

Teacher Self-Efficacy Perceptions, Learning Oriented Motivation, Lifelong Learning Tendencies of Candidate Teachers: A Modeling Study¹

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Abstract

Problem Statement: While the concept of professional self-efficacy corresponds to the power and belief employees feel related to tasks they are performing, motivation can be defined as the internal energy which shapes work related behaviors of employees positively. Although there are many features that teachers and candidate teachers must have, the self-efficacy perception and the motivation to learning and teaching are two significant concepts that make teaching profession valuable. Additionally, teachers and the candidate teachers are expected to put value on learning throughout the life span. For this reason it is assumed that lifelong learning tendency can be considered as one of the most valuable determiner of teacher self-efficacy perception and motivation for candidate teachers.

Purpose of the Study: In this respect, relationships between learning oriented motivations and teacher self-efficacy perceptions of candidate teachers are discussed within the context of structural equation modeling, and it is aimed to be explained through lifelong learning tendencies.

Method: The research population, in which descriptive method is used, is formed by 4419 candidate teachers studying in Çanakkale Onsekiz Mart University (ÇOMÜ), the research sample is formed by 382 candidate teachers of 5 departments of Faculty of Education. The data was obtained with "Learning Oriented Motivation", "Lifelong Learning Tendencies" and "Teacher Self Efficacy" scales.

¹ This study was orally presented in 1st Eurasian Educational Research Congress.

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Findings: Data analysis of the study revealed that level of learning oriented motivation, lifelong learning tendencies and self-efficacy perceptions towards teaching profession of candidate teachers are high, and the whole of the relationship between learning oriented motivation of candidate teachers and self-efficacy perceptions towards teaching profession is provided through lifelong learning tendencies.

Conclusion and Recommendations: Teacher candidates have a high level of perception towards learning oriented motivation, lifelong learning tendencies and self-efficacy. Also there is a positive relationship between their perceptions about them. Concerning the results of the study, it can be suggested that supportive studies for learning oriented motivation level and lifelong learning competences should be realized so as to make teaching oriented self-efficacy perceptions of candidate teachers more positive. Additionally, the need of including lifelong learning concept to faculties of education and programs more effectively and the importance of reflecting it to candidate teachers by teaching staff should be arisen. Lastly, lifelong learning opportunities in faculties of education should be diversified; candidate teachers' access to learning opportunities such as library, internet, courses and seminars should be facilitated.

Keywords: Teacher self-efficacy, learning oriented motivation, lifelong learning tendency, candidate teacher, teaching profession.

Introduction

Even though awareness of lifelong learning is important for all individuals (Fairclough, 2008), it emerges as a concept which especially teachers and students who are candidate teachers need to turn it into life philosophy. It is a well-known fact that lifelong learning, besides personal and social education, includes work based education and it is in many areas related to the formal education system. Lifelong learning means encouraging acquisition of basic knowledge and skills, expanding flexible and innovative learning opportunities including invest more in people and knowledge. For this reason, the students, who are educated by teachers who determine path of continuous development, openness to innovation and learning never ends, will contribute to the development of the society more than anyone else. Besides lifelong learning ability of candidate teachers, some other individual traits are important factors in the realization of the objectives of the training programs they are in. These targets which are set for the training programs should be consistent with readiness level of the students and desire and motivation for continuing to the program and participations (Irizarry, 2002). Self-actualization, reaching professional fulfillment and success for candidate students depend on the traits they have and to what extent profession meet their needs (Demirkol, 2012).

The traits of candidate teachers who are possible teachers of future and consistency of these traits with the aims of training they had have a major role in their professional success (Dogutas, 2016). While there are many traits and qualities

candidate teachers must have, professional self-efficacy and motivation felt towards training programs are the most important ones. While Bandura (2001) defines self-efficacy concept as "individuals' being aware of qualifications they have related to actions and performances they are expected and required to perform in a specific area", Colman (2009) defines motivation as "propellant power which set going towards the target determined by individual himself or another factor, physical and psychological readiness situation for the target".

