 16 years and above. When the types of schools where teachers work are examined; 24.5% of them are primary school, 58.8% of them are secondary school and 16.7% of them are high school.

The participants for the study were selected according to the convenience sampling. The convenience sampling is mostly used sampling type. It studies with the participants which are available for the researcher and it doesn't select the participants randomly. (Etikan et al., 2016). In that regard, the participants filled in the questionnaires with the kind request of researcher.

3.4.Instruments

In this study, the quantitative research design method was used. To reach all the teachers who use EBA program in Gaziantep district, the social chatting tools such as Whatsapp and Instagram were used. To collect data, three types of questionnaires were used. To measure teacher self-efficacy, Tschannen-Moran and Hoy's Teacher Efficacy Instrument (2001) was used. It includes three sections: efficacy for student engagement, efficacy for instructional strategies and efficacy for classroom management. The teacher autonomy was measured by Teaching Autonomy Scale (TAS) by Pearson and Moomaw (2006) which was developed version of Pearson and Hall (1993). It includes two subsections which are called teacher autonomy and general curriculum autonomy. To measure the proficiency level of the teachers, EBA proficiency questionnaire used which consists of 43 items related to EBA proficiency and the usage of it. (Geçer, Topal & Solmaz, 2016).

3.4.1. Teacher Sense of Self Efficacy(TSES)

TSES was adapted from Tschannen-Moran and Woolfolk Hoy(2001). The questionnaire has got two different versions. One of them consists of 24 items and the other one has got 12 items. There is almost no difference between two of them. For this reason, the short version was used in this study. According to the factor analysis there are three correlated factors which are Efficacy in Student Engagement Efficacy in Instructional Practices, and Efficacy in Classroom Management. The items are scored from 1(Nothing) to 9(A Great Deal).

3.4.2. Teacher Autonomy Scale (TAS)

The scale by Pearson and Moomaw (2006) which was developed version of Pearson & Hall (1993) consists of 18 items. In order to measure the autonomy of the teachers, Teacher Autonomy Scale was used. Teacher Autonomy Scale has got the following subscales: teacher autonomy, curriculum autonomy. In the questionnaire, 4 point-likert scale is used. It ranges from 1 (definitely false) to 4 (definitely true).

3.4.3.EBA Proficiency Scale

To measure the proficiency level of the teachers, a questionnaire was used which consists of 43 items (Geçer, Topal & Solmaz ,2018). The scale try to figure out the usage of the teachers and indicates the proficiency level of the teachers. In the questionnaire, 5 point likert scale is used. It ranges from definitely I cannot to definitely I can.

3.4.4.Reliability Analysis

In the study, the reliability analysis of the Teacher Self-Efficacy Scale, the Teacher Autonomy Scale, the EBA Proficiency Scale and their subscales are shown in the reliability analysis, and the cronbach's alpha values are stated in the Table 2 system.

Table 2. *Cronbach's Alpha Values of the Scales and its Sub-Dimensions Used in the Study*

Scales and sub-dimensions	Cronbach's Alpha	N
Teacher Self-Efficacy Scale(TSES)	0.946	12
Student Engagement	0.895	4
Instructional Strategies	0.886	4
Classroom Management	0.895	4
Teacher Autonomy	0.940	18
General Teaching Autonomy	0.893	6
Curriculum Autonomy	0.905	12
EBA Proficiency Scale	0.988	43

The reliability of teacher self-efficacy scale is measured as 0.946. The reliability of teacher autonomy scale is measured as 0.940. The reliability of EBA proficiency scale is measured as 0.988. Reliability analysis is about the consistency of the results when it is applied to same settings and same participants. In the reliability analyzes made, the α being over 0.70 (Pallant, 2020). Accordingly, it is accepted that the reliability of the scales and subscales are sufficient in the social studies.

3.5.Data Collection

In this section, the data collection procedures are mentioned for the current study. The piloting procedure, data collection and data analysis in detail are presented. The mentioned headings are shared below.

3.5.1.Quantitative Data Collection Procedure

The study utilized the quantitative research design to collect data concerning the relationship among the teacher self-efficacy and teacher autonomy and distance learning. The instruments selected according to the aim of the research by reviewing the literature and negotiating with the experts. The prerequisites for employing the questionnaires and collecting data were fulfilled including the permission from MoNE. In addition to that the participants were chosen voluntarily and they were informed that their answers were confidential. The data was collected thanks to social platforms because of pandemic disease and after the normalization the researcher visited schools to reach the target population.

3.5.1.1. Piloting Procedure

The pilot study was conducted to see the how well the questionnaire was adapted. The questionnaire, Teacher Sense of Self Efficacy originally consists of 9-point Likert scale. The other questionnaires used in the current study, Teacher Autonomy Scale and EBA Proficiency Scale, have 4 point likert scale and 5 point likert scale in order. To analyze the results in an accurate way, the questionnaire about TSES was summed to 5 point Likert scale from 9 point likert scale according to opinions of experts. It ranges from 1(nothing) to 5(a great deal). The participants of the pilot study was 60 English of teachers who works at MoNE in Gaziantep. Because of Covid-19 pandemic, data was collected through the Google docs. The participation was totally voluntary. The data was analyzed by SPSS 23. The results show that the Cronbach's Alpha value was 0.84.

3.6.Data Analysis

408 EFL teacher participated to the current study by giving answers to the questionnaires shared by the researcher. In the study, three types of questionnaires which are Teacher Self-efficacy scale (TSES), Teacher Autonomy Scale (TAS) and EBA proficiency scale(EPS) were employed to investigate the relationship among the teacher self-efficacy, teacher autonomy and distance learning era. To make the likert-scales similar, the pilot study conducted with the teacher self-efficacy scale which has got the 9-point Likert scale. TSES is summed to 5-point Likert scale. It ranges from 1(nothing) to 5(a great deal). As a result of pilot study mentioned above, the Cronbach alpha value was 0.847. First of all, the demographic features of the teachers were analyzed compared to the Teacher Self Efficacy and Teacher Autonomy and EBA proficiency descriptively. It was applied to see whether the demographic factors such as age, gender, the year of service, the school type do have effect on the variables and to describe the target population. In the study, the Independent Sample T test was used to compare the normally distributed paired groups, and the One Way Anova Test was used to compare the two-phase groups. LSD or Tamhane T2 test was used to compare the difference between groups. Pearson test was used in correlation analysis. Factors affecting EBA proficiency scale were examined with multiple regression analysis. In the established model, it was observed that the relationship between dependent

variables and independent variables was linear (Test of Linearity test, $p > 0.05$). It was observed that there was no multicollinearity problem between the independent variables (VIF values < 10 , Correlation coefficients < 0.8). It was observed that there was no data affecting each other between any two data expressed as independent errors or autocorrelation (Durbin-Watson Test, $p < 0.05$, No autocorrelation = 1.5-2.5). In the whole study, the significance levels were carried out by considering the values of 0.05 and 0.01.

