

AN EXPLORATION OF PERCEIVED SELF-DETERMINATION
AND SELF-EFFICACY OF EFL INSTRUCTORS
IN A TURKISH STATE UNIVERSITY

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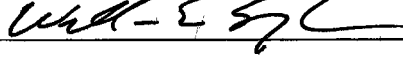
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June 2004

To my beloved husband, Orhan



I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Foreign Language.



(Dr. Bill Snyder)

Supervisor

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Foreign Language.



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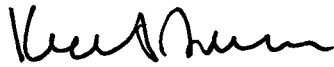
I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Teaching English as a Foreign Language.



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ABSTRACT

AN EXPLORATION OF PERCEIVED SELF-DETERMINATION AND SELF-EFFICACY OF EFL INSTRUCTORS IN A TURKISH STATE UNIVERSITY

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June 2004

The study investigated the level of perceived self-determination and self-efficacy of the EFL instructors working in the Anadolu University School of Foreign Languages (AUSFL) in the 2003-2004 academic year. The study also examined the possible relation between instructors' perceived self-determination and self-efficacy. Forty-nine EFL instructors working in AUSFL participated in the study.

Two data collection instruments were used in the study. A survey combining the Work Climate Questionnaire (Deci et al., 2001) and the Teacher Efficacy Scale (Woolfolk & Hoy, 1990) was used to identify the level of perceived self-determination and self-efficacy of the instructors. Interviews were then carried out with ten participants chosen considering their levels of self-determination and self-efficacy to explore the perceived self-determination and self-efficacy of the instructors and the possible relation between the two.

The results revealed that the majority of instructors perceived themselves to be working in an autonomy supportive environment. Textbook selection, the use of extra materials, teaching methods, and exam preparation were the areas the instructors mostly felt autonomous. However, unmotivated students and heavy workload affected the instructors' motivation negatively. The quality of relationships between the instructors and the administration also appeared to be influential. As for teacher efficacy, the majority of instructors had high levels of personal and general teaching efficacy. However, no significant relation was found between the levels of self-determination and self-efficacy of the instructors.

The results reveal the importance of autonomy support in work settings for teachers, but also the complexity of the factors that influence teachers' perceptions.

Key words: Self-determination, autonomy, relatedness, competence, self-efficacy

ÖZET

TÜRKİYE’DE BİR DEVLET ÜNİVERSİTESİNDEKİ İNGİLİZCE ÖĞRETMENLERİNİN ÖZ-BELİRLEYİCİLİK VE ÖZ- YETERLİLİKLERİ ÜZERİNE BİR ARAŞTIRMA

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Bu çalışma, 2003-2004 akademik yılında Anadolu Üniversitesi Yabancı Diller Yüksekokulu’nda çalışan İngilizce öğretmenlerinin öz-belirleyicilik ve öz-yeterlilik bağlamında kendilerine nasıl algıladıklarını araştırmıştır. Çalışma aynı zamanda öğretmenlerin öz-belirleyicilik ve öz-yeterlilik algıları arasındaki olası ilişkiyi de incelemiştir. Çalışmaya, Anadolu Üniversitesi Yabancı Diller Yüksekokulu’nda çalışan 49 İngilizce öğretmeni katılmıştır.

Bu çalışmada iki veri toplama aracı kullanılmıştır. Öğretmenlerin öz-belirleyicilik ve öz-yeterlilik bağlamında kendilerini nasıl algıladıklarını saptamak amacıyla, The Work Climate Questionnaire (Deci et al., 2001) ve the Teacher Efficacy Scale (Woolfolk & Hoy, 1990) den oluşan bir anket kullanılmıştır. Anket verileri toplandıktan sonra, öz-belirleyicilik ve öz-yeterlilik durumlarına göre rasgele

seilen on katılımcıyla mülakatlar yapılmıştır. Bu mülakatların amacı öğretmenlerin öz-belirleyicilikleri ve öz-yeterliliklerini ve ikisi arasındaki ilişkiyi derinlemesine incelemektir.

Çalışmanın sonuçları, öğretmenlerin büyük bir çoğunluğunun, çalıştıkları ortamı öz-belirleyiciliklerini (otonom) ve öz-yeterliliklerini destekler durumda algıladıklarını göstermiştir. Öğretmenler en çok ders kitabı seçimi, ders kitabı harici materyal kullanımı ve sınav hazırlığı konularında kendilerini otonom olarak algılamışlardır. Öte yandan, motivasyonu düşük öğrencilerin ve ağır iş yükünün, öğretmenlerin motivasyonunu olumsuz olarak etkilediği görülmüştür. Öğretmenler ve yöneticiler arasında ilişkilerin niteliğinin de etkili olduğu saptanmıştır. Öz-yeterlilik konusunda, öğretmenlerin büyük bir çoğunluğunun kişisel ve genel öğretmenlik öz-yeterliliklerinin çok yüksek olduğu saptanmıştır.

Bu çalışmanın sonuçları iş ortamının, öğretmenlerin öz-belirleyicilikleri üzerindeki destekleyici etkisinin önemini vurgulamıştır. Çalışma, aynı zamanda, öğretmenlerin kendi öz-belirleyiciliklerini ve öz-yeterliliklerini algılayışlarını etkileyen faktörlerin karmaşıklığını da ortaya koymuştur.

Anahtar kelimeler: öz-belirleyicilik, otonom, aitlik duygusu, yeterlilik, öz-yeterlilik

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CHAPTER I: INTRODUCTION

Introduction

Motivation is a concept describing factors within or outside individuals that lead to behavior to satisfy needs and to achieve goals. For organizations that inevitably require human resources, issues related to motivation appear to be crucial. In the field of education, for example, human resources, namely teachers, are at the heart of the learning and teaching processes from primary school to post-graduate studies.

Motivation for teachers, then, seems to be important in any phase of education.

Richards and Lockhart (1995) argue that teachers play more crucial roles than do other resources in language teaching. However, research into language teachers' motivation is rarer than research into teacher motivation in general (Dörnyei, 2001). This suggests that teachers and teacher motivation also require more attention in language teaching.

This study aims to explore the motivation of EFL instructors working at Anadolu University, School of Foreign Languages in Turkey. The primary objective of the study is to examine the perceived level of self-determination and self-efficacy of the instructors through two motivational theories: Self-Determination Theory (Deci & Ryan, 1985) and Self-Efficacy Theory (Bandura, 1997). The ultimate aim is to determine whether the perceived self-determination and self-efficacy of the instructors relate to each other.

Background of the study

Teachers are generally considered crucial actors in the learning process because of their different roles in guiding, monitoring and supporting learners (Dörnyei, 2001). However, much of the research in the field of education has been from a learner perspective, and the issue of teacher motivation has received little attention (Csikszentmihalyi, 1997). Instead, research into teachers has mostly focused on teacher morale and teacher job satisfaction (Ar, 1998; Bayraktar, 1996; Bogler, 2002; Brunetti, 2001; Coşkuner, 2001; Evans, 1997; Friedman, 1991; Friedman & Farber, 1992; Guglielmi & Tatrow, 1998; Zabriskie et al, 2002). Research into teacher job satisfaction considers job satisfaction as a general concept that is susceptible to the factors in a work environment. These factors include personal and environmental factors which may lead to satisfaction or dissatisfaction among teachers. For example, according to his study of 1,579 teachers in 78 elementary schools in Israel, Friedman (1991) states that environmental factors including pedagogical, administrative, social and physical concerns play important roles in high or low job satisfaction. Evans (1997) conducted a case study of factors influencing teacher morale and job satisfaction in an English Primary School. This study reveals that leadership and hierarchical management structure are of considerable importance, as they may result in low morale and dissatisfaction. Although these studies provide invaluable insights into teacher job satisfaction as a general concept, they mention teacher motivation only in passing because motivation is considered one of the factors affecting teacher job satisfaction.

Dörnyei (2001) suggests that in the light of motivational research in the literature, teacher motivation may relate to four motivational aspects: intrinsic motivation, contextual factors, temporal axis, and fragility. Teaching, first of all, is generally associated with educating new generations, which is said to inspire teachers in

choosing their profession. This is indeed the source of teachers' intrinsic motivation, and thus is generally regarded as the main constituent of teacher motivation. Yet, in the teaching profession, contextual factors, class sizes, school climate, decision-making processes, and workload are also of considerable importance because they represent the external sources of teacher motivation. How teachers perceive their job on a temporal basis is another constituent because working as a teacher may bring the assumption of a lifelong career (Coşkuner, 2001). Teachers also seek promotion that motivates them with possible career pathways. In discussing the fourth motivational aspect, fragility, Dörnyei (2001) notes that teachers form one of the least satisfied professional groups, and teacher motivation is susceptible to negative effects, which may ultimately result in low teacher motivation. For example, dealing with students is difficult because it seems unlikely to control all these students, make them happy, and more importantly teach them. The examples above give insights into what factors affect teacher motivation in their work environment.

Considering the external and internal influences on motivation, teacher motivation may require in-depth research with particular reference to extrinsic and intrinsic motivation. In their research into motivation, Ryan and Deci (2000a) summarize the two types of motivation based on what reasons and goals lead people to take certain actions. Extrinsic motivation is traditionally characterized by the external influences that promote certain behaviors to achieve a goal. On the other hand, intrinsic motivation is generally defined as the stimulation or drive stemming from within oneself. Intrinsically motivated people engage in activities for the sake of the activity itself because it is either satisfactory or interesting to them.

Two theories can be useful in gaining a better understanding of the reasons behind teacher motivation. Self-Determination Theory, as Deci and Ryan (1985) state,

proposes that autonomy and control are the core elements of human motivation. When people are controlled by others in their work, motivation decreases, and negative feelings occur towards their occupation and others in their environment. On the other hand, if people have choices in doing activities, in other words, if they work in an autonomy supportive environment, their motivation increases. Self-Determination Theory also asserts that two other elements, relatedness and competence have an impact on people's sense of autonomy. When people feel they 'belong' to the environment they are working in, they are more likely to internalize external influences, and thus are more motivated. Feeling competent in their abilities also contributes to autonomous and motivated behaviors because people decide to undertake or avoid activities taking into account their competencies.

What Self-Determination Theory emphasizes through competence is the core of Self-Efficacy Theory (Bandura, 1997). Self-Efficacy Theory is based on the belief that people can exercise influence over what they do through their beliefs in their capabilities. They make judgements about their abilities in accomplishing tasks. If a task requires time, energy and effort above their sense of self-efficacy for the task, they are unlikely to undertake this task. This allows people to have control over their lives in a way. Rotter (as cited in Bandura, 1997) states behavior tends to be influenced not only by people's actions but external forces beyond their control. External forces may affect people's sense of autonomy because they are not acting out of their own will.

Research in the theoretical models mentioned above seems to support the need for more research on teacher motivation. As one of the rare studies in the literature, Pennington (1995) provides insights into motivational factors through the study she conducted with a large number of ESL teachers in different countries. In the study, the instrument was a standardized work satisfaction questionnaire that consisted of 20

different work facets. The most highly rated facets were actually related to intrinsic motivation and job satisfaction, such as feelings of achievement and freedom to use their own judgement. The lowest rated ones, on the other hand, were considered salient evidence for non-supportive institutions, such as lack of praise received for work done and the way the administration handled subordinates.

In summary, although limited, a number of studies on teachers exist in the literature, but the focus is generally on teacher morale and job satisfaction with little reference to motivation. Hence, teacher motivation, especially language teachers' motivation has remained largely uninvestigated.

Statement of the problem

In Turkey, research into teacher-related issues in ELT settings is limited in number (Ar, 1998; Bayraktar, 1996; Coşkuner, 2001). Ar (1998) investigated the sentiments of EFL teachers at Turkish universities in terms of interpersonal relations, salaries, rewards, workload, administrators' and students' attitudes towards teachers, and job satisfaction. The findings indicate that some changes would be required to make teachers more involved in their work, including participation in decision making and curriculum renewal, promotion opportunities and increases in salaries. In the same vein, Coşkuner (2001) researched EFL teachers' perceptions of teaching as a career in relation to occupational and demographic factors. As to the findings, professional development, students and salaries were found to be influential on teachers' perceptions. Bayraktar (1996) conducted her study in both state and private universities in Turkey to find out the level of job satisfaction among instructors of English at Language Preparatory Departments. The study revealed that instructors at state universities exhibited higher job satisfaction scores than those at private universities,

and internal factors were higher than external factors in job satisfaction in all universities.

Although the above-mentioned studies reveal invaluable data, more research is required because different educational settings may be subject to different contextual factors which are directly related to motivation. Also, job satisfaction and sentiments of teachers cover various issues including motivation, and motivation alone requires in-depth research with its core elements of competence, relatedness, and self-determination (Ryan & Deci, 2000a).

This study aims to cast additional light on this issue by investigating the motivation of EFL instructors at Anadolu University, School of Foreign Languages (AUSFL) in Turkey. This particular school may be considered rich in context because it has gone through a curriculum renewal project which has resulted in important changes in the program. Thus, instructors may be affected by the changes in the curriculum both professionally and personally. This study, then, aims to investigate the instructors' motivation in this school by focusing on the perceived self-determination and self-efficacy among instructors, and possible relations between their sense of self-determination and self-efficacy.

Research Questions

This study will address the following research questions:

1. What is the level of perceived self-determination of AUSFL instructors within the work setting?
2. What is the level of perceived self-efficacy of AUSFL instructors?
3. How do AUSFL instructors' perceived self-determination and self-efficacy relate to each other?

Significance of the study

This study addresses the lack of research into teacher motivation in the field of EFL, and offers opportunities to study these issues. It may also provide information for administrators of schools at the university level by identifying issues of perceived self-determination and self-efficacy as they may relate to teacher motivation. This, in turn, may help administrators in making policy decisions for their institutions in order to maintain or increase teacher motivation.

At the local level, this study will be the first study on teacher motivation at Anadolu University, School of Foreign Languages. Thus, this evaluation of motivation from the instructors' perspective will give valuable feedback for understanding the work climate in this school. This study also will form a baseline for future research focusing on how the teachers perceive themselves in this environment in terms of their sense of self-determination and self-efficacy. The findings of this study may also contribute to the curriculum renewal process in the school in the sense of promoting teacher autonomy.