Self-efficacy may affect individual's ability to fulfill a task or predetermined aim, along with organizing individual's perception type of own traits and abilities (Pajares & Schunk 2001). Self-efficacy perceptions are not a part of the skills of individuals; it can affect the results of work, behavior or condition independent from individuals' having qualifications to realize a work, behavior or condition. On the other hand, individual's self-efficacy perception is not enough by oneself in order to accomplish a task, but it can affect achievement positively or negatively. This positive and negative effects caused by self-efficacy perceptions having an impact on elements independent of task related main skills such as effort on a specific work, level of the effort, motivation and retry in case of failure, performance. For this reason, self-efficacy concept, which is very important for teachers and candidate teachers, directly affects the levels of motivations and actions they are in, forms a basis for attempts which they can achieve results by determining which actions they successfully fulfil (Schwarzer, 1992; Wlodkowski, 2008). Moreover, as the other traits that affect the quality of teachers, motivation to learning and teaching is another essential factor. The reason for this reality is that motivation is one of the most important determinants of the direction, power and duration of human behavior. Motivation for the teacher is the force that leads them for the targets for the learning environment and their professional development. Beginning from the first moment of professional training, candidate teachers face to the way of their instructors teach and behave in the class. Therefore, it can be said that lifelong learning which is one of the important teacher traits has major contributions on the effects of the motives, candidate teachers developed related to the training they had, on efficacy perception towards teaching profession which they will realize.

The relationship between learning oriented motivation of candidate teachers and teacher self-efficacy perceptions is discussed, and it is tried to be explained through lifelong learning tendencies of candidate teachers. For this purpose, answers are sought for the following research questions within the frame of theoretical model as shown in Figure 1.

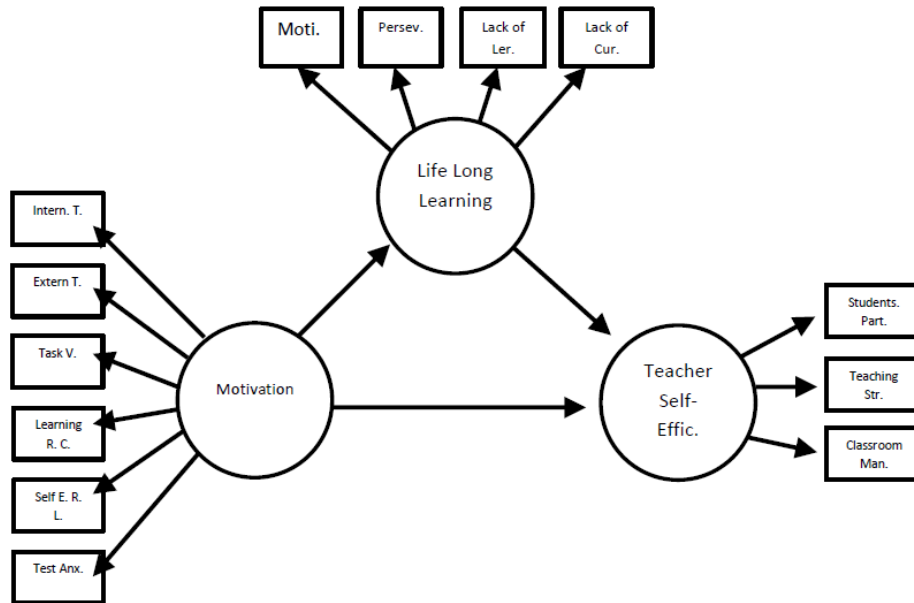


Figure 1. Theoretical model

1. What is the level of learning oriented motivation, teacher self-efficacy perceptions and lifelong learning tendency of candidate teachers?
2. Are there significant relationships between learning oriented motivation, lifelong learning tendencies and teacher self-efficacy of candidate teachers?
3. Is learning oriented motivation of candidate teachers directly related with teacher self-efficacy or is it related through lifelong learning tendencies which is a mediator variable?

Method

Research Design

In this research, descriptive method was used and structural equation modeling technique has been applied in order to test theoretical model which is formed by using variables which constitutes the research subject. Structural equation modeling is more powerful technique than other multiple analysis techniques in terms of presenting separate and complex relationships between a group of variables (Hair, Black, Babin, Anderson, & Tahtam, 2006). In addition, structural equation modeling, unlike other techniques, allows including defined implicit variables in the studies instead of working with only observed variables (Bollen, 1989; Blunch, 2008; Kline, 2010; Turkmen, 2011; Hoyle, 2012).

