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Self-Efficacy Beliefs of Novice Teachers and Their Performance in the Classroom

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Abstract: This study examined the data related to the novice teachers' self-efficacy beliefs and their performance in the classroom. The researcher collected both qualitative and quantitative data for this study. According to the findings, teacher self-efficacy beliefs of the novice teachers were found to be at a sufficient level. The novice teachers reported that they frequently use "verbal reprimands" , "establishing classroom rules and routines collaboratively with students", "daily lesson planning", "reinforcement towards student achievement", "multiple intelligences activities", "discussion technique", "concrete exemplification", "visually supported extra activities", "oral questioning", and "itneractive teaching methods" in the classroom.

Introduction

The concept of "teacher self-efficacy belief"(TSEB) is the beliefs of teachers related to their capabilities to affect the learning outcomes of students including those with low motivation and low ability to learn (Bandura, 1977; Tschannen-Moran, Hoy, & Hoy, 1998). It can be argued that the levels of teachers' efforts, targets and desires differ depending on self-efficacy beliefs (Tschannen-Moran & Hoy, 2001). Tschannen-Moran and Hoy (2001: 783) defined a teacher's efficacy belief as "a judgment of his/her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated".

Teachers' Self Efficacy and Effective Teaching

It can be argued that teachers whose TSEBs are high are more capable of using instructional strategies effectively, more capable of ensuring student participation and more successful in classroom management skills (Caprara, Barbaranelli, Steca & Malone (2006); Brouwers & Tomic, 2000; Woolfolk, Rosoff & Hoy, 1990; Babadoğan & Korkut, 2010) and they use direct teaching less (Ashton & Webb, 1986). Teachers with high teacher self-efficacy make more efforts to overcome the problems they face, and they can maintain these efforts longer (Bandura, 1977; 1986). It has been revealed that there exist differences between teachers with high and low self-efficacy beliefs in issues such as using new techniques and giving feedback to students with learning disabilities (Tschannen-Moran & Hoy, 2001; Özkan, Tekkaya & Çakıroğlu 2002; Ross, 1992). TSEB affects also enables the teacher to be open to new ideas and to develop positive teaching attitudes (Gibson & Dembo, 1984; Tschannen-Moran & Hoy, 1998), and to take more responsibility in teaching (Coladarci,

1992). It can be argued that perceived teaching self-sufficiency is positively associated with teachers' job satisfaction. (Caprara, Barbaranelli, Steca & Malone, 2006; Caprara, et. al, 2003). It was presented in the study by Tschannen-Moran & Hoy (2007) that the satisfaction derived from classroom performance is positively correlated with teaching self-efficacy belief. Klassen et. al., (2009) also found a high correlation, in the study they carried out in five different countries, between teachers' job satisfaction levels and teaching self-efficacy beliefs. Exploring the relationship between TSEB and job satisfaction may have implications for teachers' job performance, and by extension, the academic achievement of students (Klassen et. al., 2009: 68). It could also be stated that there exists a positive correlation between the self-efficacy belief related to teaching and attitude (Demirel & Akkoyunlu, 2010).

Student Achievment and Motivation

TSEBs influence students to increase their learning motivations, to create a higher-level of sense of self and to develop better personal management skills (Tschannen-Moran & Hoy, 2007). Studies assert that teachers' positive and high self-efficacy beliefs have impact on students' achievements and motivations (Midgley, Feldlaufer & Eccles, 1989; Multon & Brown, 1991; Pajares, 2002; Caprara, Barbaranelli, Steca & Malone 2006; Özerkan, 2007).Teacher's self efficacy may also contribute to promote student's sense of efficacy, fostering their involvement in class activities and their efforts in facing difficulties (Ross, 1998). Teachers' self-efficacy is a positive and significant predictor of children's vocabulary gains only within the context of high quality, emotionally supportive classrooms (Guo, Piasta, Justice & Kaderavek, 2010).

