The Relationship Between Self-Efficiency Perceptions and Conscious Awareness Levels of Teachers Teaching Turkish as a Foreign Language[1]

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Abstract

This study was carried out to determine the relationship between self-efficacy perceptions and mindfulness levels of teachers teaching Turkish as a foreign language. Because the research is about detecting of the existing relationship relational survey model is used. In 2019-2020 academic year, 108 teachers working in Mersin were included in the study, which was carried out in a quantitative design. Mindfulness Scale and Self-Efficacy Perception Scale Based on Teaching Turkish as a Foreign Language were used to collect data in the researsch. SPSS 24.0 statistical program was used for the analysis of the data. According to the findings obtained from the research, it was determined that there is a positive low-level relationship between the mindfulness levels of the teachers who teach Turkish as a foreign language and their self-efficacy.

Keywords: Turkish Teaching, Mindfulness, Self-efficacy.

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Introduction

Turkish teaching types are discussed under two main headings, these are; mother tongue (native language) and foreign language teaching (Candaş Karababa, 2009, p. 268). Today, Turkish is used as the official language and mother tongue in many parts of the world and it is the fifth most spoken language. However, its education and teaching as a foreign language is not as widely used as other languages (Akalın 2005, p. 1). Individuals' target language-oriented learning behaviors cover a long-term process. In order to respond to the learning demands for the developing interest for some languages, the countries that use the pointed language as a mother tongue may prefer some scientific research processes in order to organize and improve their education and training processes (Durmuş, 2013, p. 208).

According to Bandura (1977), self-efficacy is the belief in one's own abilities to plan and implement the roadmap that individuals need in order to manage future events. Studies on teacher self-efficacy started in the 1980s and the concept of teacher self-efficacy; he was under the influence of two theories, namely Rotter's (1966) locus of control theory and Bandura's (1977) social learning theory

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(Kurbanoğlu, 2004, p.142). Teachers' self-efficacy beliefs about fulfilling their duties; it is observed that there is a direct correlation between students' success and motivation, classroom management skills, teaching principles, and method preferences, the time allocated to teaching and the level of effort for students to achieve success. Conscious awareness, on the other hand, is expressed as staying in the moment by focusing on the present in a non-judgmental and accepting way (Kabat-Zinn, 1994). According to Germer, Siegel, and Fulton et al. (2013), mindfulness provides the opportunity to be alive and awake at any moment in life. Conscious awareness is the set of skills that enable us to be active against the events in the moment.

In order to organize their own actions and to determine the goals they want to achieve, it is necessary for the individuals to have the self-belief to perform that action as well as the abilities of the individual. Bıkmaz (2006) underlines that self-efficacy beliefs are instrumental in determining the goals one wants to reach and in controlling the environment in which they have gained experience (Bıkmaz, 2006, p. 38). In that case, the effect of self-efficacy beliefs on individuals' taking action emerges as an undeniable fact. Zimmerman (1995) defines self-efficacy as a person's personal belief in his or her capacity to perform and succeed. According to Gawith (1995), on the other hand, he states that although a person has the ability to perform a skill, he may not be able to do it if he does not have self-confidence (Akkoyunlu & Kurbanoğlu, 2003, p. 3).

Self-efficacy belief is based on four basic sources that are in constant interaction with each other: Past experiences, indirect observation (experiences of others), verbal persuasion, and affective experiences (Bandura, 1977, 1994). Therefore, while positive experiences strengthen self-efficacy, negative experiences weaken self-efficacy (Fanni, Rega, & Cantoni et. al., 2013, p. 101). While individuals belief that they will be successful in comparable actions may increase when they see the success of the individuals they modeled around them, their belief that they will be successful may weaken when they see that the person around them who they can take as a model fails despite their intense efforts (Şensoy, 2004, p. 27). Praise or negative comments can also affect self-efficacy, but it is argued that it is easier to weaken negativity through negative evaluations than to support it with positive evaluations (Morris, 2004, p. 160). A teacher's feelings of joy or pleasure in teaching a successful lesson can increase lesson effectiveness and sense of self-efficacy, but high levels of stress or anxiety associated with fear of losing control may cause lower self-efficacy beliefs (Tschannen-Moran & Woolfolk-Hoy, 2001, p. 787).