Key Terminology

The following key terms are used throughout this study:

Self-determination: Self-determination means having a sense of control over the activities in one's environment, and engaging in these activities on a voluntary basis (Deci & Ryan, 1985).

Autonomy: Autonomy means taking charge of or control over one's environment to initiate behavior (Deci & Ryan, 1985).

Relatedness: Relatedness is defined as the state of having satisfying relationships with other individuals in one's environment (Deci & Ryan, 1985; Ryan & Deci, 2000c).

Competence: Competence is related to the feeling of achievement that arises from meeting an intended or expected outcome after performing an activity (Ryan & Deci, 2000b,c).

Self-efficacy: Self-efficacy is the belief in one's capabilities to initiate and maintain behaviors through which people have control over the events in their environment (Bandura, 1995). Self-efficacy beliefs function as determinants of people's feelings, thoughts, behaviors, and motivation.

Conclusion

This chapter was an introduction covering the background of the study, the statement of the problem and the significance of the study. The second chapter is a review of the literature that the study is grounded on. In the third chapter, the methodology of this study is presented in the order of setting, participants, instruments, and data analysis procedures. The fourth chapter presents the findings of the study through the analysis of the data. In the fifth chapter, the findings of the study will be discussed. The implications and limitations of the study, and suggestions for further research will also be stated in the same chapter.

CHAPTER II: LITERATURE REVIEW

Introduction

This study explores 49 EFL teachers' perceptions of their self-determination and self-efficacy beliefs at Anadolu University School of Foreign Languages during the 2003-2004 academic year. This study also explores the possible relations between the self-determination and self-efficacy beliefs of the instructors.

In this study, two motivational theories, Self-Determination Theory and Self-Efficacy Theory will be the main reference points to explore the instructors' motivation. As a basis for the study, motivation will be explained first to provide background for discussing Self-Determination Theory. Within Self-Determination Theory, two other motivational sub-theories will also be explored: Cognitive Evaluation Theory, which mainly focuses on intrinsic motivation, and Organismic Integration Theory, which emphasizes the importance of extrinsic motivation. Self-Efficacy Theory will also be explained to provide the basis for discussing teacher efficacy. Last, teacher motivation, teacher efficacy, and teachers and self-determination will be discussed.

Motivation

Motivation is a term that refers to the psychological processes, including motives and drives in individuals, which lead them to behave in certain ways to achieve a goal (Deci & Ryan, 1985). Deci and Ryan state that motivational theories explore motivation by addressing two aspects of behavior: 'energy' and 'direction'.

Energy refers to the needs people try to satisfy. These needs may be internal, i.e. innate to the organism, or external, appearing through interactions with the environment. Direction is about how people interpret these internal and external needs and direct their actions to satisfy them. Direction refers to what people do to satisfy their needs, and how they do this.

Dörnyei (2001) states that researchers investigate human behavior by pursuing the question 'why' in providing an answer for behaviors people undertake; for example, "Why do people instigate some actions but not others?", "Why do people undertake some actions longer than others?", "Why do people put more effort on some activities but not others?" People undertake certain actions to satisfy internal or external needs. The direction of needs functions as a determinant of what to do to satisfy them, and accordingly how much effort to put into this action. The nature of needs determines whether people will persevere with this action or not. Motivation is then about the choices people make in terms of instigating behaviors, and the perseverance and effort they put into pursuing these behaviors.

Motivation varies across different actions in different contexts (Bess, 1997; Dörnyei, 2001; Walker & Symons, 1997). For example, people may be influenced by external factors when deciding to take some actions, but internal influences may be dominant for some others. Also, the level of motivation may change in the course of time according to these influences, and people may stop doing an activity when they feel it stretches their abilities, or they lose the control over this action. What instigates and what maintains human actions are the issues which can be discussed through explaining intrinsic motivation and motivational theories related to it.

Intrinsic Motivation

Intrinsic motivation is generally defined as the stimulation or drive stemming from within oneself rather than from stimuli present in one's environment.

Intrinsically motivated people engage in an activity for its own sake, such as for pleasure, learning, satisfaction, interest, and challenge (Deci & Ryan, 1985; Noels et al., 2003; Ryan & Deci, 2000a,b). Having intrinsic motivation suggests that people pursue an activity on a voluntary basis, without coercion and in the absence of an external reward. Intrinsic motivation is mainly enhanced through elements, such as curiosity, creativity, challenge and control (Vockell, 1995).

Curiosity is about whether people are really interested in engaging in an activity (Vockell, 1995). Interest is stimulated by the changes in one's environment or by making people wonder about something. For example, when a new textbook is used for a course, teachers as well as students are likely to feel a natural interest to learn what this book contains and how information is presented. The feeling of curiosity may be linked to Csikszentmihalyi's 'flow' experience (1997). According to Csikszentmihalyi, people have flow, in other words 'optimal experiences', when they engage in activities that are challenging but manageable because people do not feel interested in activities that can be handled without investing too much energy in them. Such activities do not stretch their skills and result in boredom rather than interest. Given an experienced teacher teaching the same subject matter to undergraduate students with the same book as an example, this teacher may be less interested in teaching that course because of being overly familiar with the book and the level of students.

Creativity, or fantasy (Vockell, 1995), refers to the use of imagination in dealing with a task. If a task promotes the involvement of people's imagination, then

it stimulates interest, which is essential for intrinsically motivated behaviors (Ryan & Deci, 2000c). The experienced teacher in the above-mentioned example may not need to use his creativity because he might have already tried many variations on teaching this subject. On the contrary, when he is asked to teach this course with a new book to graduate students, he will most probably find this course interesting because this new group of students and new book will require him to use his creativity to find new ways to teach the new material.

Challenge is mainly about the degree of difficulty of the goals that people set for themselves. Locke and Latham (as cited in Walker & Symons, 1997) assert that motivation is enhanced when people try to meet challenging goals. People will be more interested in an activity if it requires them to use their cognitive abilities optimally to attain the expected outcome. Motivation increases when people are performing personally meaningful activities that challenge their abilities. Csikszentmihalyi (1997) asserts that people feel flow experiences when they invest their energy in performing a challenging activity, the demands of which do not exceed their abilities. For example, a teacher using new materials with graduate students is likely to find teaching in that class challenging because this will require using his cognitive abilities to get the expected outcome of his teaching: learning. If the students learn what is taught, then the teacher feels competent and may have a flow experience. Csikszentmihalyi (1997) states that teachers are unlikely to have flow experiences when they are asked to perform activities that are too challenging, which does not promote intrinsic motivation.

Control may be considered the most important task element in enhancing intrinsic motivation (Deci & Ryan, 1985; Ryan & Deci, 2000a; Vöckell, 1995). When people have control over the activity they are performing and its possible

outcomes, they can exclude external influences that might affect their performance, such as passing an exam or getting a better job. Having control over their environment, in other words, being self-determined, ultimately leads to people seeking interesting and challenging activities that require creativity and cognitive skills. For example, when teachers are supported to make certain decisions about the courses they teach, they feel more involved in teaching that course because they perform without the interference of external influences. This will be likely to contribute to a higher level of intrinsic motivation by increasing their autonomy (Deci & Ryan, 1985; Noels et al., 2003; Ryan & Deci, 2000a).

All the factors enhancing intrinsic motivation are closely linked to each other. When an activity stimulates interest in people, it is likely to be a challenging one that requires optimal use of cognitive abilities. This also requires creativity because people are supposed to perform an activity that they are not completely familiar with. This unfamiliarity may create a sense of involving their preferences and priorities in engaging in this activity. Curiosity, challenge and creativity are operative when they are accompanied by autonomy. When people have control over an activity, they can make their own decisions in dealing with it. Without autonomy, then, it is unlikely that intrinsic motivation can be promoted.

Self-Determination Theory

Self-Determination Theory (SDT) (Deci & Ryan, 1985) is a motivational theory postulating that people psychologically need to feel competent, related and autonomous for intrinsically motivated behaviors (Levesque et al., 2004; Ryan & Deci, 2000b; Ryan & Deci, 2002; Vallerand, 2000). Deci and Ryan assert that meeting these basic human needs leads to intrinsic motivation in human behavior.

Motivation, and accordingly Self-Determination Theory, may best be explained with reference to these three needs.

Competence is related to the feeling of achievement that arises from meeting an intended or expected outcome after performing an activity (Ryan & Deci, 2000b,c). The sense of believing in one's abilities, in other words self-efficacy (Bandura, 1997), and competence are closely linked to intrinsic motivation in terms of choice. Bandura notes that people choose to invest energy in an activity when they believe that their knowledge and skills will probably lead to success in the end. In other words, they will decide to engage in an activity by considering how challenging it is for their competence, and how much curiosity this activity stimulates in them. The sense of competence and a high level of self-efficacy will determine their choices in engaging in activities (Ryan & Deci, 2002). For example, if the task demands are above their competence and strain their abilities, people avoid such tasks. On the other hand, if people feel that the challenges of a task are manageable, interesting and require them to use their creativity and cognitive abilities, they undertake such tasks. This suggests that people have choices to self-initiate and self-regulate behavior when their intrinsic motivation is promoted by curiosity, creativity, challenge and control.

Relatedness is defined as the state of having satisfying relationships with other individuals in one's environment (Deci & Ryan, 1985; Ryan & Deci, 2000c). SDT posits that humans have a basic need to be connected with others, and they thrive best in contexts of relatedness (Reis et al., 2000; Ryan & Deci, 2000a). Ryan and Deci (2002) state that achieving certain goals, such as passing an exam, or being promoted is not the concern of relatedness, but feeling secure in a community is. For example, when teachers work in an environment in which they have good

relationships with other colleagues and the administration, they feel comfortable in performing their job. Feelings of relatedness then comprise a dimension of feeling accepted by others together with mutual intimacy. Reis et al. (2000) review a number of factors that seem likely to plausibly contribute to feeling related. These factors, for example, indicate that when people feel that they are understood and appreciated by others in their environment, and when they participate in shared activities, this ultimately stimulates a sense of security and people perform activities free from negative feelings, such as anxiety and discomfort. If, for example, the school climate does not provide this sense of security but creates arguments and conflicts, then teachers will be unlikely to feel connected with others and have intimate relationships. Instead they will regard this environment a disturbing one which in turn kills their motivation to perform any activity related to teaching in that environment.

Although competence and relatedness seem to be salient in promoting self-determined behavior, fulfilling the need for autonomy is essential for self-determined behavior to flourish. Autonomy, which is sometimes used synonymously with self-determination, and is very important for SDT, means taking charge of or control over one's environment to initiate behavior (Deci & Ryan, 1985). In other words, autonomous people enact behaviors out of their own interest and their integration of values either internal or external to them (Ryan & Deci, 2002). When people have this control, they decide what, when and how to perform any activity. This allows them to self-initiate behavior with regard to their abilities, interests and task demands.

The nature of self-determined behavior requires the consideration of two other motivational theories within SDT: Cognitive Evaluation Theory and

Organismic Integration Theory. The former emphasizes the importance of autonomy supportive environments in enhancing intrinsic motivation. The latter posits that extrinsic motivation is also important in moving towards self-determined behavior, and proposes a taxonomy of human motivation.

Cognitive Evaluation Theory

Cognitive Evaluation Theory (CET) (Deci & Ryan, 1985), a subtheory within SDT, is grounded on the belief that intrinsic motivation that people inherently have will be catalyzed in autonomy supportive social contexts. CET asserts that the basic human needs, competence, relatedness and autonomy, are met in social contexts that lead to satisfaction by providing effective feedback, optimal challenges, and rewards (Houlihan et al., 2002). Houlihan et al. note that the CET framework proposes that intrinsic motivation is either enhanced or diminished in social contexts in terms of their being autonomy supportive or autonomy suppressing.

Autonomy supportive environments allow people to have control over their environment in the absence or minimal presence of pressure and imposition (Levesque et al., 2004). In other words, people in an autonomy supportive environment are given choices and a right to make decisions on job-related issues. “[A]utonomy support involves the supervisor’s understanding and acknowledging the subordinate’s perspective, providing meaningful information in a non-manipulative manner, offering opportunities for choice, and encouraging self-initiation” (Baard & Deci, in press). Autonomy supportive environments are also stated to positively affect people’s self-motivation, job satisfaction, and performance (Baard & Deci, in press).

Blase and Blase (1994) emphasize autonomy in schools by focusing on teachers’ involvement in different phases of decision-making processes, such as

instructional (e.g. teaching method) and noninstructional (e.g. disciplinary rules) decisions. For example, in autonomy supportive schools, teachers participate in decision-making processes when teaching-related issues are discussed. The administration does not impose a certain type of teaching or a set of materials, but allows teachers to decide what and how to teach. This increases teachers' motivation because they work in an autonomy supportive environment where they experience control over teaching-related issues, and work free from external influences, such as imposition of materials or teaching methods.

Contrary to how autonomy supportive environments enhance intrinsic motivation and self-determined behavior, when behavior is controlled by external influences, such as money, deadlines, rewards and punishments, people's intrinsic motivation is undermined (Deci & Flaster, 1995). In autonomy suppressing environments, people are not given choices, but are expected to follow certain rules in doing their job (Blase and Blase, 1994). For example, in a top-down controlled school, teachers are not allowed to participate in any decision-making processes, such as choosing teaching materials and deciding assessment criteria. This in turn destroys teachers' intrinsic motivation because such an environment does not promote autonomy.

A number of studies (as cited in Deci, Koestner & Ryan, 1999a,b; Pelletier et al., 2001; Ryan & Deci, 2000a) have supported this argument regarding the enhancing versus thwarting effects of social contexts on intrinsic motivation. For example, whereas giving choices and positive performance feedback enhance intrinsic motivation, negative performance feedback, deadlines, competition pressure may be perceived as controllers, and diminish intrinsic motivation. Even though rewards are considered facilitators of intrinsic motivation, they may have a reverse

effect if people perceived them as controllers of behavior (Ryan & Deci, 2000b; Deci, Koestner & Ryan, 1999a,b). How people perceive their environment then determines their feeling of being self-determined or being controlled.

According to Deci and Flaster (1995), some environments may appear to be autonomy supportive and motivating with rewards; however, people may still feel controlled if they perceive these rewards as a means of control. For example, people may be offered monetary rewards after accomplishing a task, and it may be perceived as either motivating or controlling. People may feel motivated because receiving this reward would indicate that they had accomplished an important task. They may also feel controlled because such rewards are given to control their behavior to attain certain outcomes. If people do not feel free from pressures and they perform due to the reinforcements and punishments in their environment, they cannot be regarded as self-determined individuals.