Significance of the Study

The data to be obtained from the studies carried out on the subject of TSEBs provide important insights related to the measures that need to be taken to increase academic achievements, especially in courses in which student achievements are significantly low (Dee & Hoy, 2008). Self-efficacy belief strongly influences individuals' achievement levels (Pajares, 2002). Therefore, it is very important to provide teachers with high levels of self-efficacy beliefs in order to develop practices to train quality and successful teachers. There exist positive correlations between teachers' self-efficacy beliefs in their capabilities and their self-confidences, and students' academic achievements and motivations (Graham, Harris, Fink & McArthur, 2001). Novice TSEBs are low, similar to those of teacher candidates in their first years in the faculty of education (Hoy & Burke-Spero, 2005). However, this level increases in time as a novice teacher gains experience (Tschannen-Moran & Hoy, 2007). In addition, the culture teachers live in and their educational backgrounds also influence their TSEBs (Linn, Gorrell & Taylor, 2002; Wertheim & Leyser, 2002). Especially, the training they receive in the pre-service period improves their self-efficacy beliefs (Ekici, 2008; Palmer, 2006) and strengthens these beliefs (Woolfolk & Hoy, 1990). Moreover, teachers' satisfaction with their performances increases their TSEBs (Özerkan, 2007). In this respect, this study is important and necessary since no studies have been carried out on the mutual interaction of teachers' self-efficacy beliefs and their in-class performances in the Turkish Republic of Northern Cyprus (TRNC).

In this study, findings related to novice TSEBs and their in-class performances depending on these beliefs will be examined, and teaching trainings they have received will be evaluated. The above-mentioned "in-class performance" covers the dimensions of

"classroom management", "ensuring student engagement in class" and "using instructional strategies in class" that are included in the Teacher Self-Efficacy Scale (TSES). Therefore, TSEBs that novice teachers obtained in Atatürk Teacher Training Academy (ATTA) and in-class activities they carry out related to the dimensions of these beliefs are examined. In this context, this study attempts to assess whether ATTA does its duty to train successful teachers while improving teacher candidates' self-efficacy beliefs.

The Research Problem

What are the levels of TSEBs of those teachers, who graduated from ATTA in the 2006–2007 Academic Year and worked as novice elementary school teachers between 2007 and 2009, and the relevant in-class activities they employ?

Sub-problems

1. What is the level of TSEBs of the novice classroom teachers?
2. Are there significant differences between the TSEBs in different dimensions of the novice classroom teachers?
3. What methods do the novice classroom teachers use in terms of "classroom management", "ensuring student engagement in class" and "using instructional strategies in class"?

Method

Mixed research method was used in this study which was conducted in order to determine the levels of the TSEBs of the novice classroom teachers graduated from ATTA in the 2006–2007 academic year, and to determine what factors have influenced these levels (Patton, 2002: 247). Both qualitative and quantitative data were collected in the study. The data obtained from the TSES are of quantitative and the data obtained from the questionnaire consisted of closed-ended research questions were of qualitative character. The close-ended questions were administered to 27 teacher trainees during their two year internship period over 2007-2009.

Participants

The research sample consists of novice elementary school teachers who graduated from ATTA in the 2006–2007 Academic Year and worked between 2007 and 2009. 27 out of 29 teachers who graduated from ATTA in the given term were included in the study, while two of them were not since they were doing their compulsory military services. It can be stated that the working group is homogeneous in terms of many characteristics. Moreover, it is highly likely for other teachers already graduated or will graduate from ATTA to have similar levels of TSEBs and in-class performance characteristics. Hence, the critical case sampling method, which is one of purposive sampling methods, was used in this study (Yıldırım & Şimşek, 1999).

ATTA is a four-year institution which trains classroom teachers in the TRNC. Graduation from ATTA is a requirement in the TRNC to become a classroom teacher

(Teachers Law, Article: 16). The academy graduates around only 25-30 teachers a year. All graduates immediately start working, and work in the novice status for two years.

The research instruments

The TSES and closed ended research questions were used in the research. Data related to the first sub-problem of the research were collected through the TSES. Data related to the second sub-problem were collected by using a questionnaire consisted of closed-ended research questions.