Saracaloğlu, Aslantürk and Çengel et. al. (2016) also show teacher self-efficacy; they define it as teachers' belief that they can do the work they need to do in order to complete their work successfully, and their belief in their capacity to influence students' success. In another definition of teacher self-efficacy, the teacher's self-efficacy belief is the belief in the ability to reveal the desired results of student interaction and learning, even among difficult or reluctant students (Tschannen-Moran & Woolfolk-Hoy, 2001, p.783). Self-efficacy belief, which is directly related to the teacher's in-class attitudes and behaviors; it is an important concept that is closely related to student outcomes such as student success, motivation and student self-efficacy belief. Teachers' self-efficacy beliefs affect their efforts to teach, the goals they set, and their desire for teaching (Tschannen-Moran et al., 1998, p. 16). It is known that the teaching of Turkish as a Foreign Language is carried on by different institutions and organizations in the world and in the country. As a result of the studies, it has been tried to determine the necessary qualifications of the teachers who are assigned to teach Turkish as a foreign language. (Mete & Gürsoy, 2013, pp.347-348)

Conscious awareness is defined as a deep awareness of the events and phenomena that occur in the inner world and environment of individuals (Brown, Ryan, & Creswell et. al., 2007). At the core of mindfulness is a deep understanding of the existence of the human mind and nature, and the treatment of the three types of poisons: greed, hatred, and ignorance (Kabat-Zinn, 2003). In a sense, mindfulness is an application that allows one to observe their own mental and bodily inner experiences while focusing their attention on instant experiences. Also, according to Kabat-Zinn (2003), although it has its origins in Buddhism, it should not only be considered as a Buddhist tradition, but also as a universal human ability that can be inherited. The fact that awareness is a universal value stems from its features that can be learned, applied and benefited by everyone. In a

sense, mindfulness is an application that allows one to observe their own mental and bodily inner experiences while focusing their attention on instant experiences. Again, according to Kabat-Zinn (2003), although it has its origins in Buddhism, it should not only be considered as a Buddhist tradition, but also as a universal human ability that can be inherited. The fact that awareness is a universal value stems from its features that can be learned, applied and benefited by everyone.

The conscious awareness process requires certain attitudes and behaviors. These; non-judgment (Demir, 2014; Kbat-Zin, 2005; Roemer, Orsillo & Salter-Pedneault et. al., 2008), focusing on the present (Baer, 2003; Brown & Ryan, 2003; Brown et al., 2007), attention and consciousness (William & Penman, 2014). Another concept to which the concept of mindfulness is closely related is self-efficacy. Self-efficacy, which is associated with coping with daily stress and challenging conditions, is expressed as the belief that an individual has sufficient skills and competence to complete a task successfully (Bandura, 1977; 1982). Despite the existence of a rapidly developing literature framework for the concept of mindfulness, it is seen that there is not enough research that deals with the beliefs, attitudes, feelings and thoughts of the individual in connection with mindfulness. Although the positive contributions of mindfulness to academic self-efficacy are known (Hanley, Palejwala, Hanley, Canto, & Garland et al., 2015), it is noteworthy that the number of national and international studies on the concept of self-efficacy developed on the basis of mindfulness is quite low.

The main motivation for this study is to determine the relationship between self-efficacy perceptions and mindfulness levels of teachers teaching Turkish as a foreign language.

The problem sentences of the research were determined as follows:

1. What is the self-efficacy level of the instructors who teach Turkish as a foreign language

2. What is the level of conscious awareness of the teachers who teach Turkish as a foreign language?

3. Is there a significant relationship between the self-efficacy and mindfulness levels of the teachers teaching Turkish as a foreign language?

Method

In this study, which was carried out to determine the relationship between the self-efficacy and mindfulness levels of the teachers teaching Turkish as a foreign language, the relational survey model, which is one of the descriptive methods, was used. Karasar (2003) defined survey models as research approaches that describe a situation that took place in the past or continues to happen today, without subjecting it to any change. Relational survey model, on the other hand, are expressed as research models that detect the connection between two or more variables and try to detect the change and the degree of change.