In exploring how people perceive external influences, a deeper understanding of extrinsic motivation is required. Organismic Integration Theory then may provide valuable insight into promoting self-determined behavior.

Organismic Integration Theory

In relation to SDT, researchers (Deci & Ryan, 1985; Noels et al., 2003; Ryan & Deci, 2000a,b) claim that extrinsic motivation is of considerable importance in moving from nonself-determined behaviors to self-determined ones. Within SDT, Organismic Integration Theory (OIT) (Deci & Ryan, 1985) places emphasis on the processes of internalization and integration which occur in relation to different types of extrinsic motivation. Internalization refers to the process of taking in a value or regulation, and integration describes the process of transforming the values and regulations of the self. Internalization and integration promote extrinsically

motivated behaviors which are valued and self-regulated by freeing them from external influences, and ultimately integrating them into the self.

OIT suggests that motivation can be thought of as a continuum which places nonself-determined behavior at one end and self-determined behavior at the other end. Along this continuum, Deci and Ryan (2000a,b) propose a taxonomy of types of motivation, arranged from left to right according to the level of integration of behaviors into the self: amotivation, external regulation, introjected regulation, identified regulation, integrated regulation and intrinsic motivation (see Figure 1).

nonself-determined behavior	E X T R I N S I C M O T I V A T I O N				self-determined behavior
amotivation	external regulation	introjected regulation	identified regulation	integrated regulation	intrinsic motivation

Figure 1: The taxonomy of types of motivation

Amotivation is used to describe the situation in which people see no relation between their actions and consequences of those actions. Ryan and Deci (2000a,b) identify a number of causes for amotivation. For example, amotivation arises from not giving any importance to an activity. It may also result from believing that one will not be successful in the end, or is not competent enough to engage in this activity. Amotivation is similar to 'learned helplessness', when people attribute their failures to their lack of competence, and luck or destiny (Dweck, 2000).

External regulation represents the least autonomous state of extrinsic motivation (Ryan & Deci, 2000a,b; Vallerand, 1997). Externally regulated behaviors are not incorporated into the self, but rather controlled by external factors. This means that people may behave in a certain way or engage in an activity to satisfy an

external need or to benefit from rewards. For example, people may prefer to be teachers because of having more holiday than other occupations offer, rather than because of enjoying the act of teaching.

Introjected regulation refers to the state of internalizing behaviors into the self to a limited extent. Such behaviors are performed to avoid unwanted feelings, such as anxiety or guilt, or to feel proud (Noels et al, 2003; Ryan & Deci, 2000a,b; Vallerand, 1997). The reasons that lead people to perform certain behaviors appear to be internal, yet behavior is still controlled because people do not base their behaviors on their personal choice. For example, people may occupy jobs they do not actually like in order not to be ashamed of not having a job at all.

Identified regulation describes more self-determined behaviors where regulation occurs through identification, which refers to the state of performing behaviors as a result of personal choice (Vallerand & Ratelle, 2002). People value the importance of a behavior and volitionally put their energy into that activity even if that behavior is not pleasant itself (Vallerand, 1997). When children, for example, eat spinach because they believe that it will help them grow up and be stronger, this can be described as a kind of identified regulation. Language learners may try to participate in all the speaking activities carried out in the classroom, which they may consider unpleasant, because they know that this is the only opportunity for them to practise oral skills and get feedback from peers and teachers. Volitional engagement, as in the examples above, results in less-controlled individuals and a closer connection to intrinsic motivation because of the internalization of behaviors to some extent.

The most autonomous form of extrinsic motivation is called integrated regulation, representing full internalization of regulation into the self (Ryan & Deci,

2000a,b). When integratedly motivated, people are aware of the value of an activity and its outcomes. Even if this activity is initially externally imposed, they accept it as their own in time (Vallerand, 1997). This means that integrated motivation involves volitional behaviors that are performed not because of external contingencies but as a result of giving value to the activity.

This may suggest that integrated motivation is the same as intrinsic motivation. Ryan & Deci (2000a,b) argue that behaviors driven by integrated motivation and intrinsic motivation have qualities in common such as being autonomous. However, intrinsic motivation, which is placed at the far right end of the continuum, does not mean internalizing extrinsic motivation. Indeed, Deci et al. (as cited in van Lier, 1996) assert that intrinsic motivation differs from integrated regulations because intrinsically motivated behaviors are performed out of interest whereas integrated regulations refer to the behaviors that are carried out because of the value given to attaining certain outcomes. Despite the fact that intrinsic motivation is stated to be the prototype of self-determined behavior (Noels et al., 2003; Ryan & Deci, 2000a,b), van Lier (1996) sees the distinction between the integrated and intrinsic motivation as very small because when people value activities, they may feel both extrinsically and intrinsically motivated.

It is important to note that Ryan and Deci (2000a) do not suggest that people have to go through each stage in the continuum. In support of this, they refer to studies that exemplify diversity in adopting a new behavior regulation at any point along the continuum, moving forward and backwards due to the changes in people's perceptions in terms of regulation. For example, a person may perform an activity because of an external reward, but in time he may not consider that reward controlling and puts his energy into that activity volitionally. This in turn leads to a

shift towards identified regulation. In the same vein, Ryan and Deci also review a range of studies to show how the four types of extrinsic regulation correlate with achievement behaviors. These studies reveal that in the presence of external rewards, for example, students lose their interest in the subject they are learning and do not value it, which leads to lower success in getting expected outcomes. On the other hand, students are more likely to enjoy learning the subject and feel less anxious and more competent if they are freer from external contingencies.

Through OIT, SDT emphasizes the importance of extrinsic regulations in leading to self-determined behavior. Apart from amotivation and intrinsic motivation, the four types of external regulations are used to identify the nature of extrinsic motivation. As Ryan and Deci assert, people perform extrinsically motivated behaviors not because of their inherent interest. Autonomy supportive contexts facilitate the internalization of a regulation, and people may come to feel self-determined because they personally value what they do and have control over it. This shows that autonomy supportive and autonomy suppressing contexts are of vital importance in maintaining intrinsic motivation and promoting autonomy with respect to extrinsic motivation.

In line with what SDT emphasizes, Vallerand (1997; 2000) and Vallerand and Ratelle (2002) propose a hierarchical model to explore motivation at three different levels of generality. The first level of generality is global, indicating people's general manner towards an activity, which is considered to be stable. Taking a teacher as an example, this teacher may like teaching in general, and at the global level she is intrinsically motivated to teach. The second level of generality is contextual, which refers to different life domains, such as education and personal life. Because each life domain is subject to influences that are specific to that particular domain, people's

motivation differs across domains. For example, the teacher in the above-mentioned example may not like working in the school she is working at because of the contextual influences of this particular school on her global motivation. The third level of generality is situational which is concerned with motivation for a specific activity at a certain time. The teacher in the example may be motivated to work in the school she is working, but her motivation to teach a particular group of students on Friday afternoons may be different from that of her global and contextual level of motivation. In exploring motivation, then, it seems to be essential that all three different levels be taken into consideration.

Self-Efficacy Theory

Self-Efficacy Theory (Bandura, 1995; 1997) is grounded on the belief that people struggle to exercise control over the events in their life. To achieve control, people make judgements about their capabilities to accomplish particular tasks, and these self-efficacy judgements lead people to make choices in dealing with any task. For example, they do not undertake all the activities in their environment, but avoid some by considering the level of their self-efficacy beliefs in relation to that task. If they believe that the task demands are too challenging, and that performing this task will not result in success, they do not deal with it. They also determine the amount of effort, energy and time they will put into an activity, and the ways they will follow to overcome possible difficulties in the light of these considerations. Self-efficacy does not relate to the skills people have, but rather their beliefs about what they can do in different situations. By the same token, this actually suggests that people are diverse in terms of their self-efficacy beliefs across tasks. They may have a high sense of self-efficacy beliefs for a number of tasks, but at the same time the level of their self-efficacy beliefs may be low for other tasks. Here, then, the sources that influence

people's beliefs about their capabilities in different contexts are of considerable importance.

Sources of self-efficacy

Bandura (1995; 1997) states that there are four sources of self-efficacy beliefs: Mastery experiences (enactive attainment), vicarious experience, social persuasion, and physiological states. These sources affect the process of establishing a firm sense of self-efficacy.

Mastery experiences. The most influential source, mastery experiences, covers prior task accomplishments that play a key role in establishing a sense of self-efficacy (Bandura, 1995, 1997; Tschannen-Moran, Woolfolk Hoy & Hoy, 1998). Personal experiences, the successes and failures people have experienced in their lives regarding their past performances tend to raise or undermine efficacy expectations regarding success or failure. If they have completed challenging tasks successfully, their sense of success boost their self-efficacy beliefs. On the other hand, if they have experienced easy successes in dealing with tasks that do not challenge their abilities, this may lead people to expect easy and quick successes in all activities without considering whether these activities are difficult or easy. Such experiences may result in failure and discouragement, and in turn low self-efficacy beliefs. This may also lead to learned helplessness (Dweck, 2000) and people will attribute their failure to their lack of competence and will not persist at all. The ultimate outcome, then, is likely to be amotivation and depression. People can establish a firm sense of self-efficacy through the persistent effort they expend in dealing with obstacles. This suggests that despite failures, if people put in effort to overcome obstacles and setbacks, they may increase their belief in their capabilities

through their sustained effort. By knowing what lies behind success, people will not be discouraged in the face of difficulties and will have a firm sense of self-efficacy.

Vicarious experiences. Observing other people is another source influencing the process of forming self-efficacy beliefs. Bandura (1997) refers to research studies that reveal how people form a sense of self-efficacy through evaluating their capabilities by observing others in similar situations. Observing others may raise people's sense of self-efficacy if they witness other people's successes with persistent effort, which in turn leads to believing that they also possess the same capabilities to accomplish similar tasks. Conversely, it may also result in decreases in self-efficacy beliefs when they observe others' failures despite high effort. Schunk and Pajares (2002) state that self-efficacy beliefs are influenced by the similarities of the models selected. For example, modeling others is influential when peers share similarities in their familiarity with tasks they are dealing with. A novice teacher may be uncertain about her capabilities in dealing with problem students in her classes, and think that she will fail if she tries. Observing that other novice teachers feel the same but are successful in managing students with disruptive behavior will boost her self-efficacy beliefs and allow her to feel that she can manage this task.

Social persuasion. Social persuasion is related to how others in one's social environment approach that person's capabilities (Bandura, 1997). People feel encouraged when others express faith in their capabilities in doing a task and persuade them of this either explicitly or implicitly. This, in turn, creates increases in self-efficacy beliefs. For example, teachers generally try to encourage their students by expressing trust in their capabilities. Feeling encouraged, students do their best to overcome their difficulties (if any) and succeed. In the same vein, the absence of persuasion can undermine people's sense of self-efficacy. If teachers show distrust,

which is discouraging, their students will accept failure before trying to accomplish a task. This will in the end result in a low sense of self-efficacy.

This does not mean that unrealistic persuasion will also strengthen self-efficacy beliefs, especially when followed by disappointing results (Tschannen-Moran et al., 1998). For example, if teachers boost students' self-efficacy beliefs although task demands are above the capabilities of their students, this will lead to failures and disappointments in the end. It may also undermine students' beliefs in their capabilities, and they will tend to avoid relatively difficult activities and give up quickly in the face of obstacles.

Physiological states. As Bandura (1997) states, the physiological and emotional states of people play a role in judging their own capabilities. How people interpret the physiological and emotional responses of their bodies either enhances or diminishes their efficacy beliefs in terms of relating these responses to performance or physical well-being. Similarly, positive and negative moods have the same influence on people in making judgements about their self-efficacy beliefs. This suggests that what carries importance here is not the intensity or frequency of body reactions as well as changes in mood, but how they are perceived and interpreted by people. High self-efficacy is generally associated with interpreting such reactions as energizing facilitators, whereas people having low self-efficacy tend to perceive them as the indicators of vulnerability to stress, fear or anxiety. For example, before teaching a class for the first time, a novice teacher may feel anxious. If that teacher interprets this anxiety as a sign of low efficacy, she will not probably feel competent to teach that class. If, on the other hand, she considers this anxiety as an energy facilitator, instead of feeling incompetent, this will likely enhance her motivation.

Teacher Motivation

Teacher motivation has generally been explored through studies that focus on a more general concept, job satisfaction (Bayraktar, 1996; Brunetti, 2001; Evans, 1997; Klecker & Loadman, 1996; Taylor & Tashakkori, 1995; Zabriskie, Dey & Riegle, 2002). These studies reveal that teacher job satisfaction is open to being affected by both internal and external variables, including demographic factors, students, school climate, relationships with colleagues and subject matter. For example, Brunetti (2001) identified the principal motivators, in other words, the sources of satisfaction in a group of high school teachers in Northern California. The results showed that a number of sources, mainly grouped as students and others, are effective on teacher job satisfaction. Among these sources, most of the participants consider autonomy a highly salient motivator because being autonomous allows them to make decisions about their own classes. Similarly, Zabriskie et al. (2002) conducted a study to examine personal and environmental influences on teachers. The results revealed that most faculty are motivated through internal values which also include intrinsic motives, such as competence and autonomy. The study also indicated that the faculty members are more motivated when they have control over their time and are given fewer assignments that are externally mandated. In another study, Klecker and Loadman (1996) found that there is a positive high correlation between teacher empowerment and teacher job satisfaction. Six dimensions of teacher empowerment were measured, which also include decision-making, professional growth, self-efficacy and autonomy. Teacher job satisfaction was measured through items that are assumed to result in satisfaction, such as salary, interaction with colleagues and students, and autonomy. Although the findings indicate a positive high correlation, because the common variance was 49%, further

research is required to explore what other factors contribute to teacher job satisfaction.

Based on the findings of studies on teacher job satisfaction, teacher motivation appears to be promoted when teachers work in autonomy supportive environments and feel competent. This suggests that teacher efficacy, in other words competence, and self determination are likely to enhance intrinsic motivation of teachers because they allow teachers to have control over their teaching.

