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Adaptation of Teachers' Self-Efficacy for Homework Management Scale into Turkish

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Homework can be described as the activities assigned be done out of school hours to reinforce learning. Self-efficacy beliefs of teachers about homework are directly related to the quality of homework. Teachers are also expected to be knowledgeable about the homework process in order to maximize the benefit. The purpose of this research is to adapt The Teachers' Self Efficacy for Homework Management scale developed by Alkhasuri et al. into Turkish. In order for the validity studies of the adapted scale, the confirmatory factor analysis has been done, of which results indicate that the adapted scale has acceptable fit and consists of three factors as in the original version. Moreover, factors of the adapted scale are highly correlated. As for the reliability, Cronbach's alpha technique has been adopted. The results revealed that while the overall scale has excellent reliability, the factors have good reliability scores. At the end of the research, it has been concluded that scale can be used in studies to be done with Turkish samples. Lastly, some suggestions have also been made for further studies.

Keywords: Homework management, Self-efficacy, Scale adaptation

INTRODUCTION

The self-efficacy belief, the basic concept in Social Learning Theory, is one's own judgment about his/her capacity to organize and successfully do the necessary activities for a certain performance (Bandura, 1977, 1986). Teacher self-efficacy, which is a measure of a person's self-efficacy in a particular teaching context (Corry & Stella, 2018), can be thought as a teacher's judgment on improving student performance depending on his/her professional background (Atici, 2000; Tschannen-Moran & Woolfolk-Hoy, 2001). For the teaching profession, which requires a multifaceted approach to social communication skills, some cognitive and affective characteristics (Çuhadar, 2011), the self-efficacy belief includes teachers' beliefs in their skills in planning, organizing and implementing the teaching process to achieve the educational goals (Skaalvik & Skaalvik, 2007).

Teachers' skills and their self-efficacy beliefs are highly effective in creating the necessary classroom environment for a qualified learning. Moreover, teachers' beliefs about what they can do significantly affect their efforts in teaching (Bandura, 1993, 1997). It is possible to state that teachers with high self-efficacy beliefs can motivate their students better and teach more effectively (Tschannen-Moran, Woolfolk-Hoy, & Hoy, 1998). Teachers can achieve great tasks using their knowledge and skills productively under difficult conditions thanks to their self-efficacy beliefs (Çolak, Yorulmaz & Altinkurt, 2017), but no matter how knowledgeable the teachers are, they cannot be expected to be productive when they lack in self-efficacy beliefs (Çetin, 2004).

On the other side, one of the things reinforcing teaching and learning is homework. It is thought that self-efficacy beliefs of teachers about homework are directly related to the quality of homework. Homework, assigned to students to be done at out of school hours (Cooper, 1989), can be thought as an additional learning opportunity that individualizes the learning time and allows a deeper understanding of the content (Trautwein, Niggli, Schnyder & Ludtke, 2009). The success of the homework requires effective homework management strategies (Alkharusi, Aldhafri, Al-Harthy, Albarashdi, Alrajhi and Alhadabi, 2021). These are,

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homework management, designing the environment, time management, focusing attention, monitoring motivation and emotion control (Xu & Corno, 2003). Teachers participate in the homework process by designing homework and providing feedback (Núñez, Suárez, Rosário, Vallejo, Cerezo & Valle, 2015).

Güneş reports that (2014), when designing and giving homework, teachers' responsibilities like informing parents about the homework, monitoring the homework, determining the learning needs of the students, motivating the students, and developing a homework system in the classroom, usually determine the structure and purpose of the homework, based on the teachers' own beliefs and perceptions (Tam & Chan, 2016). Alleman et al. (2010) states that teachers who assign appropriate homework for students lead classroom learning by enabling students to complete their homework themselves, expect different answers instead of a fixed answer, design homework for high success rates, and praise student homework to increase the completion of homework (as cited in Bembenutty, 2011, p. 453).

Teachers participating in the research done by Tam and Chan (2016) state that their competence in managing the teaching and learning process depends on their preference of homework that emphasizes reading, peer collaboration, thinking and creativity, as well as improving students' values, learning attitudes and skills, and contributing to parental participation. Recently, an increasing number of studies have been done on homework management, too. Considering the literature on homework management, one comes across various studies by Xu (2008a, 2008b, 2009, 2010) and some other researchers (Cunha, Rosário & Nŭńez, 2018; Deslandes & Rousseau, 2008; Tam & Corno, 2003). For instance, Deslandes and Rousseau (2008) studied the correlation between students' homework management strategies and their families' support for homework. 101 secondary school students and their families participated in the two-year study. The findings reveal that family support for homework helps to encourage specific homework management strategies like monitoring and controlling emotions. 238 students, in the 7th and 8th grade, participated in Xu and Corno's (2006) research aiming to determine the relationship between gender, family help and class level with homework management strategies. According to the homework management strategies, the results revealed no significant differences. Furthermore, it came out that homework management strategies did not vary depending on the parents' educational background. 699 rural and 482 urban, 8th grade students participated in Xu's (2008b) research which studied the validity of the Homework Management Scale. According to the results, the scale consisted of five factors called arranging environment, managing time, handling distraction, monitoring motivation, and controlling emotion. A sample of 2118 parent-child dyads participated in the research aiming to develop the Parental Homework Management Scale by Cunha, Xu, Rosário and Nŭńez (2018). The results revealed that the scale consisted of two different but relevant factors called environment-time and motivation-emotion management.