Research Sample

The research population consists of 4419 candidate teachers studying in Çanakkale Onsekiz Mart University (ÇOMÜ) Faculty of Education. 382 candidate teachers who are chosen to represent ÇOMÜ Faculty of Education students and who are studying in 5 departments (Information technologies Teaching, English Language Teaching, Music Teaching, Classroom Teaching and History Teaching) take part in the sample. 151 (39.53%) of the students in the sample are male, and 213 (60.07%) are female. In addition, 85 (22.25%) of the candidate teachers in the sample study in classroom teaching, 111 (29.06) of them study in information technology teaching, 102 (26.70%) of them study in English language teaching, 52 (13.61%) of them study in history teaching, and 32 (8.38%) of them study in music teaching. Distribution of candidate teachers according to grades is; 106 (27.75%) of them 1th grade, 78 (20.43%) of them 2nd grade, 112 (29.32%) of them 3rd grade and 86 (22.51) of them 4th grade.

Research Instruments

The data collection tool which is formed by information form and "Learning Oriented Motivation", "Lifelong Learning Tendency" and "Teacher Self Efficacy" scales which are edited for candidate teachers within this research is used.

Learning Oriented Motivation Scale: This scale was developed by Pintrich, Smith, Garcia & Mckeachie (1991) and was adapted to Turkish by Buyukozturk, Akgun, Ozkahveci & Demirel (2004). The scale is 5-point Likert-type which consists of 31 items and 3 items are reverse scored. Learning Oriented Motivation Scale consists of 6 subcomponents; 'Internal Target Organizing', 'External Target Organizing', 'Task Value', 'Learning Related Control Belief', 'Self Efficacy Related to Learning and Performance' and 'Test Anxiety'. Reliability coefficients (Cronbach Alpha) of subcomponents of the scale were stated between .59 and .86 by Buyukozturk et al. (2004). In this study, the reliability coefficient for the whole scale was found as $\alpha=.86$.

Lifelong Learning Tendencies Scale: The scale has been developed by Diker Coskun (2009). Lifelong Learning Tendencies Scale is 5 point Likert type and consists of 27 items and 4 subcomponents (Motivation, Perseverance, Lack of Learning Organization and Curiosity). 15 items of 'Lack of Learning Organization' and 'Lack of Curiosity' subcomponents are negative and reverse scored. Reliability coefficient of the scale was found as $\alpha=.89$ by Diker Coskun (2009), it was calculated as $\alpha=.91$ in this research.

Teacher Self-Efficacy Scale: The scale, which is developed by Tschannen-Moran, & Hoy (2001) and adapted to Turkish by Capa Aydin, Cakiroglu, & Sarikaya (2005), consists of 24 items. According to the results of validity study made by Capa Aydin, Cakiroglu, & Sarikaya (2005), the scale consists of 3 subcomponents as 'Student Participation Oriented Self-Efficacy', 'Teaching Strategies Oriented Self-Efficacy' and 'Classroom Management Oriented Self-Efficacy'. The reliability coefficient of the scale is found as $\alpha=.93$ by Capa Aydin, Cakiroglu, & Sarikaya (2005), it is found as $\alpha=.91$ for this research.

Procedure and Data Analysis

In this study, which direct and indirect relationships between learning oriented motivation, lifelong learning tendency and teacher self-efficacy perceptions of candidate teachers were analyzed by theoretical model, SPSS 21.0 and Amos 20.0 statistical software were utilized. Organization of the data which were obtained in order to test theoretical model made by SPSS 21.0, and normal distribution of data sets and homogeneity of variances were examined. Then theoretical model which is constituted by transferring data sets to Amos 20.0 was tested with structural equation modeling (path analysis). Examining the relationships between structural equation modeling and the invisible structures (latent variables) can be ensured (Karadag, 2009). In this respect, in structural modeling's testing with structural equation modeling, path analysis was used in order to combine the measurement errors at latent and observed variables. The goodness of fit values of structural model obtained directed to theoretical modeling which is proposed in the research process were evaluated by; goodness of fit statistics. Goodness of fit statistics for structural equation modeling allows deciding whether a model is supported in a acceptable level as a whole by data or not (Hu, & Bentler, 1999). chi-square/degree of freedom (χ^2/df), Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index (AGFI), Comparative Fit Index (CFI) and Root Mean Square Error of Aproximation (RMSEA) were determined as mostly used fitting values out of the path analysis results carried out in accordance with structural equation modeling of theoretical model which forms the basis of this research (Blunch, 2008).

Results

In this part of the study, the results are given in order to reveal the relationships among Learning Oriented Motivation, Lifelong Learning Tendencies and Teacher Self Efficacy Perceptions. Firstly, results for the question "What is the level of learning oriented motivation, teacher self-efficacy perceptions and lifelong learning tendencies of candidate teachers?" are analyzed. They are presented in Table 1.