Teacher Efficacy

Tschannen-Moran et al. (1998) define teacher efficacy as "... the teacher's beliefs in his or her capability to organize and execute courses of action required to successfully accomplish a specific teaching task in a particular context" (p.22). Because self-efficacy varies across tasks and contexts, teacher self-efficacy is also likely to differ in the same way. That is, a teacher may be efficacious in one area of teaching and low in efficacy in another. For example, a teacher may trust his capabilities in teaching difficult items effectively, but he may have a low sense of efficacy when it comes to dealing with disruptive behavior in the classroom. In exploring possible differences in the perceived self-efficacy of teachers in a school, two dimensions of teacher efficacy should be taken into consideration: teaching efficacy and personal efficacy (Gibson & Dembo, 1984).

Teaching efficacy is related to general beliefs that any teacher has the ability to promote student learning despite the obstacles in their environment (Gibson & Dembo, 1984). For example, students may be amotivated and not feel any desire to learn school subjects either extrinsically or intrinsically due to family background, aptitude or school conditions, but teachers may believe that they can control the learning environment despite these influences.

Personal efficacy, on the other hand, refers to teachers' judgements of their own effectiveness as educators. As Gibson and Dembo state, teachers' personal sense of efficacy is related to the beliefs teachers have regarding their own abilities to teach effectively. For example, teachers may perceive themselves as successful in dealing with difficult students in the classroom, rather than merely believing that any teacher can manage such discipline problems. Similarly, when students learn a difficult item and use it in appropriate contexts, their teachers may consider it a consequence of their effective teaching, rather than believing that any teacher can do this.

Bandura (1995), Tschannen-Moran and Woolfolk Hoy (2001), and Woolfolk and Hoy (1990) summarize a number of studies that support the notion that teacher efficacy is related to many student and educational outcomes. According to these studies, teacher self-efficacy beliefs relate to student achievement, student motivation, students' own sense of efficacy, teachers' classroom management strategies, the effort teachers invest in teaching, and teachers' goal setting. Furthermore, teachers with a high sense of self-efficacy are open to new ideas, willing to try new methods they have not used before in their teaching, and are good organizers. Such teachers also tend to have a greater commitment to teaching; thus they do not critically approach student errors and spend more time with slower students.

Teacher efficacy is directly related to competence, which SDT emphasizes as one of the basic human needs. Perceiving themselves as efficacious or not across activities determines teachers' choices in their environment. In other words, teachers decide what activities to undertake or not with regard to their efficacy beliefs. This suggests that teachers have a kind of control over the events in their environment because they undertake or avoid activities in relation to their level of self-efficacy. If

they perceive their self-efficacy as low for an activity, they will not engage in it. In other words, they enact activities out of autonomy, the core of Self-Determination Theory, and this volitional engagement in activities is closely related to what self-efficacy theory posits through emphasizing control.

Teachers and Self-Determination

Teachers, as mentioned earlier, lie at the heart of the educational system because of the crucial role they have in delivering education to students. The schools where teachers work, then, are influential in terms of their climate regarding teacher motivation because, as SDT posits, environment is of vital importance in enhancing self-determination. Ar (1998) explored the sentiments of EFL teachers at Turkish universities. His study revealed that teachers are likely to be influenced by the internal and external changes in their environment. For example, teachers would be more involved in their work if they could participate in decision-making processes, work with supportive administrators, have improved relationships among teachers, and were provided with opportunities for career development. The results indicate the need for self-determination in work settings.

Coşkuner (2001) found that teachers' commitment to their work is correlated with job satisfaction and the opportunities they have for professional development. The results reveal the need for autonomy supportive environments and relatedness because teachers seek administrative support and good relationships with administrators and students rather than their colleagues' support. The reason behind this is that students are the center of teachers' educational purpose and administrators hold the power to support professional development for teachers.

With reference to the theories discussed so far, the path to autonomy in work settings may be well expressed with a continuum (see Figure 2).

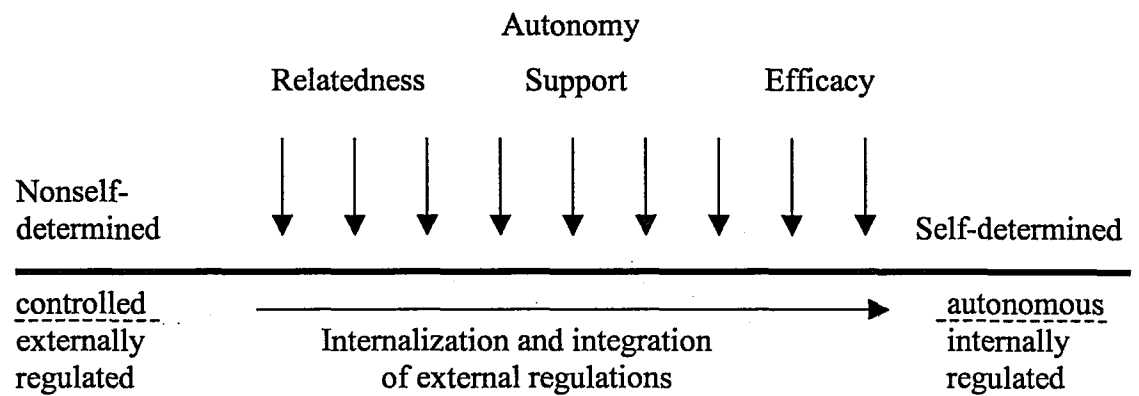


Figure 2: The continuum of self-determination

The left end of the continuum represents nonself-determined state of behavior. At this state of self-determination, people are amotivated and do not think that their behavior will have an effect on the outcomes of their behaviors. Self-determined behavior is placed at the right end of the continuum. People at this state are considered intrinsically motivated. Along the continuum, the way to the state of being self-determined is affected by autonomy support and the feeling of relatedness and efficacy which support the internalization and integration of external regulations. In other words, the nature of the environment where people work influences their perception of self-determination.

The state of being controlled may signal the presence of external regulations because people do not perform activities out of interest but as a result of extrinsic influences, such as monetary rewards or punishments. For example, when teachers are told to do things without being asked their preferences or ideas, they still perform their job but under coercion. When people are controlled and do not feel related to others in their environment, they most probably will not have opportunities to perform activities that they can choose with regard to how efficacious they feel with respect to those activities. The activities they are asked to do may strain their abilities.

On the other hand, in a supportive environment, teachers may adopt activities regarding their competence and volition. This will ultimately result in movement towards self-determined behavior. Along the continuum, then, the level of motivation changes through internalizing external regulations in one's environment. When teachers are extrinsically motivated, they may not feel an inherent enjoyment in doing their job. Although it is possible for people to internalize external regulations and perform activities volitionally, according to OIT, this internalization is unlikely to happen if it is not supported with the feeling of relatedness (Ryan & Deci, 2002). In such a context, teachers feel that they are cared for by others, in this case colleagues, administrators, and students, which positively affects the internalization of externally regulated behaviors.

Ryan and Deci (2002) assert that environment is of great importance in promoting or undermining self-determined, in other words autonomous, behavior. Similarly, Hoy and Woolfolk (1993) state that research is needed to explore possible relationships between teacher efficacy and school environment in terms of the support given, in other words, school climate. The study that Hoy and Woolfolk carried out indicated that such a relationship between efficacy and school climate is reciprocal; i.e., bi-directional, each affecting the other. The findings reveal that personal efficacy and general teaching efficacy of teachers are influenced by organizational variables, such as principal influence, resource support, institutional integrity, academic emphasis and morale to differing extents. In particular, principal influence, institutional integrity and academic emphasis seem to be salient factors influencing personal and general teaching efficacy.

Hoy and Woolfolk (1993) also state that there exist few studies that have explored possible relationships between teacher efficacy and school climate in the

literature. The two studies carried by Newmann et al. and Ashton et al. (as cited in Hoy & Woolfolk, 1993) indicated that aspects of school climate may influence teachers' sense of self-efficacy. In other words, school climate as being autonomy supportive or autonomy suppressing may affect teachers' perceived level of self-determination and self-efficacy, which in turn affects teachers' motivation. In exploring this relationship, Hoy and Woolfolk emphasize the importance of focusing on how individual teachers perceive the school climate and its effect on their sense of efficacy.

Conclusion

Literature on teacher motivation reveals that more research is needed to explore this issue. This study then aims to explore teacher motivation with regard to Self-Determination and Self-Efficacy Theories. The study also aims to investigate the possible relationship between the teachers' sense of self-determination and self-efficacy.

The next chapter presents the methodology of this study, particularly by giving information about the setting, participants, instruments, data collection procedures and data analysis.

CHAPTER III: METHODOLOGY

Introduction

The purpose of this study is to investigate the level of perceived self-determination and self-efficacy of the EFL instructors working at Anadolu University, School of Foreign Languages (AUSFL), during the 2003-2004 academic year. The study also aims to examine the possible relation between the instructors' perceived self-determination and self-efficacy. The following research questions are specifically addressed in the study:

1. What is the level of perceived self-determination of AUSFL instructors within the work setting?
2. What is the level of perceived self-efficacy of AUSFL instructors?
3. How do AUSFL instructors' perceived self-determination and self-efficacy relate to each other?

This chapter covers the setting, participants, instruments, procedure and data analysis.

Setting

The study was conducted at Anadolu University School of Foreign Languages (AUSFL), Eskişehir, Turkey. AUSFL was established to provide compulsory intensive English language education for students. There are 100 English instructors and 1613 students at AUSFL. The school is administered by the school

director and the deputy director. The deputy director is also the Head of Basic English Department in AUSFL. Because there are a large number of students attending the AUSFL, a placement test is given to the students at the beginning of both Fall and Spring terms, and according to the results students are placed in an appropriate level among the six levels (Beginner, Elementary, Lower-intermediate, Intermediate, Upper-intermediate, and Advanced) offered in the program. At each level, four different courses are taught, which are Grammar, Reading, Writing, and Listening/Speaking. In order to maintain coordination within a level and between levels, there are Coordinators and Co-coordinators. There are also Level Responsibles who are responsible for coordinating the work of instructors for one course at a particular level. Above all, the Head of Department is in charge of all coordination at the school. The majority of the instructors teach 20-22 hours a week, and all the instructors are responsible for preparing exam questions and grading exam papers.

Participants

Seventy-four instructors out of 100 working in AUSFL participated in the study. Twelve instructors were excluded because they started working in this institution at the beginning of 2003-2004 Spring Term, and such a short period of time was considered insufficient to form a sense of self-determination and teacher efficacy in this work setting. Thirteen instructors also did not participate in the study because they were not teaching in 2003-2004 academic year for personal reasons. 25 out of the remaining 75 instructors were randomly selected for the pilot study. After conducting the pilot study, 49 instructors out of the remaining 50 instructors volunteered to participate in the study by signing the consent form (see Appendix A).

Table 1 displays information about the gender, years of experience, highest degree earned and administrative roles of the instructors who participated in the study.

Table 1

The instructors participating in the study

Gender	Female	41
	Male	8
Years of Experience	0-4 years	18
	5-9 years	20
	10-14 years	4
	14+	7
Years of Experience at Anadolu University	0-4 years	21
	5-9 years	21
	10-14 years	3
	14+	4
Highest Degree Earned	B.A.	30
	M.A.	19
	PhD	0
Administrative Roles	None	28
	Level Responsible	15
	Coordinator /	4
	Co-coordinator	
	Missing	2

Instruments

In this study, two data collection instruments were used: A survey, which is a combination of Work Climate Questionnaire (Deci et al., 2001) and Teacher Efficacy Scale (Gibson & Dembo, 1984; Woolfolk & Hoy, 1990) to collect quantitative data about the level of perceived self-determination and self-efficacy of the instructors (see Appendix B); interviews with ten participants to investigate the instructors' sense of self-determination and self-efficacy in depth, and the possible relationship between the two.

The Work Climate Questionnaire (WCQ) is a 15-item 7-point Likert scale survey developed by Deci et al. (2001) to measure the degree to which people

perceive others in positions of authority to be autonomy supportive. In order to compare results from the WCQ with results from the Teacher Efficacy Scale, the WCQ was converted into a 6-point Likert scale for this study.

The Teacher Efficacy Scale (TES) is a 22-item 6-point Likert-scale survey. It was developed by Woolfolk and Hoy (1990) as an adaptation of Gibson and Dembo's (1984) TES. Woolfolk and Hoy (1990) constructed this scale by taking 20 items from Gibson and Dembo's scale and adding two other items from earlier studies on self-efficacy conducted by the Rand Corporation. These two items, as reported in Tschannen-Moran, Woolfolk Hoy and Hoy (1998), represent the external and internal factors of teacher efficacy. Teaching efficacy is indicated through the teachers' perceptions about external factors, whereas internal factors are the indicators of personal efficacy. In support of the TES, Henson, Kogan and Vacha-Haase (2001) stated "The TES has subsequently become the predominate instrument in the study of teacher efficacy, leading Ross (1994, p.382) to label it a 'standard' instrument in the field" (p.405). In a number of studies, factor analysis of the TES produced two independent factors (personal and general teaching efficacy) that supported the validity of the scale (Gibson & Dembo, 1984; Hoy & Woolfolk, 1993; Woolfolk & Hoy, 1990).

In order to extend the survey data, a schedule of interview questions and prompts (Appendix C) was prepared for semi-structured interviews after examining the results of the analysis of the survey data. The purpose of the semi-structured interviews for this study was to explore the perceived self-efficacy and self-determination of the instructors, and the possible relation between the two in depth. The reason for using semi-structured interviews was to triangulate and expand the study by extending its scope and breadth (Best & Khan, 1998; Brown & Rodgers,

2002; Creswell, 1994; Mathers et al., 1998). Semi-structured interviews also allowed the exploration and elaboration in a face-to-face format of the issues that emerged in the course of interviews.

Data Collection Procedures

The preparations before conducting the study included the following steps. First, the WCQ was converted into a 6-point Likert-scale survey. Then the WCQ and the TES were combined in a single survey to make distribution and collection processes easier. Next, permission from AUSFL was requested to conduct both the pilot and actual studies.

After permission was granted, the data collection procedures started. First, the survey was piloted on March 19, 2004 with 25 instructors selected with the help of a research randomizer. The aim of the pilot study was to investigate whether any changes were required in the survey. An additional purpose was to run a factor analysis on the TES to investigate whether or not it would produce two factors (teaching efficacy and personal efficacy). Then, in the week of March 29 to April 2, 2004, the actual survey was conducted. All the participants signed consent forms before they filled out the questionnaires and a copy of the consent form was given to each participant.