Considering the literature, it is clear that most of the studies on homework management are related to the efforts students and parents make or what to do for effective homework management. Although teachers' thoughts about their skills in homework management are crucial (Alkharusi et al, 2021), there are almost no researches on teachers' self-efficacy for homework. That's why, to fill this gap in the field, Alkharusi et al. (2021) developed the "Teachers' Self-Efficacy for Homework Management Scale", and the purpose of this research is to adapt this scale into Turkish since determining teachers' self-efficacy for homework management is expected to be beneficial in terms of developing teachers' skills in planning, implementing and evaluating student homework effectively.

METHOD

The Research Model

There are numerous research methodologies available for researchers in literature, and this study is a quantitative research, designed in the survey model. The survey is a kind of study involving data collection from the research sample by means of questionnaires (Visser et al., 2000, p. 223). There may be more than one purpose of doing a survey research, however, the important thing is defining clearly, at the very beginning of the research, for whom it is intended and what is the purpose (Stern, 1989, p.597).

The Participants

With the aim of determining the validity and reliability of the adapted scale, 314 teachers from various cities of Türkiye, determined by means of the convenient sampling method, participated in the research to

fill the adapted form in. Since the online form, Google forms, did not allow any missing values, all the participant answers have been accepted valid. The demographic information of the participants has been presented in Table 1 below.

Table 1: Demographic Information of Participants

		f	%
Gender	Male	150	47,8
	Female	164	52,2
Age	25-30	42	13,4
	31-35	54	17,2
	36-40	61	19,4
	41-45	74	23,6
	46-50	31	9,9
	51 or more	52	16,6
Subject	Primary School Teaching	118	37,6
	Science and Social Sciences Courses	153	48,7
	Skills Development	28	8,9
	Preschool Teaching	6	1,9
	Other	8	2,5
Marital Status	Married	274	87,3
	Single	40	12,7
Type of School currently working	Primary School	132	42
	Secondary School	140	44,6
	Anatolian High School	19	6,1
	Vocational high School	18	5,7
	Other	5	1,6
Geographical Region	The Marmara Region	76	24,2
	The Black Sea Region	5	1,6
	The Aegean Region	56	17,8
	The Central Anatolia Region	151	48,1
	The Mediterranean Region	20	6,4
	The Eastern Anatolia Region	5	1,6
	The Southeastern Anatolia Region	1	0,3
	Total	314	100

The Teachers' Self Efficacy for Homework Management Scale

The Teachers' Self Efficacy for Homework Management Scale developed by Alkhasuri et al. (2021) consists of 17 items. In order to adapt the scale into Turkish, the researchers got the consent of the corresponding author through e-mail. The three-factor scale, developed in Likert type, has very low, low, moderate, high and very high response options. The factors are called efficacy for planning and designing homework (8 items), efficacy for monitoring, assessing, and providing feedback on homework (6 items), and efficacy for considering individual differences in homework (3 items).

The first factor, efficacy for planning and designing homework, consists of 1, 2, 3, 4, 5, 6, 7, and 8th items (α= 0,83). The second factor, efficacy for monitoring, assessing and providing feedback on homework,

consists of 7, 8, 9, 10, 11, 12 and 13th items (α= 0,80). The third factor, efficacy considering individual differences in homework, consists of 15, 16 and 17th items (α= 0,77).

The Cronbach's alpha for the whole of the scale is α=0,89. Additionally, it has no reverse coded items. The score to get for an item ranges between 1-5; so, the lowest score to get from the scale is 17 while the highest score to get is 85. Lastly, the exploratory factor analysis results show that the factor loads of the scale range between 0,41 and 0,73.

The Adaptation

For the Turkish adaptation of the scale, five different teachers of English have been asked to translate the scale into Turkish. For the language validity of the adapted scale, the researchers consulted two teachers of Turkish if there was any ambiguity in the translation. Then, the researchers asked another translator, to prevent any semantic shift, to translate the Turkish version back into English. Finally, the Turkish version of the scale consisting of 17 items, as in the original version, has been prepared, and 73 teachers participated in the pilot study. Following the pilot study, and after some revisions, the scale got its final form.