Teacher Self-Efficacy Scale (TSES): The TSES developed by Tschannen - Moran and Hoy (2001) was administered in the research. The scale has been adapted into Turkish by Çapa, Çakıroğlu & Sarıkaya (2005). This scale can be obtained from the following website: http://people.ehe.ohio-state.edu/ahoy/files/2009/02/ttses.pdf

The TSES is considered in three main factors. In the scale which consists of 24 nine-point likert type items, there exist three sub-factors on "classroom management", "ensuring student engagement in class" and "using instructional strategies in class". The top achievable score is (24x9) 216 and the minimum score that can be obtained is (24x1) 24.

There are eight questions for each sub-factors.

These sub-factors with a sample question for each of them are given below:

A. Classroom Management

Question: How much can you do to control disruptive behavior in the classroom?

B. Ensuring Student Engagement in Class

Question: How much can you do to get through to the most difficult students?

C. Using Instructional Strategies in Class

Question: How well can you implement alternative strategies in your classroom?

While the general alpha (α) reliability coefficient of this scale which has been adapted to Turkish is 0.93; the alpha reliability coefficients of the three sub-factors are indicated below (Çapa, Çakıroğlu & Sarıkaya, 2005):

A. The alpha (α) reliability coefficient related to the "Classroom Management" sub-factor: 0.84

B. The alpha (α) reliability coefficient related to the "Ensuring Student Engagement in Class" sub-factor: 0.82

C. The alpha (α) reliability coefficient related to the "Using Instructional Strategies in Class" sub-factor: 0.86

The scale's translation validity findings in the study conducted by Baloğlu & Karadağ (2008) are in line with the original English items. The items' ensemble average was found to be 9.05 out of 10. The items' ensemble averages were not found below 7.85. Moreover, around 55% of the items were found to be matching to a degree of 9.00 out of 10. In other words, 13 of 24 scale items were found to be matching above a degree of 9.00.Based on these findings, it can be concluded that the Turkish translation of the scale matches up with its original English version. Language and meaning validities of each item in the Turkish version of the scale were found to be higher than translation validity. The Turkish items' language and meaning validity ensemble average was found to be 9.62 out of 10. The items' language and meaning validity ensemble averages were not found below 9.00. In addition, almost 75% of Turkish items were found to be matching in terms of language and meaning to a degree of 9.50. In conclusion, it can be stated that the Turkish version of the scale has a comprehensible Turkish

language and meaning structure. After the paired-groups t-test performed to determine the language equivalence of the scale items, no significant difference was found between the averages of the responses given to the Turkish and English versions of all items of the scale. The findings obtained by Baloğlu & Karadağ (2008) demonstrate that the "TSES" developed by Tschannen - Moran & Hoy (2001) can be used on the Turkish culture.

Closed-Ended Questions (CEQ): A questionnaire consisting of closed-ended questions was used in the research in order to determine the teachers' in-class performances. This questionnaire was developed based on the questions that constitute the TSES and it consisted of research questions that were of qualitative character. A questionnaire consisting of close-ended questions was administered to 27 teacher trainees during their two year internship period over 2007-2009.

This questionnaire, which was developed based on the three sub-factors of the TSES, was created after the generalization of the questions that each factor contains and rendering them closed-ended questions. Samples from the closed-ended questions prepared based on each subfactors are given below:

A. *Classroom Management*
   Question: What do you do in order to control students who negatively affect the class or make noise in class or disregard you?
B. *Ensuring Student Engagement in Class*
   Question: What do you do in order to ensure students to believe that they can do well in schoolwork, to value learning and to become more successful?
C. *Using Instructional Strategies in Class*
   Question: What do you do in order to provide alternative explanations or concrete examples when they are confused?