In addition, according to Tabachnick and Fidell (2007) following assumptions should be checked when running correlations between variables. Normality of distribution of variables, linear relations between each pair of variables and homoscedasticity.

These assumptions were checked respectively to see whether correlation is legitimate or not. Descriptive statistics of the scores of both skewedness and kurtosis ratio for teacher self-efficacy, teacher autonomy and the proficiency of EBA usage were obtained to check normality. Pearson correlation was conducted to identify whether any statistically significant relationship existed between teacher self-efficacy and teacher autonomy. Regression analysis was conducted to determine the extent to which self-efficacy and autonomy can predict the proficiency of EBA usage. Since the main assumption of running regression – normality of distribution and correlation between each pair of variables was observed to be significant.

CHAPTER FOUR

FINDINGS

4.1.Presentation

This chapter gives information about the findings of EBA proficiency scale, Teacher Sense of Self Efficacy Scale and Teacher Autonomy Scale. Quantitative data obtained from the questionnaires are presented in tables.

4.2.Quantitative Analysis

To analyze the relations of the variables, data analysis was performed with SPSS Statistics version 26. Categorical variables were calculated as numbers and percentages. First of all, Skewness and Kurtosis tests are used to demonstrate whether the data is normally distributed or not. Later, the descriptive analysis gives information about the target population's demographic variables in chapter three whereas in this chapter the effects of the demographic factors on the variables of the study is analyzed. Finally, the research questions of the study is answered one by one supported by the tables of the results.

4.2.1.Skewness and Kurtosis Values

In order to determine whether parametric tests should be used or not skewness and kurtosis values were examined. The results are presented in the following Table 3:

Table 3. *Skewness and kurtosis values*

Scales and Subscales	Skewness	Std. D	Kurtosis	Std. error
Teacher Self-Efficacy Scale(TSES)	-0.32	0.121	-0.945	0.241
Student Engagement	-0.317	0.121	-0.765	0.241
Instructional Strategies	-0.514	0.121	-0.713	0.241
Classroom Management	-0.361	0.121	-0.905	0.241
Teacher Autonomy	-0.454	0.121	-1.133	0.241
General Teaching Autonomy	-0.328	0.121	-1.113	0.241
Curriculum Autonomy	-0.467	0.121	-1.106	0.241
EBA Proficiency Scale	-0.512	0.121	-0.498	0.241

The skewness and kurtosis values of the normal distribution in numerical variables were found by calculating. According to the rules of normal distribution, skewness values should be between ± 1.5 (Tabachnick & Fidel, 2013). In this context, it was observed that all scales in Table 3 exhibited a normal distribution.

4.2.2.Descriptive Statistics

Descriptive statistical findings regarding the scales applied to the teachers were examined and are shown in Table 4.

Table 4. *Descriptive Statistical Findings Regarding the Scales Applied to Teachers*

Scales and Subscales	N	Mean	S.D.	Min.	Max.
Teacher Self-Efficacy Scale(TSES)	408	3.74	.81	2.17	5.00
Student Engagement	408	3.63	.93	1.00	5.00
Instructional Strategies	408	3.87	.85	2.00	5.00
Classroom Management	408	3.71	.88	2.00	5.00
Teacher Autonomy Scale(TAS)	408	2.80	0.72	1.33	4.00
General Teaching Autonomy	408	2.82	0.82	1.33	4.00
Curriculum Autonomy	408	2.79	0.72	1.33	4.00
EBA Proficiency Scale	408	3.78	.89	1.58	5.00

Min.: Minimum, Max.: Maximum, , S.D: Standard Deviation

Teacher Self-Efficacy Scale mean score of the teachers participating in the study was 3.74, standard deviation value was 0.81, the lowest calculated score was

2.17, and the highest score was 5. The proficiency score of the teachers in student participation is 3.63, the standard deviation value is 0.93, the lowest calculated score is 1 and the highest score is 5. Teachers' efficacy score in instructional strategies is 3.87, standard deviation value is 0.85, the lowest calculated score is 2 and the highest score is 5. The teachers' efficacy score in classroom management is 3.71, the standard deviation value is 0.88, the lowest calculated score is 2 and the highest score is 5.

Teacher Autonomy Scale mean score of the teachers participating in the study was 2.80, standard deviation value was 0.72, the lowest calculated score was 1.33, and the highest score was 4. Teachers' general teaching autonomy score is 2.82, standard deviation value is 0.82, the lowest calculated score is 1.33, and the highest score is 4. Teachers' curriculum autonomy score is 2.79, standard deviation value is 0.72, the lowest calculated score is 1.33, and the highest score is 4. The mean score of the teachers participating in the study on the EBA Proficiency Scale is 3.78, the standard deviation value is 0.89, the lowest calculated score is 1.58, and the highest score is 5.

4.2.3. Analysis of Demographic Variables

First part of the questionnaire consists of items about participants' demographic information. The participants needed to give information about their gender, age, the year of service and the school types they work. The gender factor was analyzed compared to teacher self-efficacy, teacher autonomy and the proficiency of EBA. The age factor has got five categories: 22-26 years old, 27-31 years old, 32-36 years old, 37-41 years old and 42 and above. The year of service gives about how many years the teachers have got experience in teaching field. Lastly, type of school factor ask about the teachers whether they work at primary, secondary or high school. All the scores were analyzed compared to the each scale. The results are exhibited with tables below. The effects of the demographic variables on the efficacy, autonomy and proficiency level for EBA are presented.

4.2.3.1. Gender Factor

The participants' self-efficacy levels are compared according to their genders. The findings are presented in Table 5.

Table 5. *Comparison of Teachers' Self-Efficacy Scale and Sub-Dimensions Scores by Gender*

Gender	Teacher Self-Efficacy Scale			Student Engagement		Instructional Strategies		Classroom Management	
	n	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Female	351	3.74	.81	3.64	.93	3.87	.84	3.70	.89
Male	57	3.75	.82	3.61	.95	3.88	.88	3.78	.82
t		-0.145		0.257		-0.087		-0.586	
p		0.885		0.797		0.931		0.558	

p<0.05*, p<0.01**, t: Independent Sample T Test

The teacher self-efficacy scale and its sub-dimensions scores were compared according to the gender of the teachers. There was no difference between the scores of the teacher self-efficacy scale and its sub-dimensions according to the gender of the teachers ($p>0.05$).