The last step was interviewing ten of the instructors to explore their levels of self-determination and self-efficacy, and the possible relationship between the two in detail. In choosing the participants in the interviews, the participants were first divided into two groups according to their level of self-determination. Then, the participants were also categorized considering their level of personal efficacy and teaching efficacy, which ultimately created four groups. In grouping the instructors, the cut point was determined as 3.5 because both scales used in the study were in the

six-point Likert scale format. Figure 3 illustrates different groups of instructors according to their level of personal efficacy and teaching efficacy.

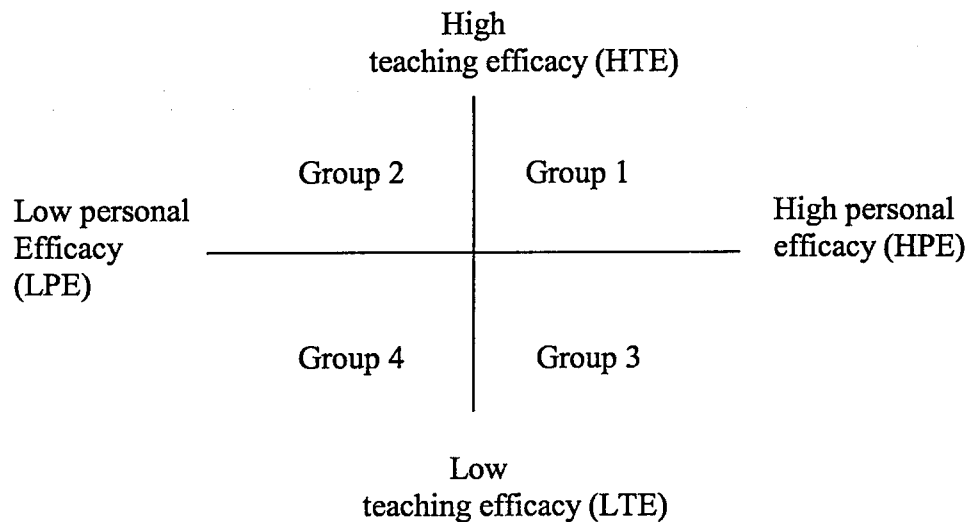


Figure 3: The four quadrants of Teacher Efficacy

For the semi-structured interviews, the instructors are also grouped within each teacher efficacy quadrant according to their being self-determined or nonself-determined. This grouping was to help stratify the selection of the interviewees in order to have a broader picture of how the instructors perceived themselves in each group. In other words, this selection allowed the researcher to interview self-determined and nonself-determined instructors from each teacher efficacy quadrant. The interviewees within each quadrant were randomly selected, and participated in the interviews on a voluntary basis. Table 2 displays the number of interviewees from each group. As seen in Table 2, the instructors in Group 2 (HTE/LPE) were all self-determined according to the data from the WCQ, thus both of the instructors interviewed from that group were self-determined.

Table 2

The number of interviewees.

	Self-determined	Nonself-determined
	N	N
HPE / HTE (Group 1)	1	2
HTE / LPE (Group 2)	2	0
HPE / LTE (Group 3)	2	1
LTE / LPE (Group 4)	1	1
Total	6	4

The final step was to determine interview times. In doing this, the interviewees' preferences and teaching schedule were considered. Once the interview time was set, the interviews were carried in approximately 20-minute slots in either English or Turkish according to the preferences of the interviewees. All of the interviews were tape-recorded and transcribed. The transcriptions were sent to the interviewees via e-mail to see whether they would like to change anything in the interviews or not. None of the interviewees wanted to make changes in the transcriptions.

Data Analysis

In this study, different data analysis procedures were followed in each part of the study, namely the survey and the interviews. The survey was analyzed using quantitative data analysis procedures. After the pilot data was collected, the responses to the survey were entered into the Statistical Package for the Social Sciences (SPSS) version 9.05. On entering the data, items 2, 3, 4, 9, 10, 13, 17, and 19 on the TES, and item 13 on the WCQ were reverse scored.

First, a factor analysis was performed on the TES to see whether or not it would produce two factors (personal efficacy and general teaching efficacy). The

analysis revealed that factor analysis produced two independent dimensions of personal and teaching efficacy with the exception of two questions that did not load on either factor, and were thus eliminated from the final version of the survey. Next, the Cronbach's alpha coefficients of reliability were calculated as .78 for the TES and .95 for the WCQ. For the subscales in the TES, the Cronbach's alpha coefficients of reliability were .71 for the personal efficacy and .68 for the general teaching efficacy subscales of the TES.

The findings of the pilot study resulted in minor changes in the survey, such as the elimination of the two questions (Question 17 and Question 21) and changes in wording in the TES. The actual study was conducted with the revised version of the survey and the same quantitative data analysis procedures were followed. In order to investigate the possible relationships between the level of perceived self-determination and self-efficacy of the instructors, Pearson Chi square values were calculated.

In the last step, the data from the interviews were analyzed by means of qualitative data analysis procedures (Brown & Rodgers, 2002; Coffey & Atkinson, 1996; Mathers et al., 1998). After transcribing the interviews, the transcriptions were read thoroughly, and the key concepts that occurred frequently in the interviews were highlighted with color pens. Then, the links between the codes were used to form common themes. With regard to the themes that emerged from the interview data, matrices were developed to read easily what the interviewees expressed related to these themes (see Appendix D for a sample page of transcription, and Appendix E for sample matrix). All the interviewees were given pseudonyms in the transcripts, and the pronoun 'she' was consistently used in the study in order to keep the participants' identities confidential.

Conclusion

In this chapter, the setting of the study, the participants, instruments, procedure and data analysis were presented. In the next chapter, the data analysis and results will be presented in detail.



CHAPTER IV: DATA ANALYSIS

Introduction

This study was designed to examine the perceived self-determination and self-efficacy of 49 English language instructors working at Anadolu University, School of Foreign Languages (AUSFL). The following research questions were addressed in the study:

1. What is the level of perceived self-determination of AUSFL instructors within the work setting?
2. What is the level of perceived self-efficacy of AUSFL instructors?
3. How do AUSFL instructors' perceived self-determination and self-efficacy relate to each other?

Data Analysis Procedures

In this study, both quantitative and qualitative data analysis procedures were followed. In the first part, the survey, a combination of the Work Climate Questionnaire (WCQ) (Deci et al., 2001) and the Teacher Efficacy Scale (TES) (Woolfolk & Hoy, 1990), was analyzed quantitatively. The second part of the study included the interviews with ten instructors to shed additional light on the data collected through the survey. The interview data were analyzed qualitatively.

In this chapter, the data analysis procedures for each stage, and the data from the survey and the interviews will be presented in the order of the research questions

above. The first section is allotted to the perceived level of self-determination of the instructors in the work setting. In this section, the perceived self-determination of the instructors will be explained in terms of autonomy, motivation, and relatedness in the light of the themes that emerged from the interview data. In the second section, the results from the TES will be presented, which include the factor analysis of the TES and the categorization of the instructors according to their perceived level of self-efficacy. What the interview data indicated about the instructors' sense of competence will also be presented. The third section will analyze how the instructors' self-determination and self-efficacy relate to each other.

The Perceived Self-Determination of Instructors

After the data collection, the data from the WCQ were entered into SPSS 9.05 to run reliability analysis and calculate the means of self-determination for each instructor who participated in the study. The analysis indicated that the Cronbach's alpha of reliability was .95 for WCQ. As for the means, because the WCQ is a 6-point Likert-scale, the cut point was determined as 3.5 to categorize the instructors into two groups –the Self-Determined Group and the Nonself-Determined Group. Instructors whose level of perceived self-determination ranged between 1.00 and 3.50 were placed in the Self-Determined Group, and the ones whose level of perceived self-determination ranged between 3.51 and 6.00 were put in the Nonself-determined Group. Table 3 illustrates the number of instructors in the two groups and overall means of perceived self-determination level for each group.

Table 3

The self-determination groups

	N	P	M	sd
SD Group	36	73.5	4.55	.66
NSD Group	13	26.5	2.87	.57

Note. N: Number of instructors, P: Percentage of all instructors, M: Overall mean, sd : Standard Deviation, SD: Self-Determined, NSD: Nonself-Determined

As seen in Table 3, the results revealed that the majority of instructors perceived themselves to be working in an autonomy supportive environment. The means in the Self-Determined Group range between 3.53 and 5.93. When interpreted in the light of Self-Determination Theory, the instructors in the Self-Determined Group are likely to have a relatively higher motivation because perceiving the environment as autonomy supportive might lead instructors to consider themselves more self-determined, which is related to intrinsic motivation.

On the other hand, the results also indicated that the work environment was not perceived as autonomy supportive by the 26.5% of the instructors in the Nonself-Determined Group. The means in the Nonself-Determined Group range between 1.80 and 3.47, indicating low levels of self-determination. The data from the Nonself-determined group also indicated that the instructors were positive for only two of the statements on the WCQ. As seen in Table 4, the means for Question 5 and 6 were above the cut point for the Nonself-Determined Group.

Table 4

The means and standard deviations for the WCQ (Nonself-Determined Group)

	M	sd
Q5 I feel that my administration accepts me.	3.85	1.34
Q6 My administration made sure I really understood the goals of my job and what I need to do	4.42	0.79

These results might reflect the ongoing curriculum renewal project in AUSFL, which started in 2003. Most of the instructors were involved in this project and the instructors themselves worked on the goals and objectives for the courses to be taught. This involvement might result in better understanding of the goals of what they were required to do in their teaching. Also, the instructors might consider that the administration accepted them because their ideas were concerned in the course of curriculum renewal project and they actively participated in decision-making processes in teaching-related issues. These may result in the positive responses to Question 5 and 6 by the instructors in the Nonself-Determined Group.

In order to have a deeper understanding of what factors seemed to support self-determined behavior in the work environment, six instructors from the Self-Determined Group and four instructors from the Nonself-Determined Group were interviewed. The interviewees' responses in semi-structured interviews indicated that the instructors differed from one another in their perceptions in terms of autonomy support, their motivation, and their sense of relatedness.

Autonomy

The responses given to the autonomy-related questions in the interviews revealed that the instructors perceived certain aspects of their jobs as autonomy supportive or autonomy suppressive. These responses indicated areas including the selection of textbooks, the use of extra materials in the classroom, teaching methodology and exam preparation that the instructors consider influential on their feeling autonomous.

Selection of Textbooks: Most of the instructors perceived themselves as autonomous in selecting textbooks. During the summer meetings for the Curriculum Renewal Project, most of the instructors participated in decision-making processes

for selecting the textbooks to use in the 2003-2004 academic year. Their involvement in the decision-making seemed to have a positive effect on their attitudes towards the textbooks in terms of internalizing the decision they made together. In other words, the interview data indicated that most of the instructors did not feel any imposition in terms of textbook selection. The following extracts exemplify how the interviewees approached this issue.

(SD-2)¹ ... There is a book for this course, and we have to use this. **It was our decision. We are aware of this.** ...

(SD-6) ... As for the material selection... **we all worked hard in the last summer. We evaluated all the books available to us, and tried to select the book which was appropriate for our goals or the course... They are not perfect... lacking something ... but we made the decision ... so I can't complain about this.** ...

(SD-8) ... when I am expected to teach something I don't approve and I don't decide, it affects me negatively. You don't want to teach this, but you have to ... **I didn't select the material I am teaching now, but I am happy with this selection.** ...

(NSD-9)² ... no total freedom, but we had a right to select the textbooks this year. **We made the decisions.** ... We together decide on what parts of the books to teach and not to teach... **We had some kind of control .. over the materials...**

As seen in the extracts above, although the interviewees were not totally happy with the course materials, they expressed some kind of satisfaction because they made the decision. Indeed, the extract from Participant 8 is an example of internalization of a rule because she was not among the committee deciding on the textbooks. The following extract, on the other hand, illustrates a different perception of this rule from an interviewee from the Nonself-Determined Group. Despite her involvement in the textbook selection procedures, this interviewee still felt controlled.

¹ SD = Self-determined

² NSD = Nonself-determined

(NSD-3) ... As for the material selection, you know, we had meetings in summer to choose the materials together and prepare packs and so on...**but I don't feel that I have the control... because I feel a bit forced to do certain things.**

When examined in the light of the Self-Determination Theory, the interview data about the selection of textbooks reflected different levels of internalization of regulations in the work setting. Even though all the interviewees except Participant 8 were involved in the material selection process, they perceived the same process in different ways. Their perceptions influenced to the extent they felt self-determined and nonself-determined.

Use of Extra Materials: According to the school policy in AUSFL, the instructors are expected to share whatever extra materials (other than the textbooks) they use in the classroom to the Level Responsibles in advance. If approved, then they can use these materials in their classrooms. The rationale behind this policy is that other instructors teaching the same course at the same level and their students can also benefit from these materials. The data from the interviewees illustrated that this rule was not perceived as autonomy suppressing by some instructors because sharing the materials with other colleagues was not perceived as controlling but for the utility of the materials by others.

(SD-2) I have a program to follow, as long as I teach everything in the program, ...what methods to use, what materials to use... of course, I should inform people [teaching] at the same level so that other colleagues can make use of this [material]...I feel free in this sense and I think such an environment is maintained...

(SD-8) We are free, for example, in such a case ... I mean we can use any materials we want as long as we have a justification. In such a case, they [the administration] don't say 'no' and 'why have you chosen this'.

Participant 6 seemed to differ from others in her perceptions of this issue. Even though she used extra materials and shared them with her colleagues, she

expressed her doubts about the necessity of this rule. This might indicate a lower level of internalization according to the continuum of self-determination.

(SD-6) I use extra materials when I feel necessary ... we shared these extra things with each other ... but, personally, should everyone share every material with others? It is open to discussion. It may be a last minute decision, and should not be questioned later.

On the other hand, other interviewees perceived this rule as controlling, thus suppressing their autonomy. They reported that everything was pre-determined and cannot be changed. The extracts below illustrate how the interviewees perceived this rule as pressure from above.