FINDINGS

Researchers in social sciences sometimes study theoretical constructs that cannot be directly observed (Byrne, 1998, p. 4; Schreiber, 2010, p. 323) therefore, they need to have measurement tools to use across diverse populations which are valid and reliable (Harrington, 2009, p. 4).

To confirm the factorial structure of The Teachers' Self Efficacy for Homework Management Scale, the researchers did the confirmatory factor analysis by means of LISREL 8.54. The confirmatory factor analysis focuses on the relationships between the observed measures and the factors (Brown & Moore, 2012, p.2; Suhr, 2006; Byrne, 1998, p. 5). It gives the researchers the chance to specify even the complex hypotheses provided that they are turned into a model (Jackson et al, 2009, p. 9). Namely, the confirmatory factor analysis aims to find out whether a hypothesized model is in accordance with the data. By means of the confirmatory factor analysis the reader can see a pictorial conceptualization of the studied theory. In other words, the readers get the chance to visualize the theory (Byrne, 1998, p. 3).

Moreover, the confirmatory factor analysis is used when the models have a well-structured theory (Hurley, et al. 1997, p. 668) or to test an already known factorial structure in different populations (DiStefano & Hess, 2005, p. 225-226). In other words, the researcher already knows which items measure which constructs beforehand (Levine, 2005, p. 336; Cukadar, 2019, p. 1). In this research since the measurement tool has an underlying theory, and the developers already did the exploratory factor analysis in a different culture, and since the exploratory factor analysis is preferred when there is little or no idea about how the items will factor, and on the other hand, the confirmatory factor analysis is preferred when the researcher already has an idea how the items will factor (Levine, 2005, p. 336) the researchers did a confirmatory factor analysis for the adapted scale. Accordingly, the confirmatory factor analysis results, the fit indices, for The Teachers' Self Efficacy for Homework Management Scale have been presented in Table 2 below.

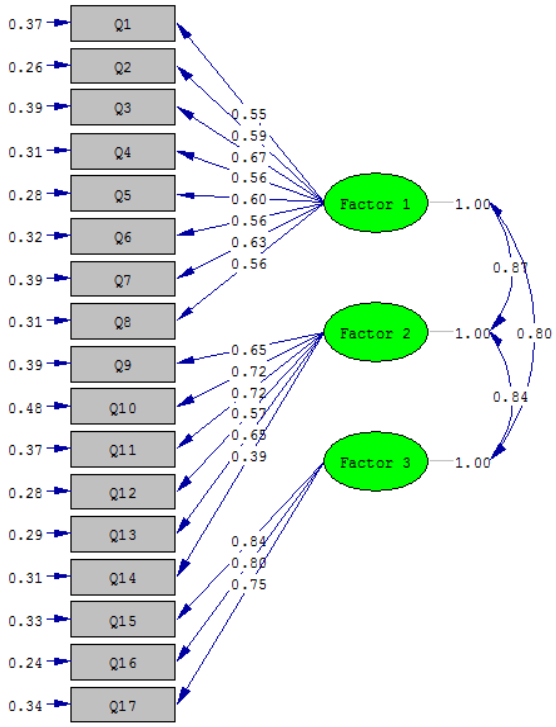
Table 2: Fit Indices

Fit Index	The Result
RMSEA	0,07
GFI	0,89
AGFI	0,86
SRMR	0,04

There is not a universally agreed upon criteria about which indices to report, and different statistical packages offer various fit indices (Schumacker & Lomax, 2010, p. 76; Jackson et al, 2009, p. 10). Therefore, the researchers are advised to search for different studies to get an idea of which fit index works well (Schreiber, 2006, p. 327). Additionally, acceptable intervals for the same indices may also differ in some sources. A common criterion referred to in the interpretation of RMSEA is 0,05> X <0,08 for an acceptable fitting model, and X<0,05 for a very good fitting model, and x ≥0,10 for a poor fitting model (Oakman et al., 2003, p. 152).

According to Jöreskog and Sörbom (1996) the goodness of fit index (GFI) and the adjusted goodness of fit index (AGFI) range between 0 and 1, and it is accepted that the model fits well if the AGFI value is greater than 0,90. Conversely, Hu and Bentler (1999) reports that the standardized root mean square (RMR) has the same range, and values less than 0,08 are preferred (as cited in Beckstead, 2002, p. 788). Taking the literature and research findings into account, it can be inferred that the Turkish version of The Teachers' Self Efficacy for Homework Management Scale has acceptable fit. Figure 1 below shows the path analysis of the adapted scale.