In developing the closed-ended questionnaire, in analyzing the findings obtained from this questionnaire and in the results, omitted validity and reliability strategies were carried out within the framework of qualitative research approaches.
Internal Validity: The qualitative findings of the research are in line with the subject of Teaching Self-Efficacy. In addition, the research findings are consistent with the conclusions and recommendations. The findings of the research were found to be consistent with the conceptual framework developed and the theory, and it was observed that the concepts emerged form a meaningful whole.
External Validity: The research findings can be tested in similar environments, and the study included comprehensive definitions allowing potential generalizations.
External Reliability: The methods and stages of the research were clearly defined and the conclusions were associated to the data. In addition, raw data of the research were kept in a way that can be examined by others.
Internal Reliability: The research questions were clearly stated and the conclusions were observed to be consistent with the data.

Analysis of the Data

The following path was pursued to calculate the novice teachers' TSES scores shown in Table 1:

1. Since TSES is of 9-point Likert type, the point of each item was calculated by assigning 1 point to “totally disagree” and 9 points to “totally agree”.

inadequate totally adequate
1 2 3 4 5 6 7 8 9

2. The calculated points were divided into 24 to obtain the total teachers self efficacy since the scale consists of 24 items, and into 8 to obtain the points of dimensions since each dimension consists of 8 items.

Arithmetic mean and dependent groups t-test were used in the analysis of the data related to the first sub-problem of the research. On the other hand, the methods of “descriptive analysis” and “content analysis” were used in the analysis of the data related to the second sub-problem. The following stages were followed in the analysis of the data (Miles & Huberman, 1994, Patton, 2002):

1. The three sub-factors in the scale were defined as main categories.
2. These three sub-factors were further divided into sub-categories as follows:
   A. Classroom Management
      a. Management of Negative Student Behaviors
      b. Student Expectations and Classroom Rules
      c. Coordination of In-Class Activities
   B. Ensuring Student Engagement in Class
      a. Student Motivation and Things Done for Motivation
      b. Motivation of Students with Low Achievement
      c. Ensuring Creative and Critical Thinking
   C. Using Instructional Strategies in Class
      a. Alternative Strategies for Students' Misconceptions
      b. Evaluation of What is Taught
      c. Rendering Classes Suitable for Highly Talented Students
3. Themes suitable for each sub-categories were defined.
4. Frequencies and percentages of these themes were calculated.

Findings

Findings Related to the First Sub-Problem

The scores related to the novice teachers' TSEBs are presented in Table 1.

Dimensions	N	$\overline{X}$	Ss
Classroom Management	27	7.78	0.61
Ensuring Student Engagement in Class	27	7.54	0.69
Using Instructional Strategies in Class	27	7.80	0.65
Total	27	7.71	0.60

Table 1. Arithmetic Mean and Standart Deviation Points of TSEBs

As is seen in Table 1, while teachers in their first years of teaching perceive themselves to be fairly adequate in using instructional strategies ($\overline{X}$ =7.80), they perceive their capabilities to ensure student engagement in class to be lower ($\overline{X}$ =7.54). They reported their capabilities in classroom management at a level between the former two ($\overline{X}$ =7.78). Overall, the level of their beliefs is at the level of 7.71.

Findings Related to the Second Sub-Problem

The dependent-groups t-test was performed in order to test whether there existed significant differences between the means related to the dimensions that constitute the TSEBs, and the findings are presented in Table 2.

Dimensions	$\overline{X}$	Ss	t	df	p
Using Instructional Strategies in Class – Classroom Management	0.02	0.42	0.28	28	0.78
Ensuring Student Engagement in Class – Using Instructional Strategies in Class	- 0.26	0.45	- 3.12	28	.004*
Ensuring Student Engagement in Class – Classroom Management	- 0.24	0.45	- 2.89	28	.007*

* $p < .01$

Table 2. Results of the t-Test Between the Dimensions of TSEBs

As Table 2 demonstrates, a significant difference at the level of .01 was found between the teachers' beliefs about the issues of student engagement in class and using instructional strategies in the favor of “instructional beliefs” (t= -3.12, p>.04). In addition, a significant difference at the level of .01 was found between the teachers' beliefs about ensuring student engagement in class and classroom management in the favor of the beliefs about “classroom management” (t= -2.89, p>.04). On the other hand, no significant difference was found between the beliefs about using instructional strategies in class and classroom management.