The scores of teacher autonomy and EBA proficiency scales are compared according to the gender of the participants. Findings are presented in Table 6.

Table 6. *The Scores Comparison of Teacher Autonomy Scale with its subscales and EBA proficiency Scales According to Gender*

Gender	Teacher Autonomy Scale			General Teaching Autonomy		Curriculum Autonomy		EBA Proficiency Scale	
	N	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean.	S.D.
Female	351	2.79	.72	2.82	.80	2.78	.72	3.76	.86
Male	57	2.89	.73	2.88	.93	2.89	.68	3.87	1.05
t		-0.901		-0.49		-1.076		-0.586	
p		0.368		0.624		0.283		0.558	

p<0.05*, p<0.01**, t: Independent Sample T test

A comparison of the scores of the teacher autonomy scale and the teachers' EBA proficiency was made according to the gender of the teachers. There was no difference between the scores of the teacher autonomy scale and the teachers' EBA proficiency according to the gender of the teachers ($p>0.05$).

4.2.3.2.Age Factor

The teacher self-efficacy scale and its sub-dimensions scores were compared according to the ages of the teachers range from 22 years- old to 42 and above, and it is shown in Table 7.

Table 7. *Comparison of Teachers' Self-Efficacy Scale and Sub-Dimensions Scores According to Age*

Age	Teacher Self Efficacy Scale			Student Engagement		Instructional Strategies		Classroom Management	
	n	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
22-26 years old ^(A)	94	3.84	.77	3.72	.81	3.99	.82	3.80	.89
27-31 years old ^(B)	111	3.68	.79	3.66	.85	3.85	.89	3.52	.93
32-36 years old ^(C)	111	3.86	.79	3.77	1.04	3.93	.80	3.88	.80
37-41 years old ^(D)	66	3.48	.79	3.20	.90	3.67	.81	3.58	.81
42 and above ^(E)	26	3.79	1.02	3.71	1.07	3.81	.98	3.87	1.03
F		2.823		4.511		1.568		3.129	
p		0.025*		0.001**		0.182		0.015*	
		C>D		D<A,B,C,E		-		B<C	

p<0,05*, p<0,01**, F: One Way Anova, S.D.: Standard Deviation

There was no difference between the proficiency scores in instructional strategies according to the age of the teachers ($p>0.05$). However, there were statistically significant differences between teacher self-efficacy scale and the ages of the teachers in general. There were statistically significant differences between the student engagement in terms of the ages of the teachers. Also, there were a statistically significant changes between the classroom management scores according to the ages of the teachers. The student engagement and classroom management scores show differences according to the ages of the teachers ($p<0.05$).

Teacher self-efficacy scale scores of teachers aged 32-36 were found to be higher than teachers' self-efficacy scale scores of teachers aged 37-41. It was seen that the scores of teachers aged 37-41 in student engagement are lower than the efficacy scores of teachers in other ages. It was observed that the efficacy scores of teachers

aged 27-31 in classroom management were lower than the efficacy scores of teachers aged 32-36 in classroom management.

A comparison of the scores of the teacher autonomy scale and the teachers' EBA proficiency scale was made according to the ages of the teachers, and it is shown in Table 8.

Table 8 .The Scores Comparison of Teacher Autonomy Scale with its sub-dimensions and EBA proficiency Scales According to Age

Age	Teacher Autonomy Scale			General Teacher Autonomy		Curriculum Autonomy		EBA Proficiency Scale	
	n	Ort.	S.S	Ort.	S.S	Ort.	S.S	Ort.	S.S
22-26 ^(A)	94	2.84	.66	2.91	.74	2.80	.66	3.88	1.02
27-31 ^{B)}	111	2.71	.79	2.72	.89	2.71	.80	3.68	.94
32-36 ^(C)	111	2.85	.75	2.81	.86	2.87	.76	3.85	.80
37-41 ^(D)	66	2.81	.68	2.86	.78	2.78	.65	3.64	.63
42 and above ^(E)	26	2.91	.54	2.98	.61	2.88	.54	3.83	1.02
F		0.774		1.014		0.829		1.257	
p		0.543		0.400		0.508		0.287	

p<0.05*, p<0.01**, F: One Way Anova, S.D.: Standard Deviation

There was no difference between the scores of the teacher autonomy scale according to the ages of the teachers. ($p>0.05$). Also the subscales of the teacher autonomy don't show any difference in terms of the ages of the teachers. There was no statistically significant difference between the teachers' EBA proficiency scale scores according to the age of the teachers ($p>0.05$).

4.2.3.3.The Years of Service Factor

The teacher self-efficacy scale and its sub-dimensions scores were compared according to the years of service of the teachers, and it is shown in Table 9.

Table 9. *Comparison of Teachers' Self-Efficacy Scale and Sub-Dimensions Scores According to the Years of Teaching*

The years of teaching	Teacher Self Efficacy Scale			Student Engagement		Instructional Strategies		Classroom Management	
	N	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1-5 (A)	157	3.67	.77	3.58	.82	3.80	.85	3.64	.88
6-10 (B)	156	3.74	.82	3.66	1.03	3.89	.85	3.65	.87
11-15 (C)	57	3.93	.77	3.75	.87	4.07	.73	3.99	.86
16 and above (D)	38	3.75	.97	3.57	1.06	3.81	.99	3.87	.92
F		1.473		0.577		1.524		2.9	
P		0.221		0.63		0.208		0.035*	
		-		-		-		A.B<C	

p<0.05*, p<0.01**, F: One Way Anova, S.D.: Standard Deviation

There was no difference between teacher self-efficacy scale, student engagement and instructional strategies scores according to the years of service of the teachers ($p>0.05$). However, there was a difference between the efficacy scores in teacher classroom management according to the years of service of the teachers ($p<0.05$). It was observed that the efficacy scores of teachers with 11-15 years of service in classroom management are higher than the proficiency scores of teachers with 1-5 years of service and 6-10 years of service.