(SD-10) ...However, as I am not flexible and independent at this school in some ways, I sometimes may lose my motivation to teach. For instance, levels and the interests of the students are different in different classes. As a result of this, I want to use some extra materials or activities in my own classes, but we are not allowed to use different kinds of materials.

(NSD-1) ... Things are determined beforehand and you cannot violate them. You cannot do anything extra you want, you have to inform [the people in charge]. If approved, then you can use it [in the classroom]. Because you cannot work on your own, it is, well, kind of controlling, to me. It could be more flexible. ...

(NSD-5) ... because everything, for example the content of the courses, how they should be taught, discipline rules in the classroom, is already determined beforehand.

The instructors differed from each other in their perceptions of this rule about using extra materials in the classroom. These differences might indicate the extent the instructors perceived themselves as self-determined or nonself-determined when interpreted in the light of the self-determination continuum.

Teaching methods: The interview data indicated that the environment was perceived as both autonomy supportive and, at the same time, autonomy suppressive by the instructors in terms of the methods they used in the classroom. Three of the

ten interviewees stated that they had control over the methods they used in the classroom, which is illustrated in the extracts below.

(SD-7) ... We have to use the same material, **but we can teach it in whatever way we want.** ...

(SD-10) ... **There is no problem with the methods and the techniques I prefer.** I can teach however I want. ...

(NSD-1) ... I do not strictly follow the book, ... **I use what method is appropriate to teach something.** It is sometimes extra materials, sometimes first language ...

Contrary to the perceived autonomy support above, the data from the interviews also revealed that the students or the textbooks functioned as determinants of the methods used in the classroom. The policy in AUSFL was also perceived by some of the instructors as a controller affecting their choice in methods to teach English.

(SD-2) ... I always mention my Grammar class, but I have problems with that course... **I mean I can't use a meaningful method at all. I really can't.** ... **When I try to involve student in exploring grammar rules, they resist** by saying 'Teacher, I speak in the speaking class.' When I ask them to write something in which they talk about past experiences, they again resist: 'Teacher, we are already writing in our writing course.' **It may be specific to this class, but the book may also be the source of this ... because the book forces us to use grammar-translation method, in my opinion ...**

(NSD-9) ... **the book, to some extent, determines the method I use in the classroom.** It is obvious. ...

(NSD-5) ... **in terms of methodology, I feel controlled. I give importance to learner awareness, but I don't think it is a priority in this school.** Because students should have some time after school for self-study. ... We don't give this time to our students... The system here is not for student progress, but ... kind of obedience to the curriculum. It affects me negatively.

The reactions of students, the implied methods in the textbooks and the school policy pressured these instructors from both below and above, and affected their choice of methods to use in the classroom. In other words, the instructors both

felt pressure from above through the school policy, but also from below, from the students and the books acting as determinants of their classroom instruction.

Exam preparation: The policy in AUSFL requires active participation of the instructors in exam preparation processes. First, the instructors teaching the same course at the same level prepare questions for exams of their course and deliver them to the Secretary of AUSFL, signing their name on the name list to indicate completion of their task. Then, the Level Responsible takes the questions to the Question Selection Group, which is previously determined among these instructors. Once questions are selected, they are given to the Head of the Department for approval. If approved, other groups (such as Proof Reading Group and Stapling & Enveloping Group) finalize the exam preparations. If not approved, all the instructors teaching that course at the same level prepare new questions, and the process is repeated.

The interview data indicated that the instructors in both Self-Determined and Nonself-Determined Groups expressed a kind of control over exam preparation. Even though the administration is involved in the process, the interviewees appeared to internalize this requirement by emphasizing their own active participation in preparing exams. The following extracts illustrate the perceptions of their involvement in exam preparation processes.

(NSD-1) ... I feel I have some control ... because I am responsible for preparing question, for selecting questions to ask in the exams...

(NSD-3) ... Exams, I bring questions, and we choose them together. I have a kind of control. ...

(SD-8) ... the question types... when we choose a question to ask in the exam, if it is OK in terms of testing, we can ask that question, as long as it reflects what we teach in the classroom...

(NSD-9) ... **I have some kind of control over exams**, but I had this control in the previous years as well because of preparing exams together...

(SD-6) As for the exams, **we decide what to ask in the exams, we ask what we want. Sometimes they [the questions] are approved, sometimes not. We sometimes get angry... but I believe it is something necessary. I mean this process...**"

Participant 5, on the other hand, reported a totally different perception than that of other participants. She does not seem to be content with the exam preparation procedure because the exam questions were approved by the administrators who do not teach in the preparatory school.

(NSD-5) ... **I think that exam questions should be prepared by the instructors teaching that course. It is not the case here. OK, we prepare the questions, but we give them to the administration, and the final decision is always taken by the administration. Moreover, they [the administrators] don't teach in the prep school, which may be a problem...**

Motivation

The interviewees stated that they are intrinsically motivated to teach English, but their motivation is susceptible to negative influence when teaching in this particular context of AUSFL. This may suggest that providing support for autonomy by involving the instructors in the decision-making processes might not be the only way to create an autonomy supportive environment. Indeed, the interview data revealed a number of factors that affect the instructors' motivation at work negatively. Two salient factors that emerged from the data were unmotivated students and the heavy workload.

Unmotivated students: The interviewees reported that their motivation was negatively affected when the students were not motivated. In the light of Vallerand's Hierarchical Model (1997; 2000), student motivation seemed to function as a determinant affecting the instructors' motivation at the contextual level. This

interaction between student motivation and instructor motivation appeared to stem from different sources such as compulsory attendance, the courses, and the administration being unaware of the student profile in AUSFL. The extracts below illustrate the instructors' perceptions of student motivation.

(SD-8) ... **I am motivated but not a hundred percent... It is related to the student motivation here.** Although I don't like the term "profile", I think it is because of the student profile. ... **If they were here on a voluntary basis, they would be more motivated. It would affect my motivation positively.** Other than student motivation, we are given enough freedom, I guess.

(NSD-9) There are a lot of things affecting my motivation. For example, **unwilling, unmotivated students ...**

(SD-6) **I am motivated.** Feeling tired, **student motivation,** heavy workload ... **these are the things that affect my motivation negatively...**

(SD-2) ... **When I realize that my students are not motivated, it directly affects me, and I lose my motivation...** The students always try to confront me saying it is **not related to me and my teaching, but the courses themselves,** and so on. But I am the teacher trying to teach that course, so **I question myself that I lack something to motivate students. It sometimes decreases my motivation. ...**

(NSD-3) ... **I just need a little bit motivation here.** I think the problem is we are too crowded. **There are lots of students who are not eager to learn English. ... I think the administration does not have any idea of the profile of the students because they are not teaching them.**

In addition to the effect of student motivation on the instructors' motivation, one of the interviewees stated that the instructors' motivation also had an impact on student motivation. This bi-directional interaction between the instructors and the students supports Csikszentmihalyi's (1997) proposal of the reciprocity of motivation that exist between teachers and students. In the extract below, the interviewee seemed to be aware of this reciprocity and its importance.

(SD-6) ... students' attitudes sometimes affect me much ... **student motivation highly affects me... I try to do everything to motivate them, but I sometimes can't. I can't involve them in the lesson... because of this I lose my motivation, but I am aware of the fact that if I lose my motivation, they will be lost, I mean it will affect them, so I pretend as if I am motivated...**

Heavy workload: The interview data indicated that most of the instructors shared the same idea that teaching too many hours affected their motivation negatively. This perception did not seem to differ between groups in terms of self-determination. In other words, being self-determined or nonself-determined did not seem to cause differences in the instructors' perceptions. Interviewees from both groups stated that overwork resulted in ineffective teaching and tiredness in general. Teaching too many hours seemed to prevent the instructors from being effective teachers by leaving them limited time to prepare lessons and look for better ways to teach English. The following extracts illustrate how the interviewees felt about their workload and its effect on their motivation.

(NSD-3) ... because during the lunch breaks we cannot eat, we have meetings. **We have too many hours to teach. We all like to teach less. That would affect my motivation. ... I would be more energetic if I had less hours... I would be willing and motivated.**

(NSD-5) ... **I think I am teaching too many hours.** I teach 22 hours. In my first year, I was teaching 16 hours and I was more motivated at that time, and actually I was a more effective teacher. But, now, I think I am too tired. **Plus, the meetings at the lunch breaks decreases my motivation. ...**

(SD-6) ... **when my motivation decreases, it is generally because of tiredness, heavy workload, and the students themselves ... for example, I have nine hours on Mondays, and it affects me negatively...** I don't think I am an effective teacher on Mondays.

(NSD-1) ... **[The administration] give us little time to finish things.** I mean because you have limited time, you overwork, and this in turn affects your personal life... **If I had more time, I could do more things in terms of my teaching. ... We all work too much here. ... This workload makes me tired all the time, to be honest.**

Different from the generally shared perception, Participant 10 stated that her motivation was not affected negatively, but she would be more satisfied with her teaching if she had more time to prepare lessons.

(SD-10) ... **The other factor which causes my loss of interest is overworking.** I just have time to prepare the lessons I'll teach, but I want to make some extra research and find out extra things for my students. **Although this doesn't affect my motivation a lot, I don't feel satisfied with my teaching. It can certainly be better.**

Only one of the interviewees reported a totally different perception from the others. Although she did not mention how teaching too many hours affected her motivation, what she stated might be important to exemplify the existence of different perceptions in a group of instructors, and the variable internalization of a regulation in the work setting. Because the teaching hours were determined together by the instructors in the summer, she implied that they were not in a position to complain about it.

(SD-8) ... **As for the teaching hours, they were all determined according to the suggestions given at the summer meetings.** For example, Reading should be that many hours at lower levels, or this and that...

Relatedness

As one of the basic human needs that supports self-determined behaviour, relatedness is thought to influence human motivation and autonomy in terms of how people perceive the environment they are in. Feeling secure, being understood and appreciated by others were found to stimulate a sense of security in one's environment (Reis et al., 2000; Ryan & Deci, 2002). This sense of security promotes

relatedness and when people feel related to the environment they are in, they are likely to perform better.

The themes that emerged from the responses to the interview questions can be categorized in two groups according to the instructors' sense of relatedness: relationship among the instructors and relationships between the instructors and the administration.

Relationships among the instructors: The interview data signified that the interviewees perceived the environment differently from one another in terms of their relationships with colleagues. These differences in their perceptions, however, did not stem from the self-determination groups they were in. Two instructors from the Self-Determined Group and one instructor from the Nonself-Determined Group, for example, seemed to be content with the relationships in the work environment. This was not only because of personal relationships but also in terms of sharing experiences related to teaching.

(SD-8) ...**Generally speaking, relationships are not bad...** a young population maybe...

(NSD-5) ... I think all my colleagues are competent in teaching English. I really appreciate this. ... **I get a lot of help from my friends ...**

(SD-2) ... I share a lot of things with my colleagues. This is true. **We share ideas about how to teach things or alternative ways to explain things at the meetings, and it is absolutely useful....** I can say I feel belonged to this environment ...

However, some of the instructors, including Participant 2 who earlier stated that she felt 'belonged' to the environment, appeared to be cautious about describing their relationships with others as satisfactory and trusting because of past experiences, gossip, or other unstated reasons. The following extracts illustrate their feelings about relationships.

(SD-2)... **I don't trust all my colleagues to the same extent.** I know the people here, and I know what can happen. There are some people to help, and some to ignore me.

(NSD-9) ... in terms of the relationships with colleagues, how to put this... **I have good relationships with a few people, but there is jealousy among people here ... criticism, conceitedness, and distrust...**for example, everybody has a label here, and it drives me crazy. **People gossip about each other, there is two-facedness here...**

(SD-4) **I don't think I have inspiring or satisfactory relationships here.** They [my colleagues] don't give much to me... We are teaching adult learners here, we should catch up with their interests, ... music, movies, books... but I think my colleagues are a bit traditional in this sense... **our conversations are not more satisfactory than those of high school teachers...**

Participant 7 described the relationships among the instructors from a different angle by mentioning the instructors' workload. To her, the instructors did not have time to build good relationships with each other. Participant 4 also seemed to support this reasoning despite the fact that she explicitly stated her dissatisfaction with relationships.

(SD-7) ... We just see the people teaching at the same level or teaching the same course. **We constantly have meetings... but meetings are the only occasions we come together.** Other than meetings, there are no social occasions. ... **If we didn't have that heavy workload, they might have positive attitudes towards each other or towards the environment. ... but there is not time for that... no time to build good relationships with each other.**

(SD-4) ... but we can't ignore the reality; I mean we can meet only at the breaks or at the meetings. **This is not the environment where we can learn from each other or have satisfactory conversations. Plus, we don't have enough time to do this...**

Relationships between the instructors and the administration: Contrary to the other themes that emerged from the interview data, the Self-Determined and Nonself-Determined Groups differed in terms of this theme. The interview data

indicated that the nonself-determined interviewees did not feel completely content with the environment in terms of their relationships with the administration. In the interviews, the nonself-determined instructors expressed that they did not feel a sense of trust from the administration. They felt controlled by the administration, which limited their autonomy. The extracts below are to illustrate how the interviewees perceived their relationships with the administration.

(NSD-1) ... **After the [general staff] meetings, I feel demotivated. I mean I don't like the way the administration behaves towards us.** I mean it does not have to be something verbal, but non-verbal... or the way they talk to us ...

(NSD-3) ...**I don't think I feel good in terms of relationships with administration.** I mean they [the administration] can't sometimes find out who is doing what, so **they try to be very strict ... well I don't know ... I need a little bit respect, I think, as a teacher ... some respect...**

(NSD-9) ... **the way the administrators behave us is very important. They make it explicit that they don't trust us... they [the administration] should trust us. ... They don't trust us, when we say something, there is always a ...reason...logic behind it. ...They blame us of being lazy ... We want them to take our opinions into consideration. They have prejudice against the instructors here... I feel that they trust me as [subject matter] teacher, but I don't feel their support behind me. I don't want to be the person trying to reconcile the students to the rules or practices of the administration. ...**

In their responses to the interview questions, Participant 7 and Participant 5 pinpointed that the administration was good in terms of fairness and the innovations. However, they emphasized the importance of trust and emotions in establishing better relationships between the staff and the administration.