Table 1.

Descriptive Statistics Belonging to Learning Oriented Motivation, Lifelong Learning Tendencies and Teacher Self Efficacy Perceptions of Candidate Teachers

<i>Latent And Observed Variables</i>	<i>n</i>	<i>Min.</i>	<i>Mak.</i>	\bar{X}	<i>s.d.</i>	<i>Skewness</i>	<i>Kurtosis</i>
Learning Oriented Motivations	382	1.58	4.65	3.58	.48	-.24	.19
<i>Internal Target Organization</i>	382	1.50	5.00	3.48	.71	-.30	-.32
<i>External Target Organization</i>	382	1.00	5.00	3.60	.91	-.51	-.33
<i>Task Value</i>	382	1.33	5.00	3.57	.68	-.21	-.25
<i>Learning Related Control Belief</i>	382	1.25	5.00	3.73	.66	-.31	.35

Table 1 Continue

<i>Latent And Observed Variables</i>	<i>n</i>	<i>Min.</i>	<i>Mak.</i>	\bar{X}	<i>s.d.</i>	<i>Skewness</i>	<i>Kurtosis</i>
<i>Learning and Performance Related Self-Efficacy</i>	382	1.38	5.00	3.65	.66	-.17	-.20
<i>Test Anxiety</i>	382	1.80	5.00	3.43	.59	.03	-.17
<i>Lifelong Learning Tendencies</i>	382	1.89	5.00	3.74	.62	-.19	-.78
<i>Motivation</i>	382	2.00	5.00	3.96	.71	-.48	-.35
<i>Perseverance</i>	382	1.17	5.00	3.43	.78	-.23	-.34
<i>Lack of Learning Organization</i>	382	1.00	5.00	3.87	.94	-.70	-.44
<i>Lack of Curiosity</i>	382	1.00	5.00	3.71	.93	-.57	-.33
<i>Teacher Self-Efficacy Perceptions</i>	382	2.54	4.92	3.91	.50	-.32	-.49
<i>Student Participation Oriented Self-Efficacy</i>	382	2.25	5.00	3.89	.52	-.42	-.16
<i>Teaching Strategies Oriented Self-Efficacy</i>	382	2.25	5.00	3.93	.55	-.35	-.32
<i>Classroom Management Oriented Self-Efficacy</i>	382	2.25	5.00	3.93	.57	-.40	-.27

Note: In the assessment of the averages of concepts, the ranges; "1.00-1.79= Very Low", "1.80-2.59= Low", "2.60-3.39= Medium", "3.40-4.19= High" and "4.20-5.00= Very High" were used.

According to the data shown in Table 1; learning oriented motivation ($\bar{X}=3.58$), lifelong learning tendencies ($\bar{X}=3.74$) and teacher self-efficacy perception ($\bar{X}=3.91$) of candidate teachers are high level. Correlation analysis results for the second question of the research "Are there significant relationships between learning oriented motivations, lifelong learning tendencies and teacher self-efficacy perceptions of candidate teachers?" are shown in Table 2.

When the data in Table 2 analyzed; it is seen that there are statistically significant correlation coefficients, which are $r=-.01$ and $r=.75$, between the majority of the observed variables. In addition, there are significant relationships found at the level of "between learning oriented motivation and lifelong learning tendencies $r=.40$, between learning oriented motivation and teacher self-efficacy $r=.42$ and between lifelong learning tendencies and teacher self-efficacy $r=.37$ " which are one of the concepts defined as latent variables in the process of the research. Theoretical model which is basis of the third question of the research "Is learning oriented motivation of candidate teachers directly related with teacher self-efficacy perceptions or is it related through lifelong learning tendencies which is a variable mediator?" is acceptable for testing according to Anderson, & Gerbing (1988). Additionally, path analysis results, which belong to theoretical model created towards the relationship between learning oriented motivation and teacher self-efficacy perceptions of candidate teachers is provided through lifelong learning tendencies, are shown in Figure 2.