Research Group

Within the scope of this study, in 2019-2020 academic year a questionnaire was applied to 129 teachers from Turkish, Turkish language and literature and classroom teachers working in the central districts of Mersin (four districts), and 21 of them were excluded from the data set for different reasons. The research group consists of a total of 108 teachers who can be accessed by the researcher and participate voluntarily. Due to the COVID-19 pandemic, the data collection tool was delivered to the participants online and the data was collected electronically. Information about the research group is given in the Table 1 below.

Table 1

Demographic characteristics of the research group

Variable		f	%
Gender	Female	46	42.6
	Male	62	57.4
Age	20 – 25 years	11	10.2
	26 – 30 years	32	29.6
	31 and over	65	60.2
Education status	Turkish Teaching	33	30.6
	Classroom teaching	27	25.0
	Turkish Language and Literature Teaching	48	44.4
Seniority	0-5 years	65	30.0
	6-10 years	42	19.4
	11 years and above	45	20.7
School type	Primary School	20	18.5
	Middle School	53	49.1
	High school	35	32.4

When the Table 1 is examined, 42.6% of the teachers participating in the research are female and 57.4% are male. Considering the age variable, it is seen that 10.1% of the teachers are in the age range of 20-25, 29.6% are in the range of 26-30, 60.2% are in the range of 31 and over. When the undergraduate programs of the teachers are examined, it is seen that 30.6% of them are Turkish teachers, 25% are classroom teachers, and 44.4% are Turkish language and literature graduates. According to the variable of seniority, it is seen that 30% of the teachers have 0-5 years of experience, 19.4% of them 6-10 years and 20.7% of them have 11 or more years of experience. According to the type of school they work at, it is seen that 18.5% of the teachers work in primary school, 49.1% in secondary school, and 32.4% in high school.

Data Collection Tools

In this study, data was collected with the "Personal Information Form", "Self-Efficacy Perception Scale Based on Teaching Turkish as a Foreign Language" and "Conscious Awareness Scale" developed by the researcher.

Personal Information Form: It is a form containing closed-ended questions in order to determine the personal and professional characteristics of the teachers included in the research. The personal

information form was developed by the researcher in order to collect data on variables such as gender, age, education status, seniority, type of school from which they graduated, taking courses related to teaching Turkish to foreigners and participating in Turkish teaching certificate program.

Self-Efficacy Perception Scale Based On Teaching Turkish As A Foreign Language

"Self-Efficacy Perception Scale Based on Teaching Turkish as a Foreign Language" developed by Şahin et al. (2013) was used within the scope of the research in order to collect data on the self-efficacy perceptions of teachers teaching Turkish as a foreign language. The scale, which was developed by applying it to 1763 fourth grade teacher candidates who took Turkish language teaching for foreigners at Çanakkale 18 Mart University, was graded as a 5-point Likert scale consisting of 25 items. The answers given to the scale items are "1-Strongly Disagree", "2-Disagree", "3-Undecided", "4- Agree", "5-Strongly Agree". While the highest score that can be obtained from the scale is 125, the lowest score is 25 points. The scale consists of three factors: "For teaching basic language skills", "Foreign language teaching methods and assessment and evaluation" and "For vocational pedagogy and culture" self-efficacy perceptions. According to the results obtained from the reliability analyzes carried out by the researcher within the scope of this study, the Cronbach's Alpha coefficient obtained for the overall scale was calculated as .98. In line with the results obtained, it can be said that the scale is highly reliable.

Conscious Awareness Scale.

The mindfulness scale developed by Brown and Ryan (2003) has a single factor structure consisting of 15 items. The scale gives a single total score result. The internal consistency coefficient of the scale, which was developed in a six-point Likert type, was determined as .82. The validity and reliability studies of the scale, which was adapted to Turkish by Özyeşil, Arslan, Kesici, and Deniz et. al. (2011) were carried out on university students. To determine the factor structure of the scale, exploratory and confirmatory factor analysis was carried out and it was determined that the scale represented a one-dimensional structure. The test-retest correlation value of the scale, whose Cronbach Alpha internal consistency coefficient was calculated as .80, was .86. According to the results obtained from the reliability analyzes carried out by the researcher within the scope of this study, the Cronbach's Alpha coefficient obtained for the overall scale was calculated as .91. In line with the results obtained, it can be said that the scale is highly reliable.