Findings Related to the Third Sub-Problem

Table 3 demonstrates what methods the novice teachers use in their classes in terms of "classroom management".

Category / Theme	Classroom Management					
	Management of Negative Student Behaviors		Student Expectations and Classroom Rules		Coordination of In-Class Activities	
	f=46	**%**	**f=35**	**%**	**f=40**	**%**
Giving verbal warning	10	22				
Reminding the classroom rules	7	15	2	6		
Establishing eye contact	7	15				
Giving negative reinforcement	7	15	1	3		
Ignoring the undesired behavior	3	7				
Approaching the student	3	7	7	20	2	5
Creating star sheet	3	7	1	3		
Defining classroom rules together with students	2	4	18	51		
Calling the student by name	2	4				
Giving positive reinforcement	2	4				
Reminding the classroom rules after all undesired behaviors			1	3		
Providing verbal explanations to improve student motivation			5	14		
Preparing daily study plan					12	30
Adjusting and efficiently using time					2	5
Explaining the activities and instructions					6	15
Using materials appropriate for the subject					6	15
Implementing multiple intelligence activities					5	12
Controlling disruptive students					2	5
Conducting additional activities for problem students					2	5
Implementing the phases of the courseplan according to the order					3	8

Table 3. In-Class Methods Used by Novice Classroom Teachers Related to the Issue of "Classroom Management"

As is seen in Table 3, the methods that the novice teachers use in the classroom in terms of "classroom management" are given below.

According to the responses the novice teachers gave to closed-ended questions, the most common method that novice teachers use in the field of classroom management is giving verbal warning (22%), which is followed by establishing eye contact (15%), giving negative reinforcement (15%) and reminding the classroom rules (15%).

The most common method that novice teachers use in the field of classroom management in order to satisfy student expectations and classroom rules is defining classroom rules together with students (51%), which is followed by approaching the student (20%) and providing verbal explanations to improve student motivation (14%).

In the field of classroom management, the most common method that novice teachers use in order to coordinate in-class activities is preparing daily study plan (30%).

Table 4 demonstrates what methods the novice teachers use in their classes in order to "ensure student engagement in class".

Theme / Category	Ensuring Student Engagement in Class					
	Student Motivation and Things Done for Motivation		Motivation of Students with low Achievement		Ensuring Creative and Critical Thinking	
	f=43	**%**	**f=41**	**%**	**f=31**	**%**
Including works that they can accomplish	2	5				
Indicating the significance of the covered subject in everyday life	4	9				
Changing the instructional method	4	9				
Giving positive reinforcement	7	16	10	24	3	10
Motivating students to become successful	22	51				
Re-explaining	2	5				
Providing relevant exaples	2	5			2	7
Creating multiple intelligence activities			12	30		
Using interesting materials			8	20	2	7
Giving responsibility			3	7		
Assigning additional works			2	5		
Forming teacher-parent cooperation			3	7		
Creating star sheet			3	7		
Using the discussion technique					10	32
Completting history					4	13
Using the drama technique					6	18
Letting students create questions					4	13

Table 4. In-Class Methods Used by Novice Classroom Teachers in order to "Ensure Student Engagement in Class"

As Table 4 shows, the methods that the novice teachers use in the classroom in order to "ensure student engagement in class" are given below.

It was determined that novice teachers frequently use the method of motivating students to become successful (51%), and giving positive reinforcement (16%). The most common methods that novice teachers use in order to motivate students with low achievement are creating multiple intelligence activities (30%), giving positive reinforcement (24%) and using interesting materials (20%). In the field of student engagement in class, the most common method that novice teachers use in order to ensure creative and critical thinking is using the discussion technique (32%), which is followed by using the drama technique (18%), completing history (13%) and letting students create questions (13%).

Table 5 demonstrates what methods the novice teachers use in their classes in terms of "using instructional strategies in class".