Table 10. *The Scores Comparison of Teacher Autonomy Scale with its sub-dimensions and EBA proficiency Scales According to The Years of Teaching*

The years of teaching	Teacher Autonomy Scale			General Teaching Autonomy		Curriculum Autonomy		EBA Proficiency Scale	
	n	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
1-5 (A)	157	2.75	.71	2.77	.77	2.74	.72	3.75	.96
6-10 (B)	156	2.84	.77	2.87	.88	2.83	.77	3.71	.84
11-15 (C)	57	2.89	.63	2.86	.79	2.90	.59	3.99	.75
16 and above (D)	38	2.76	.67	2.86	.79	2.71	.62	3.83	.95
F		0.734		0.389		1.034		1.442	
P		0.532		0.761		0.377		0.23	

p<0.05*, p<0.01**, F: One Way Anova, S.D.: Standard Deviation

As shown in table 10, a comparison of the scores of the teacher autonomy scale and the teachers' proficiency scale related to EBA was made according to the years of service of the teachers, and it is shown in Table 10. There was no difference

between the scores of the teacher autonomy scale and the teachers' proficiency scale related to EBA according to the years of service of the teachers ($p>0.05$).

4.2.3.4. The Type of School Factor

The teacher self-efficacy scale and sub-dimensions scores of the teachers were compared according to the school types and are shown in Table 11.

Table 11. *Comparison of Teachers' Self-Efficacy Scale and Sub-Dimensions Scores According to the Type of Schools*

Type of School	Teacher Self Efficacy Scale			Student Engagement		Instructional Strategies		Classroom Management	
	n	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Primary ^(A)	100	3.68	.81	3.63	.93	3.69	.87	3.73	.89
Secondary ^(B)	240	3.73	.79	3.65	.91	3.90	.83	3.65	.88
High School ^(C)	68	3.85	.87	3.59	1.05	4.05	.83	3.90	.88
F		0.867		0.106		3.8		2.167	
p		0.421		0.899		0.023*		0.116	
		-		-		A<C		-	

$p<0.05^*$, $p<0.01^{**}$, F: One Way Anova, S.D.: Standard Deviation

There was no difference between teacher self-efficacy scale, student engagement and teacher classroom management scores according to school types of teachers ($p>0.05$). However, there were statistically significant differences between teachers' proficiency scores in instructional strategies according to school types ($p<0.05$). It was observed that the proficiency scores of teachers whose school type is primary school in instructional strategies are lower than the proficiency scores of teachers whose school type is high school.

Table 12. *The Scores Comparison of Teacher Autonomy Scale with its sub-scales and EBA proficiency Scale According to The Type of School*

The type of School	Teacher Autonomy Scale			General Teaching Autonomy		Curriculum Autonomy		EBA Proficiency Scale	
	N	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Primary ^(A)	157	2.70	.66	2.70	.84	2.70	.63	3.75	.82
Secondary ^(B)	156	2.86	.72	2.89	.77	2.84	.74	3.73	.90
High School ^(C)	57	2.80	.79	2.79	.91	2.80	.77	3.96	.92
F		1.731		2.139		1.346		1.751	
P		0.178		0.119		0.262		0.175	

p<0,05*, p<0,01**, F: One Way Anova, S.D.: Standard Deviation

A comparison of the scores of the teachers' teacher autonomy scale and EBA proficiency scale according to school types was made and it is shown in Table 12. There was no difference between the scores of the teacher autonomy scale and teachers' EBA proficiency scale scores according to the school types of the teachers ($p>0.05$).

4.3. Analysis of Research Questions

4.3.1. Research question # 1 Does there exist a relationship between teacher autonomy and teacher self-efficacy?

The correlation levels between Teacher Self-Efficacy Scale, Teacher Autonomy Scale and their subscales scores were examined and are shown in Table 13.

Table 13. *Relationship between Teacher Self Efficacy and Teacher Autonomy*

Variables		TSES	SE	IS	CM
TAS	r	.582**	.492**	.534**	.565**
	p	0	0	0	0
GTA	r	.554**	.456**	.517**	.544**
	p	0	0	0	0
CA	r	.559**	.480**	.509**	.540**
	p	0	0	0	0

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

TAS: Teacher Autonomy Scale. GTA: General Teaching Autonomy CA: Curriculum Autonomy, TSES: Teacher Sense of Self Efficacy Scale
SE: Student Engagement IS: Instructional Strategies, CM: Classroom Management

Pearson Moment Correlation was used to investigate the relationship between the teacher autonomy and the teachers' self-efficacy scale. A moderately

positive relationship was found between teacher self-efficacy scale and teacher autonomy scale, general teaching autonomy and curriculum autonomy scores ($p < 0.05$).

A moderately positive relationship was found between teacher autonomy scale and teacher self-efficacy scale, student engagement, instructional strategies efficacy, and classroom management efficacy scores ($p < 0.05$). It means that the more teachers have autonomy, the more their self-efficacy increases. There was also a positive meaningful relationship between teacher self-efficacy and teacher autonomy.

4.3.2. Research question # 2 Does there exist a relationship between teacher self-efficacy and the proficiency of EBA usage?

The correlation between teacher self-efficacy and EBA proficiency scale is presented in Table 14.

Table 14. *Correlation between Teacher Self-Efficacy Scale and its sub-scales and EBA Proficiency Scale*

Variables		TSES	SE	IS	CM
EBA PS	r	.631**	.519**	.578**	.629**
	p	0	0	0	0

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

TSES: Teacher Sense of Self Efficacy Scale

SE: Student Engagement IS: Instructional Strategies, CM: Classroom Management EBA PS: EBA Proficiency Scale

The second research question addressed the relationship levels between teacher self-efficacy scale, its sub-dimension scores and EBA proficiency and were examined and are shown in Table 14. A moderately positive relationship was found between the EBA proficiency scale and teacher self-efficacy scale, student engagement, instructional strategies and classroom management ($p < 0.05$). The teacher self-efficacy contributes to the proficiency of EBA usage.

4.3.3. Research Question # 3 Does there exist a relationship between teacher autonomy and the proficiency of EBA usage?

The third research question tried to investigate the correlation between teacher autonomy and the proficiency of EBA usage. In order to answer third research question, Pearson product-moment correlation coefficient was conducted. Analysis results are presented in Table 15.

Table 15. *Correlation Between Teacher Autonomy Scale with its sub-scales and EBA Scale*

Variables	Kat.	TAS	GTA	CA
EBA PS	r	.521**	.467**	.517**
	p	0	0	0

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

TAS: Teacher Autonomy Scale, GTA: General Teaching Autonomy CA: Curriculum Autonomy, EBA PS: EBA Proficiency Scale

The relationship levels between the Teacher Autonomy Scale, its sub-sales scores and the EBA-proficiency scale were examined and are shown in Table 15. A moderately positive relationship was found between EBA proficiency scale and teacher autonomy scale, general teaching autonomy and curriculum autonomy scores ($p < 0.05$).

4.3.4. Research Question # 4 Does there exist a relationship among teacher self-efficacy, teacher autonomy and the proficiency of EBA usage?