Table 2.
Correlation Coefficients between Learning Oriented Motivation, Lifelong Learning Tendencies and Teacher Self-Efficacy Perceptions of Candidate Teachers

Observed Variables	1	2	3	4	5	6	7	8	9	10	11	12	13
1. Internal Target Organization	1.00												
2. External Target Organization	.19**	1.00											
3. Task Value	.53**	.45**	1.00										
4. Learning Related Control Belief	.34**	.16**	.47**	1.00									
5. Learning and Performance Related Self-Efficacy	.56**	.31**	.57**	.47**	1.00								
6. Test Anxiety	.24**	.14**	.23**	.22**	.34**	1.00							
7. Motivation	.53**	.13*	.37**	.29**	.49**	.22**	1.00						
8. Perseverance	.45**	.05	.33**	.17**	.38**	.11*	.60**	1.00					
9. Lack of Learning Organization	.21**	.02	.19**	.10*	.22**	.18**	.25**	.03	1.00				
10. Lack of Curiosity	.23**	-.01	.19**	.04	.15**	.17**	.31**	.21**	.69**	1.00			
11. Student Participation Oriented Self-Efficacy	.34**	.17**	.31**	.16**	.42**	.10	.45**	.34**	.24**	.19**	1.00		
12. Teaching Strategies Oriented Self-Efficacy	.34**	.14**	.30**	.19**	.42**	.14**	.47**	.32**	.23**	.17**	.72**	1.00	
13. Classroom Management Oriented Self-Efficacy	.27**	.13*	.30**	.20**	.40**	.14**	.36**	.17**	.22**	.10*	.71**	.75**	1.00
LATENT VARIABLES	1	2	3										
1. Learning Oriented Motivations	1.00												
2. Lifelong Learning Tendencies	.40**	1.00											
3. Teacher Self-Efficacy Perceptions	.42**	.37**	1.00										

* $p \leq .05$; ** $p \leq .01$

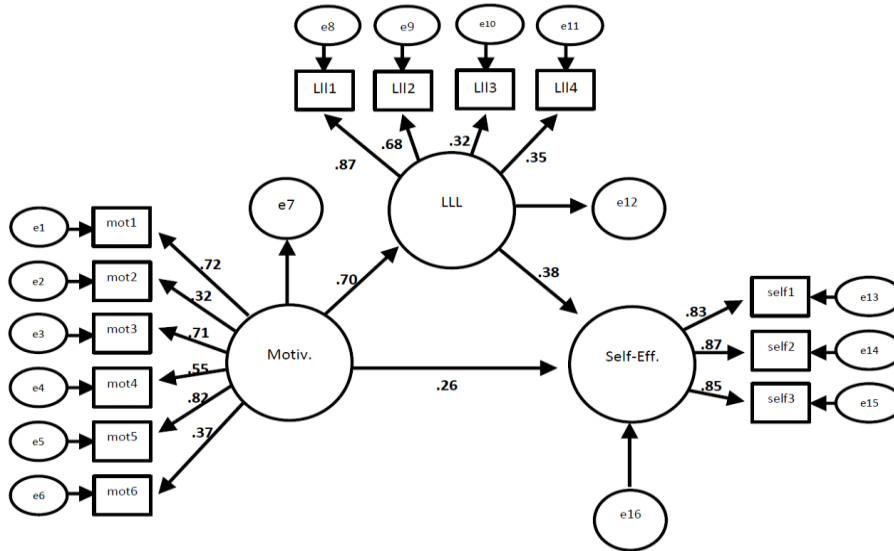


Figure 2. Structural equation diagram model results of learning oriented motivation, lifelong learning tendencies and teacher self-efficacy of candidate teachers

Theoretical model was tested by Maximum Likelihood Estimation method. Fit indexes are obtained from structural equation modeling test. Test results are shown in Table 3.

Table 3.
Fit Indexes Related to Theoretical Model

Fit Index	Fit Values Belonging To Model	Reference Values	Description
χ^2	148.323	p=.000 <2	p≤.050 Good fit
χ^2/df	2.514	<2,5 <3 <5	Small sample Medium fit
GFI	.944	>.90 >.90	Good fit
AGFI	.913	>.90 >.95	Perfect fit
CFI	.956	>.95 >.95 >.90	n<250
RMSEA	.063	<.05 <.06 <.08 <.10	Good fit n<250 Week fit

Note: Ranges and descriptions of fitting values are quoted from Turkmen (2009, 51).

When the fitting values from Table 3 analyzed, it is seen that theoretical model is a valid model with a good fitting level. In addition, it was determined that the whole relationship between learning oriented motivation and teacher self-efficacy of candidate teachers (direct relation estimates=.26) is provided through lifelong learning tendencies (indirect relation estimates=.27) and lifelong learning tendencies is full mediator variable for this theoretical model.