(SD-7) **Okay, the administration is definitely fair, yet so many things are still assigned ... you are assigned to do things ...** they could evaluate the situation in two ways: Was it a successful year ... Are people happy? **I don't think they consider our emotions important ... this is what I think. ... I mean, it is not important for the administration that you are motivated or not, but things should be done well. ...**

(NSD-5) ... In terms of the administration, there are good things happening, but I am not very optimistic. **If I were in the administration, I would try to build trust between the staff and the administration ... a sense of confidence...because they are the teachers sustaining success here, not the administration ...** but, here, only the negative things are stressed [by the administration], I mean [the administration] behave towards the staff as if they were students studying here... This affects motivation negatively, I think. ... **... I want to be praised, but I am not...** everybody, at least the majority, tries hard to teach effectively, to help our students be successful... naturally they want to be praised, but ... **instead they criticize us because of this and that... it affects my motivation negatively.**

Contrary to what Participant 7 and 5 stated, Participant 8 from the self-determined group appeared to perceive the relationships differently by focusing on how her colleagues approached the administration. She stated that her colleagues were afraid of sharing their ideas in the presence of the administration. These instructors might feel pressure from the administration, and thus are reluctant to be open in their relationships with the administration. This might also support the idea that the relationships between the administration and the instructors lacked trust. Participant 8 did not approve of this, and was disturbed, as seen in the following extract.

(SD-8) ... **I mean the biggest problem here is not having the courage to talk to the administration... I mean they [the instructors] complain about things among themselves, but they do not even mention them at the meetings, for example. Instead they seem to be in favor of them... It disturbs me a lot, hearing this at the meetings... It's not what they really think. It affects me negatively, I don't know but it can even affect my teaching in the classroom...**

Two participants from the Self-Determined Group stated totally different perceptions from what the interviewees from the Nonself-Determined Group expressed about their relationships with the administration. Participant 6, in particular, seemed to have internalized the regulations in AUSFL due to her sense of relatedness. She also asserted that she would not be teaching in AUSFL, even in the

city where the university was located, if she did not have a positive attitude towards relationships in the work setting. This might indicate the importance of feeling related, which would lead the instructors to internalize the regulations in the work environment. The extracts below are examples to illustrate how these interviewees seemed to be content with their relationships with the environment.

(SD-6) ... because I am happy here, I reflect my happiness to my students, as well. I mean... I'm talking about my colleagues and the administration ... of course I don't approve every single decision made [by the administration or by my colleagues], but because I like this place ... I mean because I see myself as a part of this environment, I defend these decisions in the classroom... I support them [decisions] although I don't believe their utility. If I didn't feel so, I wouldn't be behind all the decisions taken.

(SD-2) ... because I graduated from this university and I know the teachers here. The administrators were my teachers. They know me. That's why, I feel secure here. To be honest, I trust the administration more than I trust my colleagues. ...

The Perceived Self-Efficacy of Instructors

After grouping the instructors according to their level of self-determination, the data from the TES were entered into SPSS 9.05 to run reliability and factor analyses. As for the reliability, the Cronbach's alpha was computed .72 for the TES. The factor analysis, on the other hand, did not produce two factors as it had in the pilot study. Nine statements out of 20 in the TES did not load on either of the primary factors, and thus were excluded from the data analysis procedures. Table 5 displays the statements that loaded on either personal efficacy or teaching efficacy.

Table 5

Factor Loadings for the Personal Efficacy and Teaching Efficacy Items: Principal Component Analysis, Varimax with Kaiser Normalization

Personal Efficacy		Factor Loading
Statement 1	When a student does better than usually, many times it is because I exert a little extra effort.	.417
Statement 7	When a student gets a better grade than he/she usually gets, it is usually because I found better ways of teaching that student.	.681
Statement 11	When the grades of my students improve, it is usually because I found more effective approaches.	.705
Statement 12	If a student masters a new concept quickly, this might be because I knew the necessary steps in teaching that concept.	.700
Statement 18	If I really try hard, I can get through to even the most difficult or unmotivated students.	.480
Teaching Efficacy		Factor Loading
Statement 3	The amount a student can learn is primarily related to family background.	.730
Statement 4	If students aren't disciplined at home, they aren't likely to accept any discipline.	.571
Statement 9	A teacher is very limited in what he/she can achieve because a student's home environment has a large influence on his/her achievement.	.794
Statement 10	Teachers are not a very powerful influence on student achievement when all factors are considered.	.593
Statement 15	The influences of a student's home experiences can be overcome by good teaching.	.738
Statement 19	When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.	.620

According to the results of the factor analysis, only the statements that loaded on either of the primary factors were taken into consideration in calculating the mean scores of personal efficacy and general teaching efficacy for each instructor participating in the study. The Cronbach's alpha of reliability was .71 for the Personal Efficacy subscale, and .68 for the General Teaching Efficacy subscale. The instructors, then, were grouped considering their level of personal efficacy and

general teaching efficacy, which ultimately created four groups. For both personal efficacy and teaching efficacy dimensions, the cut point was determined as 3.5 considering the fact that the TES was a 6-point Likert-scale. Scores of 3.5 and below were considered to represent low levels of efficacy, and the scores above 3.5, high levels of efficacy for both of the subscales. Figure 4 illustrates the groups and the number of instructors in each group.

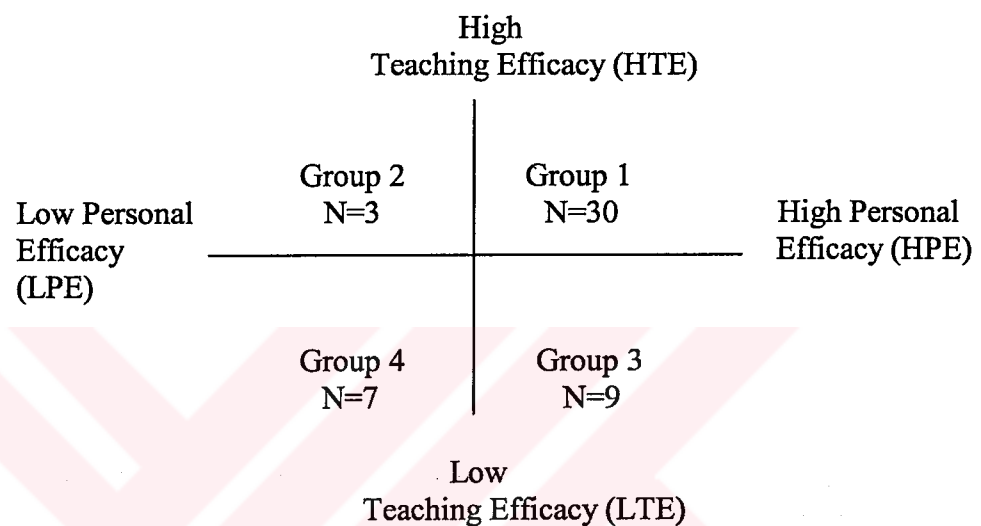


Figure 4: The number of the instructors in Teacher Efficacy Quadrants

The results revealed that a majority of the instructors have high levels of personal efficacy and teaching efficacy. This might be an indicator of the extent to which the instructors believe that they are influential on their students' learning, and that the instructors are able to foster student achievement despite negative influences external to the teacher.

In order to shed additional light on what the survey data revealed about the instructors' sense of self-efficacy, the interviewees were asked questions about the extent to which they believe their abilities in terms of teaching. In the interviews, however, the term 'confidence' and 'competence' were used interchangeably in place of 'efficacy' because the term 'efficacy' might be unfamiliar to the interviewees.

Furthermore, these questions were not about personal efficacy and teaching efficacy in particular, but about to what extent they felt confident about their teaching abilities in general.

The analysis of the interview data from the four teacher efficacy quadrants indicated that the instructors, regardless of self-determination level, did not differ from one another in terms of the areas in which they felt efficacious. Indeed, the instructors seemed to share almost the same beliefs about their confidence in two salient themes: knowledge of subject matter and relationships with students.

Knowledge of Subject Matter

The majority of the interviewees reported that they perceived themselves as competent in teaching English, occasionally referring to particular language skills such as reading and speaking. The extracts below illustrate how the instructors expressed their sense of competence in different areas of teaching.

(SD-4) ... This may sound too much of a claim, but **I feel competent in speaking English, teaching grammar rules, structures ... and teaching other skills...**

(NSD-9) ... In terms of [subject matter] teaching ... **I think I am a [subject matter] teacher that the students like** because I get this feedback from my students.

(NSD-5) I think my cultural background is good... As I told you before, **I am good at [teaching] reading...**

(SD-8) As for my knowledge of subject matter, **it is always general English no matter what skill we are teaching...** Apart from this, **I can adjust the level of language according to the level of my students..**

(SD-7) **I am good at speaking English.** ... I believe the importance of teaching culture through English, so I always use opportunities to teach cultural items while teaching ... **In this sense, my classes are kind of culture classes... I don't claim that I know everything but I believe that I am trying to do my best in the classroom...**

Among the interviewees, Participant 10 and Participant 3 particularly mentioned the source of their sense of efficacy as the experience they have had over years because teaching different skills over the course of time led them to improve their competencies. However, despite feeling efficacious, Participant 3 pinpointed a need for continuous training to follow the advances in the field of education.

(SD-10) I feel confident about my teaching, as I have had a chance to teach different skills and gain experience both in learning, and teaching these different skills in the classroom.

(NSD-3) ... I feel confident about knowledge of subject matter, the way I deliver it... I have been teaching for a long time ... but I think I need some training... because I think we always have something to learn. There are lots of new things. I think it would be nice to renew my knowledge, or ... types to ... styles of teaching ... methods of teaching ... this would be nice.

Among all the interviewees, Participant 6 was the only instructor who described her competence “average.” However, at the same time, she stated that she perceived herself as competent as her colleagues felt.

(SD-6) ...knowledge of subject matter ... I mean ... I feel competent as much as my colleagues feel competent. I don't think I am highly good... actually I don't know to what extent I am good or bad.... Average....

In exploring how the instructors felt that they were competent, they all stated that the feedback they got from the students let them understand to what extent they were competent about the areas they felt efficacious. This feedback, they stated, might be about their teaching in particular, or it might also be students' performance after teaching an item in the classroom, such as using a newly learned structure in a sentence, or writing an essay correctly following previously taught guidelines. In understanding their competence, exam results were not thought of a valid way to check their teaching because other factors, such as the questions on a test, students or the low quality of tape recorders, were also found to be influential on students'

success. The extracts below illustrate what factors were considered influential on students' success.

(NSD-3) ... **sometimes we can't adjust the level of the exams...** for example some Reading exams.. we had problems. Some exams are very easy... some exams are very difficult. **So that [exam] doesn't show exactly [your competence in teaching] ...**

(SD-4) For example, **the quality of tape recorders, the questions themselves ... I mean there might be problems in terms of testing,** and they might result in lower marks ...

(SD-6) Actually, ... **I don't think they [exam results] show my competence.** I don't think that when students get grades, it is because I am an effective teacher, or when they get lower grades, I am a bad teacher! Sometimes good students get bad marks... **A lot of factors influence their success; it is not only the teacher but the students themselves, for example... I might be a factor influencing students' success, but I am not the only factor...**

When asked about whether their motivation was affected by their feeling competent, all stated that their motivation was positively affected. Some of the interviewees also stated that when they realized that their students learned what they have taught, their level of motivation increased. This might be related to what Hoy and Woolfolk (1993) claim about the positive impact of students' success on teachers' efficacy. Similarly, as Tardy and Snyder (2004) found in their study on flow experiences of teachers, feedback from students leads teachers to perceive themselves as more efficacious in their teaching or at least to be more positive about it. Below are the extracts how the instructors felt when they realized that their students learned.

(SD-2) The best thing is ... for example, my students use a word I previously wrote on the board and taught them, they use it in a different context... **This is very nice, I mean this experience... I mean you teach something and they use it...** for example, when speaking about a topic... **I like it a lot. ... It definitely affects my motivation and my sense of competence.. I feel happier...**

(NSD-5) ... for example, I teach something for two-three hours and I wanted my students to use what I have taught in some way... **When I see the direct impact of my teaching, I feel satisfied and motivated...**

Relationships with Students

The interview data suggested that relationships with students seemed to be of considerable importance, as Coşkuner (2001) found in the study she conducted. According to her study, having positive interactions with students was found to influence teachers' perceptions about their job and their decisions to pursue their jobs longer. In line with Coşkuner's study, the interview data indicated that most of the interviewees perceived themselves competent in having good relationships with their students, which positively affected their perceptions of teaching English.

The interviewees referred to the nature of their relationships with the students to provide evidence for their confidence. In the extracts above, sharing personal problems, visits from students, mutual respect and empathy seemed to function as evidence for their confidence in this issue. The following extracts illustrate how the interviewees expressed their confidence in having good relationships with their students.

(NSD-1) ... **I haven't had any problems with my students so far. We get on well with each other.** There is a mutual respect... My interaction with students is good. They can visit me in the office, either for their questions about the course or for their personal problems. ...

(SD-4) **I have a good rapport with students ...**

(NSD-5) **I think I am successful in communicating with students...**

(SD-8) **First of all, I have a good rapport with my students.**

(SD-6) ... **I think I have a good rapport with students. I can also empathize with them, and I can also help them empathize with me...**

However, two of the interviewees seemed to be cautious about describing their relationships with students as good in general. The reasons for not having good relationships with all the students were stated to stem from the students themselves. For example, it may be because some students are not approachable by their nature or because they do not fulfill the requirements of a course. The extracts below show how the interviewees described their relationships with students.

(SD-7) ... but **I have good relationships with the students ... to a limited extent** of course. **Some students do not allow you to approach them. ... If you become more tolerant in the classroom** because of good relationships with students, **they may destroy the lesson...**

(NSD-9) ... in terms of my interaction with the students, they visit me in the office, share their problems with me, but sometimes we argue with each other. **I have good relationships with some of my students, but for some others, we don't get on well with each other, actually. It is mostly because they don't keep their promises related to the course,** such as not doing their homework...

The instructors in AUSFL generally teach a single class at least six or eight hours. Relationships with students might then be considered an important issue affecting their teaching, taking into consideration the fact that they would be teaching that class for the whole term.

In conclusion, the interview data revealed that the instructors did not significantly differ from each other to the extent they perceived themselves efficacious in their teaching.