Analysis of Data

The answers given by the teachers to the questionnaire items were coded into the computer by the researcher using the SPSS 24.0 package program for data entry of the data obtained from the participants. After the data entry process, the percentage distribution of the teachers who answered the questionnaire was determined according to their demographic characteristics. By calculating the arithmetic averages and standard deviations of the answers given to the questionnaires, the distribution of teachers' self-efficacy and mindfulness levels was determined.

In order to determine whether there is a significant difference in teachers' self-efficacy and mindfulness levels according to variables such as gender, age, education status, seniority, type of school from which they graduated, taking courses related to teaching Turkish to foreigners and participating in a Turkish teaching certificate program, the unrelated samples test and one-factor between-group analysis of variance (ANOVA) was used. Pearson correlation analysis was used to determine the relationship between teachers' self-efficacy levels and mindfulness levels. The data obtained were analyzed in the SPSS 24.0 program on the computer and all the results were evaluated at the p < .05 significance level.

Findings

In the first sub-problem of the research, the level of self-efficacy of the teachers teaching Turkish as a foreign language was examined. The distribution of the mean and standard deviation values of the self-efficacy of the teachers teaching Turkish as a foreign language is shown in the Table 2 below.

Table 2

Instructors' Views on Self-Efficacy

Dimensions	$\bar{x}$	S
Teaching Basic Language Skills	3.68	.98
Foreign Language Teaching Methods and Assessment	3.62	.95
Towards Professional Pedagogy and Culture	3.63	.91
Total	3.64	.91

When the Table 2 is examined, it is seen that the teachers who teach Turkish as a foreign language have the highest self-efficacy for teaching basic language skills ($\bar{x}$ = 3.68), according to teacher perceptions. It is seen that the teachers' self-efficacy towards foreign language teaching methods and assessment and evaluation ($\bar{x}$ = 3.62) is the lowest. When the standard deviation values are examined, it is seen that the most homogeneous distribution is in the self-efficacy levels for vocational pedagogy and culture (S = .91), while the most heterogeneous distribution is in the self-efficacy levels for teaching basic language skills (S = .98).

In the second sub-problem of the study, the level of conscious awareness of the teachers teaching Turkish as a foreign language was examined. The distribution of the mean and standard deviation values regarding the mindfulness of the instructors teaching Turkish as a foreign language is shown in the Table 3 below.

Table 3

Instructors' Views on Conscious Awareness

Items	$\bar{x}$	S
Item 1	3.52	1.27
Item 2	4.25	1.66
Item 3	4.66	1.44
Item 4	4.06	1.47
Item 5	4.39	1.47
Item 6	4.15	1.38
Item 7	3.84	1.40
Item 8	4.34	1.39
Item 9	4.17	1.39
Item 10	4.23	1.43

Item 11	3.90	1.45
Item 12	4.89	1.39
Item 13	3.86	1.40
Item 14	4.23	1.62
Item 15	4.50	1.62
Total	4.45	1.41

When the Table 3 is examined, it is seen that there is a positive, low-level (r = .222). When the table is examined, as a result of the evaluation of the mindfulness levels of the teachers teaching Turkish to foreigners throughout the scale, the mindfulness levels of the teachers were found to be high (x̄ =4.45). Within the framework of the findings obtained, the items with the highest scores on mindfulness levels are "I go places without realizing it, and then I am surprised why I go there" (x̄ = 4.89) and "I find it difficult to focus on what is happening right now" (x̄ = 4.66). As the score obtained from the overall scale increases, the level of mindfulness also increases.

In the main problem of the research, it was examined whether there is a significant relationship between the self-efficacy and mindfulness levels of the teachers who teach Turkish as a foreign language. Pearson correlation analysis was used to obtain the findings.

A coefficient of 1.00 obtained in the correlation analysis indicates a perfectly positive relationship; A value of -1.00 indicates a perfectly negative relationship; A value of 0.00 indicates that there is no relationship. A correlation coefficient between 0.70 and 1.00 in absolute value indicates a high level, a medium between 0.70-0.30 and a low correlation between 0.30 and 0.00. (Buyukozturk, 2013).

The findings between the self-efficacy and mindfulness levels of the teachers teaching Turkish as a foreign language are given in the Table 4 below.