Discussion and Conclusion

Research results show that level of learning oriented motivation, lifelong learning tendencies and teaching profession oriented self-efficacy of candidate teachers are high. The other research result is that there are medium positive significant relationships between learning oriented motivation, lifelong learning tendencies and teaching related self-efficacy perceptions of candidate teachers. Lastly, it is seen that lifelong learning tendency is the full mediator variable for teaching profession oriented self-efficacy of candidate teachers in the frame of theoretical model of the research.

As the conclusion for this research, it is vital to emphasize the relation among learning oriented motivation, lifelong learning tendencies and teaching profession oriented self-efficacy of candidate teachers. Research results have proved that self-efficacy perceptions of candidate teachers are not a part of the their skills, but it can affect the results of their work, behaviour or condition independent from having qualifications to realize this work, behaviour or condition. On the other hand, candidate teachers' self-efficacy perception is not enough by oneself in order to accomplish the task, but it can affect achievement positively or negatively. This positive and negative effects caused by self-efficacy perceptions having impact on elements independent of task such as learning oriented motivation and lifelong learning tendency.

Teaching profession and the teacher are the two key concepts to direct the education to the whole shareholders of the society. The quality of education is connected to the quality of teachers and their training for the profession and specific qualities that they have in social and professional life (Aybek, 2016). One of the most crucial factor that makes the education well qualified is the training of pre-service teachers (Baysura et al, 2016). The features that a pre-service teacher is shaped by his/her personal tendencies and point of life because teaching profession requires being guide for students, supplying the suitable atmosphere for students' learning and being model for their personal and social development (Karatat, 2013; Isiktas, 2015).

After the analysis made corresponding to the aim of this study, the first of the results reached is that level of learning oriented motivation, lifelong learning tendencies and teaching profession oriented self-efficacy of candidate teachers are high. The research conducted in order to determine motivation, lifelong learning and

teacher self-efficacy of candidate teachers are located in the literature. A study which shows parallelism with the obtained findings was conducted by Oguz (2012) and the result that self-efficacy perceptions of candidate class teachers were high was found. Erdem and Gozel (2014) also stated that profession related motivation level of candidate class teachers was "agree". In lifelong learning perceptions component, Gencil (2013) reveals that candidate teachers perceive themselves as "adequate" about lifelong learning. In the light of this knowledge, it can be thought that educational and training activities applied in faculties of education contribute candidate teachers' motivation to the program and the profession they are in, feeling adequate for the profession they will have in the years and lifelong learning.

The other research result is that there are medium positive significant relationships between learning oriented motivation, lifelong learning tendencies and teaching related self-efficacy perceptions of candidate teachers. "Providing whole of the relationship between learning oriented motivation and teaching profession oriented self-efficacy of candidate teachers on lifelong learning motivation (full mediator variable) of candidate teachers" which is determined by testing theoretical model based on these relationships is one of the results of the research. Coskun and Demirel (2012), in line with this finding, emphasized the importance of the programs of higher education institution students by revising with the perspective of lifelong learning. As implied from the results of the research, lifelong learning tendency of candidate teachers, which enables them to held learning opportunities to meet their individual and professional needs for lifetime, gives the required way to get motivated to learn and reflect more. As Kazu and Demiralp (2016) states, in today's technological and innovative world, lifelong learning, besides personal and social education, includes work based education, which is very crucial for teaching profession as lifelong learning means encouraging acquisition of basic knowledge and skills, expanding flexible and innovative learning opportunities including invest more in people and knowledge.

When the results of the other researchers conducted in same fields are considered, it can be stated that adjuvant studies for learning oriented motivation level and lifelong learning competences should be made in order to make teaching oriented self-efficacy perceptions of candidate teachers more positive. In addition, the need of including lifelong learning concept to faculties of education and programs more effectively and the importance of reflecting it to candidate teachers by teaching staff should be arisen. However, lifelong learning opportunities in faculties of education should be diversified; candidate teachers' access to learning opportunities such as library, internet, courses and seminars should be facilitated; in this way efficacy perception for their professions and motivation for the programs they are in should be increased. Above all, lifelong learning tendency should be supported by revising the programs not only for university students but also for students from all levels starting from pre-school education, which will directly affect the candidate teachers positively towards the profession and themselves during their teaching education.