In this study, the factors affecting the teacher proficiency scores related to EBA and the effect ratios of the factors will be examined. In the model, teacher self-efficacy and teacher autonomy were determined as independent variables. The effect of these independent variables on the dependent variable of EBA proficiency was examined by multiple regression analysis. It was seen that the relationship between dependent variables and independent variables was linear. It was observed that there was no multicollinearity problem, that is, there was no high level of correlation between the independent variables (VIF values < 10). In the multiple regression analysis of this model, the model was found to be statistically significant ($F(2,405)=154.9$ $p < 0.01$). The independent variables explain 43% of the changes in teachers' EBA proficiency. The results are presented in Table 16.

Table 16. *Multiple regression analysis for the factors affecting teacher efficacy related to EBA Scale*

Variable	B	Std. error _B	β (Beta)	T	p	Tolerance	VIF
(Constant)	.940	.164		5.714	.000		
TSES	.543	.050	.495	10.775	.000	0.662	1.511
TAS	.287	.057	.232	5.056	.000	0.662	1.511
R=0.658		R ² =0.43		F(2,405)=154.9, $p=0.000$			

Multiple regression analysis was carried out for the variables affecting teachers' EBA proficiency scale. The aim of regression analysis was to predict to what extent the effects of independent variables on dependent variable are. EBA proficiency scale. According to the standardized regression coefficient (β), the order of importance of the independent variables on teachers' EBA proficiency is teacher self-efficacy and teacher autonomy. When the t-test results of all independent variables were analyzed, it was seen that all variables had a significant effect on teachers' EBA proficiency scale. This model shows that as teacher self-efficacy and teacher autonomy increase, EBA proficiency of the teachers will increase. In other words, when all values in the model are kept constant, when teacher self-efficacy increases by one point, it is seen that there will be a 0.495-fold increase in teacher proficiency related to EBA. In addition, it was observed that when teacher autonomy increases by one point, there will be a 0.232 fold increase in teacher proficiency related to EBA.

CHAPTER FIVE

DISCUSSION

5.1. Presentation

In this chapter, it is aimed to discuss the results obtained. The other related study findings are mentioned in order to compare and contrast them with those of the current study.

5.2. Discussion Of the Findings

The current study tries to explain the relation among the teacher self-efficacy, teacher autonomy and EBA usage of the English teachers. The study aims to define the relationship between these variables. There are 408 participants in the study and the English teachers gave answers to the related questionnaires and the questions related their demographic data.

5.2.1. Discussion of First Research Question

The research question tries to investigate the relation between teacher self-efficacy and teacher autonomy. In the current study, there is significant relation between teacher self-efficacy and teacher autonomy. In the literature, there are studies which corroborates autonomy and self-efficacy. In a study, Skaalvik & Skaalvik (2009) found that the teacher autonomy and teacher self-efficacy is related to each other. Another study, Federici (2013) carried out a study with 1818 principals from Norwegian Population. The study states that there is a positive relation between self-efficacy and job autonomy. According to social cognitive theory proposed by Bandura (1997) self-efficacy has effect on the individuals how they perceive the outside

chances. The teachers with lower self-efficacy focus on more obstacles they face. On the other hand, efficacious teachers are more motivated to gain more autonomy by focusing on possibilities and taking necessary steps rather than limitations. Sökmen & Kılıç (2019) investigates a study with 716 primary school teachers with the aim of finding out the relation among the teacher self-efficacy, autonomy, burn out, engagement and job satisfaction. The teachers with high self-efficacy has feelings about themselves that they can succeed anything easily related to their jobs. The teachers take their won responsibilities of the outcomes as an autonomous individual. At the end of the analysis the findings show that teacher self-efficacy predicts the teacher autonomy positively (Boz, 2014 ; Mickel, 2015). To sum up and respond to first research question, the findings are in the same line with the literature.

5.2.2.Discussion of Second Research Question

In this research question, the second research question tries to investigate the relationship between teacher self-efficacy and the EBA proficiency of the teachers. The present study found out a statistically significant correlation. In the literature review, it is stated that there is not much study about the relation between these variables. However, there are studies that can explain the current study's findings. Even though the earlier studies didn't focus on EBA itself, the studies tries to explain the relation between the teacher self-efficacy and technology and digital dimensions. Guskey (1988) states that the teachers who have high self-efficacy beliefs are open to use new teaching methods. It means that using new technological materials for teaching purposes is related to the teacher self-efficacy beliefs. In the same line with Tschannen Moran and Hoy (2001) corroborates the current studies' findings. The study claims that the teachers' effort for teaching is related to the teacher self-efficacy levels. Another study emphasizes that self-efficacy is source for overcoming the negative situations in the distance learning while Covid-19 pandemic. It can be concluded that the high level of teacher self-efficacy contributes to the distance teaching procedures of the teachers in Covid-19 pandemic (Rabaglietti et al, 2021). Another study reveals that the teachers with high self-efficacy while distance learning period had an education about technology usage or they used actively these technological tools (Yasemin et al, 2021). It is the same line with the beliefs of the teachers shaped by the old experiences. In the current study, the proficiency of EBA

usage also affect the self-efficacy levels of the teachers in new era of the education. The research by Arpacı (2017) aims to investigate the role of the self-efficacy and the usage of distance education tool, so called LMS. Although the tool is different from each other, the findings of the study supports the current study's findings that the teacher self-efficacy influences the perception of the usage easiness of the technology. In other words, the perception of teachers themselves affects how the teacher's attitudes change towards the distance education tools. The people who trust their capacity and competence see the difficult tasks something to be achieved not as impediments to escape and they can heal themselves quickly after any failure (Bandura, 1997). Another research studies on the role of the self-efficacy while using technological programs (Blonder et al., 2013). The participants of the study took lessons on video-editing and using YouTube in their classrooms. At the end of the study the teachers with high self-efficacy continue to use editing for their teaching even though all of the teachers have taken the same course. Zimmerman (2000) says that efficacy beliefs are strongly related to the future behaviors of the people and those beliefs are predictable for the behaviors of the individuals. The correlation is found in another research that the self-efficacy beliefs of the teachers can be a predictor of their technology usage and the other instructional things for teaching (Sangkawet et al., 2020). The findings of the study carried out by Kundu (2020) are consistent with the current study. Another research tries to investigate the relationship between the self-efficacy of the prospective teachers and online teaching. The perceptions of the teachers about their self-efficacy changed according to classroom management, student participation and instructions. The teachers who have low self-efficacy attributed this lowness to the lack of pedagogical knowledge and their proficiency level to use technological platforms to get students participation (Koldaş, 2022).