Category / Theme	Using Instructional Strategies in Class					
	Alternative Strategies for Students' Misconceptions		Evaluation of What is Taught		Rendering Classes Suitable for Highly Talented Students	
	f= 36	**%**	**f=38**	**%**	**f=23**	**%**
Using the drama technique	8	23				
Providing concrete examples	9	25				
Creating multiple intelligence activities	3	8			3	13
Using the discussion technique	4	11				
Performing additional works with figures, posters and models	9	25				
Benefiting from similarities and differences	3	8				
Using work sheets			2	5		
Taking example questions from different sources			6	16		
Using verbal questions			15	40		
Written evaluation (classical, multiple choice, filling the blanks...)			9	24		
Playing educational games			4	10		
Visual evaluation (using figures)			2	5		
Using educational websites					7	30
Using enriched instructional methods					13	57

Tablo 5. In-Class Methods Used by Novice Classroom Teachers in terms of "Using Instructional Strategies in Class"

As is seen in Table 5, the methods that the novice teachers use in the classroom in terms of "using instructional strategies in class" are given below.

In the field of using instructional strategies in class, the most common methods that novice teachers use in order to provide alternative strategies for students' misconceptions are providing relevant concrete examples (25%), performing additional works with figures, posters and models (25%) and using the drama technique (23%).

In the field of using instructional strategies, the most common methods that novice teachers use in order to evaluate what is taught is using verbal questions (40%), which is followed by the method of written evaluation (24%).

In the field of using instructional strategies, the most common method that novice teachers use in order to render classes suitable for highly talented students is using enriched instructional methods (57%), which is followed by using internet for educational purposes (30%).

Comments and Discussion

Comments Related to the First Sub-Problem

Teachers perceive themselves to be highly adequate in using instructional strategies, ensuring student engagement and classroom management. Teachers' overall TSEB belief is at the level of 7.71. The top achievable score is/was (24x9) 216 and the minimum score that can/could be obtained is/was (24x1) 24. This value equals to 185 (7.71x24). In other words,

this level is equivalent to 86 (185/216) out of 100, which is fairly high. It could be stated, based on this finding, that novice teachers perceive themselves to be very adequate in teaching. This finding is higher then the total TSES scores of Tschannen-Moran & Hoy (2007) ($\overline{X}$ =6.87) and Hoy & Spero (2005) ($\overline{X}$ =5.03).

Comments Related to the Second Sub-Problem

It was observed that the novice classroom teachers graduated from ATTA perceive themselves in their first years of service to be more adequate in classroom management and using instructional strategies in class than in ensuring student engagement in class. This finding is in parallel line with the findings of Tschannen-Moran & Hoy (2007). These findings can be interpreted as follows: ATTA is more successful in providing students with these skills than the skills of ensuring student engagement. The finding may also stem from the fact that the credits of classroom management course and special teaching courses (Turkish Teaching, Math Teaching, and Science of Life Teaching) at ATTA are emphasised. On the other hand, the low number of courses in the ATTA curriculum that would provide teacher candidates with skills of ensuring student engagement in class might have affected the relevant skills of the novice teachers.

Comments Related to the Third Sub-Problem

Novice teachers conduct various activities in the classroom. Therefore, they reflect the training they obtained in the pre-service period into the classroom. Besides, this finding may stem from the quality of the training they obtained in the pre-service period. This finding supports the findings of Linn et al. (2002) and Babadoğan (2010). Novice classroom teachers frequently use methods, which are important activities of classroom management, such as "reminding classroom rules", "giving verbal warning", "establishing eye contact" and "approaching the student". Based on this finding, it can be stated that the "classroom management" course offered in ATTA has provided teacher candidates with the ability to implement the above-mentioned methods. Novice teachers perceive themselves to be highly adequate in coordinating in-class activities. The most commonly used method in the classroom to this end is the preparation of daily study plans. It can therefore be concluded that the "Curriculum Development" course offered in ATTA is highly adequate in providing these skills.