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Öğretmen Adaylarının Öz Yeterlik Algıları, Öğrenme Yönelimli Motivasyonları ve Yaşam Boyu Öğrenme Eğilimleri: Bir Modelleme Çalışması

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Özet

Problem Durumu: Yaşam boyu öğrenme tüm bireyler için önem taşısa da, özellikle öğretmen ve öğretmen adayları için de bir yaşam felsefesi haline getirilmesi gereken ve aynı zamanda öğrencilerine aşılmalari günümüz yaşam koşullarında zorunluluk halini almış bir kavramdır. Kişisel ve sosyal eğitimin yanında, yaşam boyu öğrenmenin iş temelli öğrenme ve formal eğitim sisteminin tüm öğeleri ile ilişkisi bulunmaktadır. Bu bilgilerden yola çıkarak, yaşam boyu öğrenme, bilgi ve yetenekleri teşvik etme, yenilikçi öğrenme fırsatlarını ortaya koyma ve öğrenmeyi bir yaşam unsuru haline getirme olarak tanımlanabilmektedir. Bu sebepten dolayı, yaşam boyu öğrenmeyi bir yaşam felsefesi haline getiren öğretmenler tarafından yetiştirilen öğrenciler toplumun da öğrenme temelli şekil almasına katkıda bulunacaktır. Aday öğretmenler açısından bakıldığında, yaşam boyu öğrenme becerilerinin yanında bazı diğer bireysel özellikler de mesleki yaşamları açısından önem taşımaktadır. Bunlar içerisinde yer alan mesleki öz yeterlik kavramı bireylerin mesleki açıdan kendilerinden beklenen görevleri yerine getirme sürecinde sahip oldukları ve hissettikleri yeterlik algısını ifade ederken, motivasyon ise bir görevi yerine getirmeye yönelik bireylerin hissettikleri fiziksel ve psikolojik hazır olma durumudur. Yaşam boyu öğrenme, mesleki öz yeterlik algısı ve motivasyon

kavramları birlikte değerlendirildiğinde, öğretmen adaylarının yaşam boyu öğrenme konusundaki hazır bulunuşları, ileride gerçekleştirecekleri öğretmenlik mesleğine ilişkin yeterlik tutumlarını ve mesleği icra etmeye yönelik motivasyonlarını olumlu yönde etkileyeceği söylenebilir.

Araştırmanın Amacı: Bu araştırmanın amacı, öğretmen adaylarının öğrenmeye yönelik motivasyonları ve mesleki öz yeterlik algıları arasındaki ilişkiyi ortaya koymak ve bu ilişkiyi yaşam boyu öğrenme eğilimi aracılığı ile açıklamaktır. Bu amaç çerçevesinde şu alt problemlere yanıt aranacaktır;

1. Öğretmen adaylarının öğrenmeye yönelik motivasyon, öğretmen öz yeterlik algı ve yaşam boyu öğrenme eğilimleri hangi düzeydedir?
2. Öğretmen adaylarının öğrenmeye yönelik motivasyon, öğretmen öz yeterlik algı ve yaşam boyu öğrenme eğilimleri arasında anlamlı bir ilişki var mıdır?
3. Aday öğretmenlerin öğrenmeye yönelik motivasyonları ve öğretmen öz yeterlik algıları arasında direkt bir ilişki mi vardır veya bu ilişki yaşam boyu öğrenme aracı değişkeni ile midir?

Araştırmanın Yöntemi: İlişkisel tarama modelindeki bu çalışmada araştırmanın değişkenleri arasında ilişkiyi ortaya koymak için yapısal eşitlik modellemesi kullanılmıştır. Araştırmanın evrenini 2013-2014 eğitim öğretim yılında Çanakkale Onsekiz Mart Üniversitesi Eğitim Fakültesi'ne devam etmekte olan 4419 aday öğretmen oluşturmaktadır. Araştırmanın evrenini ise basit tesadüfi örnekleme ile belirlenen ve Bilgisayar ve Öğretim Teknolojileri Eğitimi, İngiliz Dili Eğitimi, Müzik Eğitimi, Sınıf Öğretmenliği ve Tarih Öğretmenliği bölümlerinde eğitimlerine devam eden 382 aday öğretmen oluşturmaktadır. Araştırmanın verilerini elde etmek için kullanılan ölçeklerden Öğrenme Yönelimli Motivasyon Ölçeği Pintrich, Smith, Garcia & McKeachie (1991) tarafından geliştirilmiş ve Büyüköztürk, Akgün, Özkahveci & Demirel (2004) tarafından Türkçe 'ye uyarlanmış; Yaşam Boyu Öğrenme Eğilimi ölçeği Diker Coşkun (2009) tarafından geliştirilmiş; Öğretmen Öz Yeterlik Ölçeği ise Tschannen-Moran & Hoy (2001) tarafından geliştirilmiş ve Çapa Aydın, Çakıroğlu, & Sarıkaya (2005) tarafından Türkçe'ye uyarlanmıştır. Araştırmanın verileri SPSS 21.0 ve Amos 20.0 istatistik programları kullanılarak analiz edilmiştir. Öncelikli olarak araştırmanın teorik modellemesi ortaya konmuş; verilerin normal dağılım gösterip göstermediği ve değişkenlerin homojenliği test edilmiş, ve yapısal eşitlik modellemesi uygulanmıştır.