5.2.3. Discussion of Third Research Question

The research question tried to explain correlation between the teacher autonomy and proficiency of EBA usage. The findings of the current study showed that teacher autonomy is significantly correlated with the EBA proficiency and usage of the teacher. The distance learning is being more important day by day. The relation between learner autonomy and the usage of distance learning or e learning tools are studied and questioned so many times. However, the role of teacher autonomy for distance learning is uninvestigated compared to other dimensions of distance learning.

In the literature review, it is seen that there is not much study related to that question. Still, there are some researches which support the current findings of the study. Gupta and Pathania (2021) studies the effect of Google Classroom on teacher education. The study states that thanks to the platform the students could access the learning materials easily. Thus, the students could have chance to improve their autonomy and follow the lesson materials at their own pace thanks to Google Classroom supported by the teachers' sharings which are handouts, assignments and asks. In the current study, the usage of EBA which is distance education tool and the teacher autonomy correlated positively. It means that the teachers who carry the characteristics of autonomous teachers reflect it to their teaching choices such as using EBA discussion or sharing posts and enhance their students' learning activities by enabling the autonomy of the students. In the literature, the self-autonomy can be defined as the capacity to operate the teaching with the help of inner competence of teachers (Benson, 2011; Martinez, 2008). For that statement, it is the proof that the autonomous teachers' responsibility is to give the learners freedom to improve their own learnings. Another study is conducted with the pre-service teachers with the aim of investigating the teacher autonomy and ICT competency. The results of the study show that the teacher autonomy and the ICT competency is related to each other positively (Wu & Wu, 2018). In similar, it is found that teacher autonomy is prerequisite for the teacher well-being during Covid-19 period. It is strongly related to the job satisfaction (Kim et al, 2020). Teacher autonomy contributes to the teachers' uncertainty about the new teaching system. It is important to be aware of what the roles of teacher are that affects the students' autonomy level in online learning, as well. In the current study, if the autonomy level increases, it means that the teachers' competency level is high to use EBA effectively. The teachers can assign the students or they can give feedbacks to the students or they can post discussions thanks to EBA. These are the contributors of learner autonomy, because it gives the learners the opportunity to learn on their own pace.

5.2.4. Discussion of Fourth Research Question

With regard to the correlation and regression analyses of data, it could be deduced that there is a statically significant relationship between teacher self-efficacy and teacher self-autonomy in predicting the usage of EBA and its proficiency. There

is a significant correlation among teacher self-efficacy, teacher autonomy and EBA usage and proficiency. In addition to that, the regression analysis shows that teacher self-efficacy contributes significantly to EBA proficiency and also predictors of it. In other words, when all values in the model are kept constant, when teacher self-efficacy increases by one point, it is seen that there will be a 0.495-fold increase in teachers' EBA proficiency. In addition, it was observed that when teacher autonomy increases by one point, there will be a 0.232 fold increase in teacher proficiency related to EBA. It is emphasized that the teacher with a strong sense of self efficacy exhibits tendency to endeavor. (Knoblauch & Hoy, 2008) According to the findings of the study conducted by Pan and Franklin (2011), teacher-self efficacy, school administrative support and professional development are the predictors of integration of Web 2.0 tools. The teacher self-efficacy was the primary predictor of integration of Web 2.0 tools. In the literature, if a teacher has a high self-efficacy, they tended to integrate technology to their lessons (Evers, Brouwers & Tomic, 2002). Yoo et al., (2018) investigated the factors affecting the technology usage of the teachers. It is found that the teacher self-efficacy Daffin (2022) found that high teacher self efficacy results in high-motivated teachers to use technology in their teachings. The findings of the study are in the same line with the literature that the teacher-self efficacy level is a predictor of behaviors and tendencies related to technology usage.

According to Sehwat (2014), an autonomous teacher teaches effectively during their teaching practices. In addition to that an autonomous teacher can think about the teaching processes to teach with the best technology for the students (Gacoin, 2018). Koçak and Karatepe (2022) conducted a study to investigate a relationship between teacher autonomy and 21st century skills. According to the results, there is significant correlation between teacher autonomy and the 21st century skills of the teachers. Serin and Bozdağ (2020) found out that teacher's teaching process autonomy and professional communication autonomy behaviors explains %30 change of the teachers' attitudes towards technology use in education. It means that teacher autonomy is a predictor of technology usage. The findings revealed by this study that teacher autonomy is a predictor of EFL teachers' EBA usage.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1.Presentation

The current study aimed to investigate the relation among the teacher's self-efficacy, teacher autonomy and EBA proficiency. The first chapter, the background of the study, the statement of the problem, the purpose and the significance of the study are mentioned. In chapter two, there is a detailed literature review with related studies and definitions of important terms. In the third chapter, the methodology of the study is mentioned and the descriptive statics of the participants are given with the features such as age, gender, the service year, the type of the school. The fourth chapter shows the statistical outputs which shows the relationship among variables. The next chapter is about the discussion of research questions with the help of literature review. The final chapter introduces a fruitful summary of the study and conclusion inferred from the current study. Afterwards, the recommendation for the future studies are offered. Lastly, the implications of the present study are offered.

6.2.Summary and Conclusion of the Study

This study was carried out to find out the relationship among teacher self-efficacy teacher autonomy and EBA proficiency of the teachers. In the study, three different questionnaires were used the aim of finding out the relationship among the variables. 408 teachers of English participated to the study. The %86 of the participants were female and the rest of them were males. Most of the participants age was between 27 and 36 which were the % 54 of the participants. The participants were working at primary, secondary and high school.

After conducting the questionnaires, the data was analyzed through SPSS 26. The reliability of the questionnaire of teacher self-efficacy was 0.94 and teacher

autonomy was 0.94 and the EBA proficiency scale was 0.98. The reliability of the study was accepted as sufficient. Demographic variables were analyzed through Independent Samples T test and One Way Anova Test. The correlations between variables were analyzed Pearson Moment Correlation and Regression Analysis in SPSS 26. According to results, there was positive and significant relationship between teacher self-efficacy and teacher autonomy ($r = .582$ $p < 0.05$). The correlation between teacher self-efficacy and EBA proficiency scale was at the significant level. ($r = .631$ $p < 0.05$) The correlation between teacher autonomy and EBA proficiency scale was moderately positive level. ($r = .521$ $p < 0.05$) As a result of regression analysis, the self-efficacy and the teacher autonomy were the predictors of EBA proficiency.

The analysis of demographic variables and their relations with the variables were explained. Effects of age, gender, the service year and the type of the schools the teachers work on teacher self-efficacy, teacher autonomy and EBA proficiency scale were examined. The gender had no effect on all the variables and their subcomponents. All the significance levels were higher than 0.05. Teacher self-efficacy scale with the age of 32-36 were found to be higher than 37-41.