Figure 1: The Path Analysis for the Turkish Version of the Teachers' Self Efficacy for Homework Management Scale



Chi-Square=312.77, df=116, p-value=0.00000, RMSEA=0.074

After validating the adapted scale, it is also important to find out the correlations of the factors. If there is any, the correlations between the variables may be either positive or negative. Therefore, the correlation coefficient varies between -1 and 1. A correlation of 0 means no correlation. Any correlation coefficient closer to –1 or 1 indicates the strength of the correlation (Taylor, 1990, p. 36). Unfortunately, there is not a universal approach to describing the cut off points for the correlation coefficient intervals. Therefore, they are mostly arbitrary (Schober, et al., 2018, p. 1765). Taking various classifications into account, in this study, the cutoff points in Table 3 below have been taken into account to determine the strength of correlation.

Table 3: Correlation Coefficients

r	Level of Correlation
0,90-100	Very High
0,70-0,89	High
0,50-0,69	Moderate Correlation
0,30-0,49	Low
0,01-0,29	Very Low

Adapted from: Asuero, 2006, p. 47

The correlations between the factors of the adapted form of The Teachers' Self Efficacy for Homework Management Scale have been presented in Table 4 below.

Table 4: Correlations between the Factors

	1	2	3
1. Efficacy for Planning and Designing Homework	-		
2. Efficacy for Monitoring, Assessing, and Providing Feedback on Homework	0,77	-	
3. Efficacy for Considering Individual Differences in Homework	0,71	0,73	-

Taking Table 3 and Table 4 into consideration, it is obvious that factors of the adapted scale are highly correlated.

The Reliability

When measuring something, one of the important concerns is the reliability of the measurement. It can be called the ability of a measurement tool to give the same results constantly (Tavakol & Dennick, 2011, p.53). In order to find out the reliability of the scale, the researchers made use of Cronbach's alpha, the internal consistency technique which is the most widely preferred reliability index (Amirrudin, 2021, p. 224; Bonett & Wright, 2014). Basically, Cronbach's alpha, typically ranging between 0 and 1, shows the correlations of item responses with each other (Vaske, 2017, p. 164-165). Additionally, in this research, the item total correlations range between 0,56 and 0,74. Although there are no universally agreed intervals on how to interpret alpha coefficient, Table 5 below can be a reference to interpret the results.

Table 5: Interpretation Criteria of α

Cronbach's Alpha	**Level of internal consistency**
$\alpha \geq 0.9$	Excellent
$0.9 > \alpha \geq 0.8$	Good
$0.8 > \alpha \geq 0.7$	Acceptable
$0.7 > \alpha \geq 0.6$	Questionable
$0.6 > \alpha \geq 0.5$	Poor
$0.5 > \alpha$	Unacceptable

Jain & Angural, 2017, p. 288

Accordingly, the reliability results of the Teachers' Self Efficacy for Homework Management Scale have been presented in Table 6 below.

Table 6: The Reliability Results

	Related Items	α
1. Efficacy for Planning and Designing Homework	1-2-3-4-5-6-7-8	,89
2. Efficacy for Monitoring, Assessing, and Providing Feedback on Homework	9-10-11-12-13-14	,86
3. Efficacy for Considering Individual Differences in Homework	15-16-17	,86
Total Scale	1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17	,94

Taking Table 5 and Table 6 into consideration, it can be concluded that the overall reliability of the adapted version of the Teachers' Self Efficacy for Homework Management Scale is excellent; and the reliability of each factor is good.

The RESULT and CONCLUSION

The purpose of this research is to adapt the Teachers' Self Efficacy for Homework Management Scale into Turkish. Depending on the research findings, it can be concluded that the adapted version consists of three factors as in the original scale.

In order to validate the adapted scale, the researchers did confirmatory factor analysis. For the purpose of finding out whether the adapted scale is reliable or not, Cronbach's Alpha coefficient has been calculated. According to the results, the overall scale has excellent reliability. On the other hand, α varies between 0,86 and 0,89, which shows that the factors have good reliability. Briefly, it can be concluded that the Turkish adaptation of the Teachers' Self Efficacy for Homework Management Scale is valid and has internal consistency.

This research is limited to 314 teachers from various branches working in public schools in different regions of Türkiye. However, it can be beneficial to do comparative adaptation studies with larger samples. In determining the participants, variables such as the levels of schools (pre-school, primary school or high school) and types of schools (state school or private school) the participants work at should also be taken into account. Comparing the results of the adaptation studies, which are offered to be done taking such variables as levels of schools and types of schools into account, with the results of this study may contribute to the reliability and validity of the scale. The adapted scale can be used together with different scales to ensure the criterion validity, and it can also be used in prospective homework related researches. The homework self-efficacy scale is expected to contribute to experts, teachers and policy makers in the field of educational sciences. It is also expected that determining the self-efficacy levels of teachers for homework will contribute to the improvement of their homework management skills.

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