In order to "ensure student engagement in class", novice teachers graduated from ATTA frequently use methods such as "motivating students to become successful", using the discussion technique", "creating multiple intelligence activities" and "giving positive reinforcement". Based on this finding, it can be thought that the courses given in ATTA that include special teaching methods (Turkish Teaching, Math Teaching, Science of Life Teaching etc.) have been effective. However, it was observed that the novice teachers mostly prefer methods based on skills that can be obtained in the "classroom management" course in "motivating students" which falls into the sphere of "ensuring student engagement in class". The subject of classroom rules takes an important place in classroom management. Therefore, it is inferred that teachers highly value these rules. TSEBs related to classroom management were found to be higher than the other dimensions. Studies in the literature suggest that the classroom management course is an important factor affecting the TSEB (Ekici, 2008; Woolfolk, Rosoff & Hoy, 1990). In this respect, it can be argued that novice teachers coordinately use the skills they obtained both from courses related to special teaching

methods and from the classroom management course in the methods they use in order to "ensure student engagement in class".

Novice teachers perceive themselves highly successful in "using instructional strategies in class". These beliefs are based on the following methods: "using enriched instructional methods", "using verbal questions", "using educational websites", "performing additional works with figures, posters and models", "providing concrete examples" and "using the drama technique". Therefore, it can be concluded that the courses, which are related to special teaching methods, given in ATTA provide teacher candidates with effective experiences in using instructional strategies.

Recommendations

In this research, the level of novice teachers' "teaching self-efficacy beliefs" and the in-class activities they employ related to these beliefs were examined. In the study, the following suggestions can be formulated in the light of the conclusions drawn through both qualitative and quantitative data.

1. It is necessary to increase the number of courses in the curriculum of ATTA that provide skills of ensuring student engagement in class (Turkish Teaching, Math Teaching, Science of Life Teaching, Read/Write Teaching etc.).
2. The courses that provide students with skills related to classroom management, using instructional strategies in class and ensuring student engagement in class should be conducted coordinately.
3. Active learning methods and techniques that ensure student engagement in class should be investigated, and these methods should be exemplified and supported with applications in the special teaching courses in the ATTA curriculum (Turkish Teaching, Math Teaching, Science of Life Teaching etc.).
4. To improve the skills related to "ensuring student engagement in class", which is the dimension about which the novice teachers have the lowest level of self-efficacy belief, the internship durations and contents should be revised in order for teacher candidates at ATTA to benefit from experienced teachers.

Conclusion

In the research, both TSES and the open-ended questionnaire were administered to 27 novice teachers. The following major conclusions can be drawn from the qualitative and quantitative findings related to the three sub-problems of the research:

1. Novice TSESs is at a highly adequate level. This value equals to 185 (7.71x24). In other words, this level is equivalent to 86 (185/216) out of 100, which is fairly high.
2. Novice TSESs are highest in "using instructional strategies in class", followed by "classroom management", and lowest in "ensuring student engagement in class". Novice teachers' self-efficacy beliefs about the dimension of "using instructional strategies in class" are higher than their beliefs about "ensuring student engagement in class". Moreover, their self-efficacy beliefs about "classroom management" are higher than their beliefs about "ensuring student engagement in class".
3. Novice teachers, in classroom management, use the method of "giving verbal warning" most in controlling negative student behaviors, use the method of "defining

classroom rules together with students" most in the issue of classroom rules, and they use the method of "preparing daily study plan" most in the coordination of in-class activities. Novice teachers, in order to ensure student engagement in class, use the method of "motivating students to become successful" most in motivating students, "use the method of "creating multiple intelligence activities" most in motivating students with low achievement, and they use the method of "using the discussion technique" most in ensuring creative and critical thinking. Novice teachers, in using instructional strategies, use the methods of "providing concrete examples" and "performing additional works with figures, posters and models" most in providing alternative strategies for students' misconceptions, use the method of "using verbal questions" most in the evaluation of what is taught, and they use the method of "using enriched instructional methods" most in rendering classes suitable for highly talented students.

In general, teachers' total TSEB scores are at a satisfactory level. Novice teachers, in classroom management, use the method of "giving verbal warning" most in controlling negative student behaviors, use the method of "defining classroom rules together with students" most in the issue of classroom rules, and they use the method of "preparing daily study plan" most in the coordination of in-class activities.

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