The results show that teacher autonomy and EBA proficiency was not related to the age of the teachers ($p > 0.05$) According to the year of service, the classroom management which is the subscales of self-efficacy showed differences ($p < 0.05$) It is seen that the teachers who had the 11-15 years of service were better for classroom management than the ones who had 1-5 years and 6-10 the year of service. ($\text{sig.} = .035 < .05$). However, there was no significant impact of the year of service on teacher autonomy and EBA proficiency. ($\text{sig.} = .074 > .05$, $\text{sig.} = 1.44 > .05$) The self-efficacy scores of the teachers who work in primary school were lower than the scores of the teachers who work in high school. ($\text{sig.} = .023 < .05$) On the other hand the school type had no effect on teacher autonomy and EBA proficiency. ($\text{sig.} = 0.178 > .05$, $\text{sig.} = 0.175 > .05$)

6.3.Implications

The current study is different from the relevant studies because it tries to investigate the relation among teacher self-efficacy, teacher autonomy and EBA proficiency. In addition to that, the study is conducted in the distance learning era which is also caused by the COVID 19 process. In this regard, significant implications could be inferred from the current study:

1.It is clear that teacher self-efficacy and teacher autonomy contributes to the EBA proficiency of the teachers. On that account, to improve teacher self-efficacy levels may result in increase the level of EBA usage. Teachers' autonomy level also has influence on teachers EBA proficiency level. The result indicates that the autonomous teachers are good at using EBA platform. On the other way around, if teachers have difficulty with usage of online platforms, the teachers have to keep in mind it could be related to their self-efficacy and autonomy levels.

2.Teacher education system has to emphasize the importance of teacher autonomy and teacher self-efficacy while designing curriculum. In the literature, lots of the studies show that it is important to have training for technology usage. The education system for the teachers can give required technological information. Thanks to these technological competences of the teachers which is supported by education system of the universities, teachers will improve their self-images in their belief system they will be more autonomous to take their own decisions. This results to be more proficient to use technology for teaching purposes.

3.In the current study, from the minor perspective, it is proved that the demographic variables do have effect on teacher self-efficacy and the teacher autonomy levels of the teachers. The more experienced teachers have got lower scores about classroom management and teacher autonomy. Therefore, undergraduate courses about teacher autonomy could be planned accordingly. In addition to that, in-service training programs and seminars about curriculum and general teaching can be organized to improve teachers' autonomy level. According to the study, there was a positive correlation between teacher autonomy and the usage of EBA. In order to increase the usage and the proficiency level of EBA, teacher autonomy level have to be increased.

4.The results of the study indicates that teachers' self-efficacy levels is significant for proficiency of teachers' EBA usage. The beliefs of the teachers about themselves can be a predictor of EA usage levels. Hence, to have positive beliefs about themselves will contribute to the quality of distance learning and technology integration. For that reason, the psychology lessons can be added to undergraduate programs and in-service trainings.

6.4.Recommendations

The present study as it is stated before carried out to find out the relation among the teacher self-efficacy, teacher autonomy and the usage of EBA. In the literature, there is no study which focuses on this perspective of the technology usage. Thus, the present study foresees how the technology will be important for future teachings. For the quality of distance learning, the policy makers have to keep in mind that the teachers' usage of technological tools are correlated with their autonomy and efficacy levels. The teachers can get enough pedagogical knowledge for online teaching in the teacher training programs which is the one of the most important obstacles that lowers the teacher self-efficacy levels. The program development studies can be studied for future researches. Furthermore, assessment strategies can be developed for online teachings. In addition to that, another obstacle was not to access the internet and the low literacy levels of the users who are teachers and the students. These technological problems can be solved and that situation will contribute the efficacy and autonomy levels of the teachers and the students (Moser et al.,2021). The school administrators self-efficacy and autonomy level correlations can be studied in relation to crisis management. For a micro level, the school administrators can have an emergency plan so that they can apply any situation. Also, they have to take trainings for crisis management or leadership in technological platforms because it is important for both teachers and the students to see their path. They can be aware of the teacher efficacy and teacher autonomy related to the usage of the technological tools and it means that efficacy and autonomy is related to the quality of education and even student's achievement, too. The school administrators can support the teachers thanks to their feedback. This thesis topic could be advanced by studying on different variables. In this regard, suggestions for future studies presented below.

- 1.As it is stated in the limitations, the study was conducted with only EFL teachers in Gaziantep. For this reason, it can be studied with the private school teachers and the other districts of the country.
- 2.In this study, qualitative research method is used. For further researches the interviews or longitudinal study could be used.
- 3.The study focused on the relationship among the teacher self-efficacy and the teacher autonomy and the proficiency of EBA. For the next researches, the other variables

related to teachers could be combined to get a better understanding for the success of distance learning.



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APPENDICES

Appendix I: Demographic Questions

PLEASE PUT TICK.

GENDER		Type of Your School	
FEMALE		Primary School	
MALE		Secondary School	
PREFER NOT TO SAY		High School	

AGE	
22-26	
27-31	
32-36	
37-41	
41 and above	

Years of Teaching	
1-5	
6-10	
11-15	
16-20	
21 years and above	

Appendix II: EBA Proficiency Scale

	EBA Proficiency Scale	Kesinlikle Yapamam	Yapamam	Kısmen Yapabilirim	Yapabilirim	Kesinlikle Yapabilirim
1	Eba'yı takip edebilme					
2	Eba da bütün içeriklerde arama yapabilme					
3	Eba derste arama yapabilme					
4	Eba paylaşımında arama yapabilme					
5	Eba internette arama yapabilme (eğitim.gov.tr)					
6	Eba'da haber paylaşabilme					
7	Eba'da ses paylaşabilme					
8	Eba'da e-döküman paylaşabilme					
9	Eba'da video paylaşabilme					
10	Eba'da görsel paylaşabilme					
11	Eba'da dergi paylaşabilme					
12	Eba'dan ses indirebilme					
13	Eba'dan görsel indirebilme					
14	Eba'dan e-dergi indirebilme					
15	Eba'dan video indirebilme					
16	Eba'dan e-doküman indirebilme					
17	Eba'dan e-kitap indirebilme					
18	EBA içerik üretimi araçlarından İYS(içerik yönetim sistemini)'yi kullanabilme					
19	Eba İçerik Üretimi araçlarından Eba Sunum aracını kullanabilme					
20	Eba İçerik Üretimi araçlarından İdeaLStudio aracını kullanabilme					
21	Eba İçerik Üretimi araçlarından Etudyo aracını kullanabilme					
22	Eba İçerik Üretimi araçlarından Xerte aracını kullanabilme					
23	Eba dosyaya dosya yükleyebilme					