Table 4

Correlation Analysis Results

	Teaching Basic Language Skills	Foreign Language Teaching Methods and Assessment and Evaluation	Vocational Pedogogy and Culture Oriented	Conscious Awareness	Self-efficacy
Teaching Basic Language Skills	1				
Foreign Language Teaching Methods and Assessment and Evaluation	.906**	1			
Vocational Pedogogy and Culture Oriented	.862**	.934**	1		
Conscious Awareness	.181	.213*	.230*	1	
Self-efficacy	.929**	.973**	.984**	.222*	1

** p<.01   * p<.05

When the Table 4 is examined, it is seen that there is a positive, low-level (r = .222) relationship between the mindfulness levels and self-efficacy of the teachers who teach Turkish as a foreign

language, according to the opinions of the teachers. When researchers examine it according to the sub-dimensions of self-efficacy, mindfulness levels and self-efficacy for teaching basic language skills (r =.181), self-efficacy for foreign language teaching methods and assessment and evaluation (r =.213) and self-efficacy for vocational pedagogy and culture (r =.230) sub-dimensions, there is a positive, low-level relationship. When the self-efficacy sub-dimensions are considered within themselves, it is seen that there is a positive and high correlation (r = .906, r = .862, r = .934) between all sub-dimensions. It is seen that there is a positive and high level correlation (r = .929, r = .973, r = .984) between total self-efficacy levels and self-efficacy sub-dimensions.

Conclusion and Recommendations

According to the results obtained from the findings of the research, it is seen that there is a positive, low-level relationship between the mindfulness levels of the teachers who teach Turkish as a foreign language and their self-efficacy. According to this result, it is seen that the conscious awareness of the teachers with high self-efficacy is also high. According to Bandura (1997), an important representative of social-cognitive theory, the way individuals think and feel about their abilities, especially when they have to cope with difficult conditions, is highly related to how they will behave. In this context, people with high self-efficacy perception levels are more open-minded and can reach solutions more easily by thinking about different ways to solve problems. As a matter of fact, people with low self-efficacy levels may stay away from activities that will increase their anxiety or they may be inclined to choose activities that they think will be successful without taking risks. From another point of view, individuals with high self-efficacy levels are expected to participate more willingly and effectively in activities.

With the increase in the level of conscious awareness, people become aware of the fact that they self-criticize and evaluate themselves by judgment, and that their minds are directed towards negative experiences in the past and possible future negativities. The self-efficacy levels of individuals whose limiting perceptions and critical attitudes towards themselves decrease and who can evaluate events and phenomena separately from the thread of the past or the future will increase.

While the problems that exist in teaching as a mother tongue are discussed and discussed a lot, discussing and addressing the deficiencies in foreign language teaching can be seen as less important. However, if a language is rich or developed; it does not depend only on the content and structures produced with that language, or the fact that it can provide mother tongue education effectively, or the rich number of words in the language or the proper use of the language by the society in accordance with the rules (Candaş Karababa, 2009, p. 268).

It is observed that there is a direct correlation between students' success and motivation, classroom management skills, teaching principles and method preferences, the time allocated to teaching and the level of effort to achieve success with the teachers' self-efficacy beliefs about fulfilling their duties. In this context, it can be stated that increasing teachers' self-efficacy perceptions is directly related to increasing the quality of education and training, and on the other hand, it can enable the teacher to personally perform her profession with higher satisfaction and efficiency. In the light of the results obtained from the research, it is thought that the teachers who teach Turkish as a foreign language have conscious awareness and this can make positive contributions to their education and training activities.

Suggestions for researchers in line with the findings of the study are as follows: This research, which was carried out in Mersin, can be studied with teachers working in different provinces. With a different scale that can be developed, the self-efficacy levels of the instructors teaching Turkish as a foreign language can be measured. In the study, it was determined that there is a relationship between mindfulness and self-efficacy levels. Other variables that are thought to affect the self-efficacy of teachers teaching Turkish as a foreign language can be studied. Qualitative studies can be conducted that will allow for an in-depth interviews of teachers' mindfulness levels. As for the practitioners; training programs can be organized to increase the proficiency of instructors teaching

Turkish as a foreign language. The existence of a relationship between self-efficacy and mindfulness was determined in the research results and related literature, and it was observed that while the level of mindfulness increased, the level of self-efficacy also increased. These data can be used to increase the quality and efficiency of education in teaching Turkish as a foreign language.

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