Araştırmanın Bulguları: Araştırmanın ilk problem cümlesi olan 'Öğretmen adaylarının öğrenmeye yönelik motivasyon, öğretmen öz yeterlik algı ve yaşam boyu öğrenme eğilimleri hangi düzeydedir?' sorusuna yanıtı olarak, öğretmen adaylarının öğrenme yönelimli motivasyon seviyelerinin ($\bar{X}=3.58$), yaşam boyu öğrenme eğilimlerinin ($\bar{X}=3.74$) ve öğretmen öz yeterlik algılarının ($\bar{X}=3.91$) yüksek olduğu sonucuna ulaşılmıştır. Araştırmanın diğer problem cümlesi olan 'Öğretmen adaylarının öğrenmeye yönelik motivasyon, öğretmen öz yeterlik algı ve yaşam boyu öğrenme eğilimleri arasında anlamlı bir ilişki var mıdır?' sorusuna cevap vermek için yapılan analiz sonucunda ise öğretmen adaylarının öğrenme yönelimli motivasyon ve yaşam

boyu öğrenme eğilimleri arasına $r=.42$, öğrenme yönelimli motivasyon ve öğretmen öz yeterlik algıları arasında $r=.42$ ve yaşam boyu öğrenme eğilimleri ve öğretmen öz yeterlik algıları arasında da $r=.32$ seviyesinde anlamlı ilişki olduğu görülmüştür. Araştırmanın teorik temelini oluşturan ve son problem cümlesi olan 'Aday öğretmenlerin öğrenmeye yönelik motivasyonları ve öğretmen öz yeterlik algıları arasında direk bir ilişki mi vardır veya bu ilişki yaşam boyu öğrenme aracı değişkeni ile midir?' sorusuna cevap vermek için yapılan analiz sonucunda, teorik modelin çastığı ve öğrenme yönelimli motivasyon ile öğretmen öz yeterlik algısı arasındaki ilişkinin tamamının yaşam boyu öğrenme eğilimi ile ortaya çıktığı anlaşılmaktadır.

Araştırmanın Sonuçları ve Önerileri: Araştırma sonucuna göre, öğretmen adaylarının öğrenme yönelimli motivasyon, yaşam boyu öğrenme ve öğretmen öz yeterlik algılarının yüksek olduğu görülmektedir. Ayrıca öğretmen adaylarının öğrenme yönelimli motivasyon, yaşam boyu öğrenme ve öğretmen öz yeterlik algıları arasında olumlu ve orta düzeyde bir ilişkinin de olduğu ortaya çıkmaktadır. Araştırmanın son sonucu ise yaşam boyu öğrenme eğiliminin öğretmen adaylarının öğrenme yönelimli motivasyon ve öğretmen öz yeterlik algıları arasındaki ilişkide tam aracı olduğudur. Bu sonuçlar göz önünde bulundurulduğunda, öğretmen adaylarının mesleğe ilişkin yeterlik algılarının olumlu olması için motivasyon seviyeleri ve yaşam boyu öğrenme eğilimlerinin artırılmasına yönelik destekleyici çalışmalar gerçekleştirilmesi; yaşam boyu öğrenme kavramı eğitim fakültelerinin ders programları içeriğine alınmalı ve bu kavram öğretim elemanlarınca öğretmen adaylarına daha yoğun iletilmesi; ve öğretmen adaylarının yaşam boyu öğrenme eğilimlerine direk etki edecek olan kütüphane, internet, ders ve seminerleri içeren öğrenme fırsatları artırılması önerilmektedir.

Anahtar Sözcükler: Öğretmen öz yeterlik, öğrenme yönelimli motivasyon, yaşam boyu öğrenme eğilimi, öğretmen adayı.