		Kesinlikle Yapamam	Yapamam	Kısmen Yapabilirim	Yapabilirim	Kesinlikle Yapabilirim
24	Eba dosyaya yüklenen dosyaları paylaşabilme					
25	e-kurs modülü ile kendisine tanımlanmış içeriklere erişebilme					
26	e-kurs modülü ile kurs talebinde bulunabilme					
27	Eba porteller ile branş bazında hazırlanmış web ve android tabanlı uygulamaları kullanabilme (ThatQuiz, GeoGebra vb.)					
28	Eba Blogda paylaşılanları takip edebilme, cevap yazabilme					
29	Uzem.eba.gov.tr ile uzaktan eğitimlere katılabilme					
30	Kademe seçerek (ortaokul – lise) EBA derse giriş yapabilme					
31	Eba derste bir ders ve sınıf seviyesi seçerek ders materyallerine ulaşabilme					
32	Eba derste sınav merkezini kullanarak ders ve sınıf seviyesine göre hazırlanmış olan sınavları öğrencilere gönderebilme					
33	Eba derste sınav merkezini kullanarak ders ve sınıf seviyesine göre yeni yaprak testlerden oluşan sınav hazırlayabilme					
34	Eba ders sınavlar bölümünde yeni bir sınav oluşturabilme					
35	Eba derste gönderilen ödevlerin takibini yapabilme					
36	Eba derste gönderdiğim içeriklerin tamamlanma durumunu kontrol edebilme					
37	Eba derste gönderdiğim sınavlarda ortalama başarı durumunu tespit edebilme					
38	Eba derste kişisel dosya alanıma döküman ekleyebilme, paylaşabilme					
39	Eba derste bana tanımlanmış şubelere göre çalışma grupları oluşturabilme					
40	Eba derste soru bankalarını kullanabilme					
41	Eba’da düzenlenen yarışma ve etkinliklere katılabilme					
42	Eba’da profil güncelleyebilme					
43	Öğrenciye Eba öğrenci şifresi tanımlayabilme					

Appendix III: Teacher Autonomy Scale

	Definitely True	More or Less True	More or Less False	Definitely False
In my teaching, I use my own guidelines and procedures.				
In my situation, I have little say over the content and skills that are selected for teaching.				
My teaching focuses on those goals and objectives I select myself				
What I teach in my class is determined for the most part by myself.				
The materials I use in my class are chosen for the most part by me.				
The content and skills taught in my class are those I select				
I am free to be creative in my teaching approach				
The selection of student-learning activities in my class is under my control.				
Standards of behavior in my classroom are set primarily by me.				
My job does not allow for much discretion on my part.				
The scheduling of use of time in my classroom is under my control.				
I seldom use alternative procedures in my teaching				
I follow my own guidelines on instruction				
In my situation, I have only limited latitude in how major problems are solved.				

In my class, I have little control over how classroom space is used				
The evaluation and assessment activities used in my class are selected by others.				
I select the teaching methods and strategies I use with my students.				
I have little say over the scheduling of use of time in my classroom				



Appendix IV: Teachers' Sense of Efficacy Scale

(1) (2) (3) (4) (5)

5 Likert Scale is used. (1 means Nothing /5 means great deal)

1. How much can you do to control disruptive behavior in the classroom?
2. How much can you do to motivate students who show low interest in school work?
3. How much can you do to get students to believe they can do well in school work?
4. How much can you do to help your students value learning?
5. To what extent can you craft good questions for your students?
6. How much can you do to get children to follow classroom rules?
7. How much can you 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?

Appendix V: PERMISSION OF ETHICAL COMMITTEE

T.C. GAZİANTEP ÜNİVERSİTESİ

SOSYAL VE BEŞERİ BİLİMLER ETİK KURUL KOMİSYONU TOPLANTI TUTANAĞI

Toplantı Tarihi: 19.08.2020

Toplantı No:13

- 1- Eğitim Bilimleri Enstitüsü 10.07.2020 tarih 32166 sayılı yazısı incelenmiş olup, Eğitim Bilimleri Anabilim Dalı Rehberlik ve Psikolojik Danışmanlık Tezli Yüksek Lisans Programı öğrencilerinden Ahmet KESKİN'in " Bireylerin Evlilik Doyumunun Ego Durumları ve Benlik Algıları İle İlişkisinin Farklı Değişkenler Açısından İncelenmesi " başlıklı araştırma çalışmasının Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulunca değerlendirilmesi istenmektedir. Kurula yapılan başvuru; araştırmanın amacı, araştırma yöntemi, veri kaynakları ve veri toplama araçları açısından değerlendirilmiştir. Kurulumuza beyan edilen belgelere dayalı olarak yapılan incelemeler sonucunda başvuruya ilişkin etik aykırılık tespit edilmemiş olup adı geçen araştırmacının söz konusu çalışmayı yapabilmesinin uygun görülmesine,
- 2- Eğitim Bilimleri Enstitüsü 04.08.2020 tarih 35954 sayılı yazısı incelenmiş olup, Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili ve Eğitimi Tezli Yüksek Lisans Programı öğrencilerinden Işıl YILMAZ'ın " Yeni Uzaktan Eğitim Çağıyla Öğretmen Özerkliği ve Özyeterliliğinin İlişki Analizi " başlıklı araştırma çalışmasının Üniversitemiz Sosyal ve Beşeri Bilimler Etik Kurulunca değerlendirilmesi istenmektedir. Kurula yapılan başvuru; araştırmanın amacı, araştırma yöntemi, veri kaynakları ve veri toplama araçları açısından değerlendirilmiştir. Kurulumuza beyan edilen belgelere dayalı olarak yapılan incelemeler sonucunda başvuruya ilişkin etik aykırılık tespit edilmemiş olup adı geçen araştırmacının söz konusu çalışmayı yapabilmesinin uygun görülmesine,

VITAE

IŞILAY ERTAY is a graduate of Middle East Technical University, Department of Foreign Language Education (2016). She has been working as a teacher at Ministry of Education, Gaziantep since 2017.

ÖZGEÇMİŞ

IŞILAY ERTAY, Orta Doğu Teknik Üniversitesi Yabancı Diller Eğitimi Bölümü (2016) mezunudur. 2017 yılından itibaren Milli Eğitim Bakanlığı Gaziantep'te öğretmen olarak görev yapmaktadır.