The Relationship between Perceived Self-Determination and Self-Efficacy of the Instructors

As stated in Chapter Two, there exists limited research about the relationship between self-determination and self-efficacy in the literature. According to previous research, how people perceive the work climate was stated to influence people's

perceived self-efficacy (Hoy & Woolfolk, 1993). Thus, the third research question of this study aimed at exploring this relationship in the context of AUSFL.

First of all, in order to explore how the instructors in Group One (HPE/HTE) perceived themselves in terms of being self-determined, the instructors were grouped in sub-categories of self-determination for each teacher efficacy quadrant. Table 6 illustrates the distribution of the instructors in each self-efficacy group according to their level of self-determination.

Table 6

The distribution of the instructors according to their level of self-determination and self-efficacy level.

	Self-determined	Nonself-determined
HPE / HTE (Group 1)	21	9
HTE / LPE (Group 2)	3	0
HPE / LTE (Group 3)	7	2
LTE / LPE (Group 4)	5	2
Total	36	13

As seen in Table 6, the majority of the instructors are in Group One (HPE/HTE), indicating both high personal and high teaching efficacy. As for their level of self-determination, most of the instructors are also in Group One.

In order to provide an answer to the third research question about the relation between the instructors' self-determination and self-efficacy, Pearson chi-square values were calculated using the data from the survey to see if the results of the WCQ and the TES were related (see Appendix E for the chi-square tables). The results revealed that the relation between perceived self-determination and self-efficacy of the instructors was not statistically significant for all questions. Although the interviewees were not directly asked about that relation, the interview data provided limited support to what the theory and existing research suggested. In

questioning why there is not a significant relation between the two, the following considerations may provide an answer.

First of all, the WCQ and the TES were not specifically developed to explore the relation between self-determination and self-efficacy. The WCQ is a scale designed to explore the perceived autonomy support in a work setting. In other words, this scale focuses on autonomy support at the contextual level. On the other hand, the TES aims at finding out how teachers perceive themselves in terms of their abilities in teaching in general, or in other words at the global level. In the light of Vallerand's Hierarchical Model (1997; 2000), these two scales are not parallel to each other in terms of their focus on different levels of generality in the model.

Second, because factor analysis of the TES did not produce two factors in the actual study despite the two factor solution in the pilot study and in the other studies (Gibson & Dembo, 1984; Hoy & Woolfolk, 1993; Woolfolk & Hoy, 1990), the literature was reviewed again to find more about the factorial validity of the TES. This review revealed that in a recent study on the factorial validity of the TES, Brouwers and Tomic (2002) stated their doubts about the fact that the TES does actually produce two substantial factors despite the evidence in favour of two-factor solution in the literature. Furthermore, Tschannen-Moran et al (1998) stated their concerns about the factor validity of the TES referring to the teacher efficacy studies in the literature. In these studies, the researchers experienced problems with factor analysis because several statements seemed to load on more than one factor, or on both factors. Henson (2001) also stated that the TES was subject to criticism due to its weaknesses in terms of factor validity, but was open to investigation and development. Gibson and Dembo (1984) actually emphasized the importance of ongoing assessment of the TES in different settings with different populations. In this

sense, the TES might not be the appropriate instrument to explore the relation between self-determination and teacher efficacy.

Third, a different analysis of the instructors' perceived level of self-determination could reveal different results. In this study, the instructors were categorized into two groups. However, putting them in three groups in terms of self-determination by dividing the scale at two points and comparing the more extreme groups might be a better approach to investigating the relation between their self-determination and self-efficacy.

Last, the WCQ and TES were not particularly developed for the Turkish context, and this change in cultural context might result in differences in perceptions in responding the items in the scales.

In short, the statistical analyses and the interview data indicated no relation between the perceived self-determination and self-efficacy of the instructors. One instrument, namely the TES, and the perceptions of the instructors were thought to be the possible reasons for this finding.

Conclusion

In this chapter, the data analysis was presented in the order of the research questions. The statistical data were supported with the interview data in exploring the current situation in AUSFL in terms of perceived self-determination and self-efficacy.

In the next chapter, the findings and implications of the study will be presented in the light of what the analysis revealed. The limitations of the study and suggestions for further studies will also be introduced.

CHAPTER V: CONCLUSION

Introduction

This study explored 49 EFL instructors' perceptions of their self-determination and self-efficacy beliefs at Anadolu University, School of Foreign Languages (AUSFL) during the 2003-2004 academic year. This study also aimed to investigate the relation between the self-determination and self-efficacy beliefs of the instructors. The following questions were posed for this study:

1. What is the level of perceived self-determination of AUSFL instructors within the work setting?
2. What is the level of perceived self-efficacy of AUSFL instructors?
3. How do AUSFL instructors' perceived self-determination and self-efficacy relate to each other?

For the purpose of providing answers to the research questions, first a survey consisting of the Work Climate Questionnaire (WCQ) and the Teacher Efficacy Scale (TES) was administered to determine the perceived self-determination and self-efficacy of the instructors. The instructors were then grouped according to the quantitative analyses of both questionnaires in the survey.

A schedule of interview questions was prepared after gathering the results from the survey data. A stratified group of ten instructors were randomly selected for

the interviews according to their levels of self-determination and self-efficacy. The interviews aimed to shed additional light on the survey data.

This chapter presents the findings of the study, implications of the study for AUSFL, and limitations of the study. Suggestions for further studies and conclusion will also be presented in the last section of the chapter.

Discussion of the Findings

The survey analysis of the perceived level of self-determination of the instructors indicated that the majority of the instructors shared a similar positive perception of working in an autonomy supportive environment in AUSFL. Textbook selection, use of extra materials, teaching methods, and exam preparation were the areas in which the instructors felt autonomy support at different levels. However, factors reported in interview data as affecting the instructors' motivation negatively suggest that these perceptions of self-determination may be fragile. Unmotivated students and the heavy workload affected the instructors' motivation negatively. The quality of relationships between the instructors and the administration also appeared to be influential. As for their perceived self-efficacy, a large majority of the instructors had high levels of personal and teaching efficacy. Knowledge of subject matter and relationships with students were the areas in which the instructors felt efficacious. However, no statistically significant relationship was found between the levels of self-determination and the self-efficacy of the instructors.

According to Self-Determination Theory (Deci & Ryan, 1985), people working in an autonomy supportive environment are provided with choices and given a right to take part in decision-making processes on job-related issues. In terms of the choices given to the instructors in AUSFL, the instructors felt having control over textbook selection, the use of extra materials in the classroom, teaching methods

and exam preparation. Their active participation in the material selection and exam preparations, and their freedom to use teaching methods as they like were the particular examples given to illustrate their feeling of autonomy.

As Levesque et al. (2004) stated, environments like this particular one seemed to have a positive effect on the instructors in terms of autonomy, which is likely to result in better outcomes in teaching-related issues. This finding also supports Blase and Blase (1994) in their emphasis that teachers' involvement in different phases of decision-making processes, either instructional or non-instructional, enhances their sense of autonomy and motivation. The majority of the instructors in AUSFL seemed to be positively influenced by their involvement in decision-making processes, which led most of them to internalize and, in some cases, integrate the regulations in the work environment. As Ryan and Deci (2000a) asserted, autonomy supportive contexts facilitate the internalization of a regulation, and people feel self-determined because they personally value what they do, and have control over it.

The reason why the environment is perceived as an autonomy supportive one might be a result of the ongoing curriculum renewal project that AUSFL has been going under a new administration through since the summer of 2003. The administration encouraged all the instructors to participate in the curriculum renewal project, and they all worked in particular committees (e.g. Mission Statement Committee, Reading Course Committee, Learner Autonomy Committee, and so on) to determine the changes and improvements required in the curriculum. This approach might result in higher perceived levels of control over the environment on the part of the instructors. The study Ar (1998) conducted with 23 EFL teachers from three universities, including Anadolu University, indicated a need for self-

determination in work settings because the teachers were found to be dissatisfied with their jobs due to factors, such as “administrators’ and students’ attitudes towards teachers, teaching materials, limited self-development opportunities, relationships like existence of small groups, heavy amount of workload, the education system or curriculum” (p.101). The practices of the administration of AUSFL might be interpreted as a step to decrease the level of dissatisfaction among instructors found in Ar’s study.

In providing an answer to how their feeling self-determined affected their motivation for teaching in AUSFL, the instructors reported that having control over teaching-related issues had a positive influence on their motivation. As discussed in Chapter 2, working in an autonomy supportive environment ultimately leads to higher levels of motivation because people feel more involved in their job (Deci & Ryan, 1985; Noels et al., 2003; Ryan & Deci, 2000a). Also, feeling self-determined gives people control over the activities in their environment, and such people seek interesting and challenging activities (Ryan & Deci, 2000a; Vockell, 1995). Through this control, their motivation, and accordingly their autonomy, is likely to increase because they perform activities on a voluntary basis, without coercion.

However, the instructors in this study also emphasized other factors in the work environment affecting their motivation. These factors, including unmotivated students and the heavy workload, might indicate a need for examining the factors motivating the instructors in AUSFL more closely because individuals may perceive different factors as motivators, or they may rank these motivators differently from one another in the order of importance. These differences may ultimately impact their overall feelings of self-determination. In the studies conducted by Brunetti (2001), Pennington, (1995), and Zabriskie et al. (2002), different factors, including

autonomy, students, school climate, and the way the administration handles subordinates, were found to be influential on teacher motivation. This suggests that providing choices or handing over the control to the instructors in certain areas might not necessarily lead to higher levels of motivation in AUSFL, and other motivators should thus be considered important in promoting an autonomy supportive environment and increasing the instructors' motivation.

This study on the perceived level of self-determination of the instructors in AUSFL supports the findings of the studies conducted by Ar (1998) and Bayraktar (1996). They found that the instructors considered the interaction they had with their students and administrators an important factor influencing their job satisfaction. Coşkuner (2001) found that having good relationships with students and administrators was EFL teachers' major reasons for staying in their jobs. These findings lead to what Deci and Ryan (1985) refer to as relatedness. In exploring the issue of relatedness in AUSFL, the interviews indicated three similar salient themes: relationships with students, relationships among the instructors, and relationships between the instructors and the administration.

As for relationships with students, most of the interviewees perceived themselves as efficacious in having a good rapport with students. This positive environment in terms of relationships with students might affect AUSFL instructors' motivation and job satisfaction as Ar (1998) and Bayraktar (1996) argued in their studies. As Coşkuner (2001) found, this might also be a factor affecting their staying in their jobs.

Regardless of the self-determination group they are in, the interviewees generally appeared to be cautious about describing their relationships with colleagues. On one hand, they appeared to be content with the relationships among

colleagues in terms of sharing ideas and getting help from each other. On the other hand, they expressed some doubts, mentioning factors including insincerity, gossip, and two-facedness. This may indicate that the level of negative factors is higher than they can tolerate, and thus affects them negatively. According to Self-Determination Theory, people thrive best in contexts of relatedness where they have good relationships with others. Only such an environment can stimulate a sense of security among instructors (Ryan & Deci, 2002). Otherwise, arguments and conflicts are inevitable, which kills motivation to perform any activity related to teaching in that environment (Reis et al., 2000).

As for the relationships between the instructors and the administration, the instructors from the Nonself-Determined Group appeared to be negative in their perceptions. The interview data indicated that these instructors' perceptions of the relationships differed from what Baard and Deci (in press) described as occurring in autonomy supportive environments: "[A]utonomy support involves the supervisor's understanding and acknowledging the subordinate's perspective, providing meaningful information in a non-manipulative manner, offering opportunities for choice, and encouraging self-initiation." However, the nonself-determined instructors did not perceive their relationships with the administration as satisfactory and trusting because they felt that the administration did not establish a sense of trust among these instructors. These instructors reasoned that the administration did not trust the instructors by not considering their emotions and motivations important, and not praising the instructors for their good work. As a result, the nonself-determined instructors might feel less autonomous, and be less likely to internalize regulations in the work environment. This also supports the study Pennington (1995) conducted on teacher motivation and job satisfaction. She found that feelings of achievement and

autonomy were found to positively influence teachers' motivation and job satisfaction. However, lack of praise for work done and lack of support for enhancing teachers' intrinsic motivation and job satisfaction on the part of administration were found to negatively influence motivation and job satisfaction.

On the other hand, a number of the instructors from the self-determined group seemed to be positive about their relationships with the administration, and thus support the decisions taken by either the administration or their colleagues. Because internalization is unlikely to happen if it is not supported with the feeling of relatedness (Ryan & Deci, 2002), these instructors might be considered related to the work environment, which led them to internalize the regulations.

As for the perceived level of self-efficacy of the instructors, the results revealed that the majority of the instructors had high levels of personal efficacy and teaching efficacy. The interview data also indicated that the instructors perceived themselves as efficacious in teaching English and having a good rapport with students. Their sense of efficacy seemed to be influenced by their past experiences and positive student feedback. Also, feeling efficacious was found to influence the instructors' motivation.

Also, teachers' sense of self-efficacy has been found to be influenced by school climate (Newman et al., Ashton et al., as cited in Hoy & Woolfolk, 1993). This study seems to support this finding to some extent by giving insights into how relationships with students affected the instructors' sense of self-efficacy. However, beyond students, there are other factors affecting school climate, such as autonomy support and relationships with other colleagues and administration. The instructors' sense of self-efficacy, similar to their sense of self-determination, may then be considered susceptible to the factors in their environment.

As to the relation between the instructors' sense of self-determination and self-efficacy, no statistically significant relationship was found between the two. As stated in Chapter 4, the reasons for not finding a significant relationship might be the instruments used in the study.

Implications

Although this study is a modest step in exploring perceived self-determination and self-efficacy of the instructors in AUSFL, the findings have still indicated some implications for AUSFL.

As for the particular context of AUSFL, the majority of the instructors were found to perceive themselves as working in an autonomy supportive environment, which might reflect the changes and improvements stemming from the Curriculum Renewal Project started in the summer of 2003. The findings of this study might then be used to maintain the autonomy supportive environment in AUSFL, and also look for ways to improve the situations where the instructors' perceptions differ in terms of autonomy support, and thus extend the involvement of the instructors in decision-making processes of teaching-related issues.

As to the issues on which the instructors felt autonomous, such as textbook selection and exam preparation, the autonomy support should be continued and improved in the sense of encouraging all of the instructors' participation in the process by explicitly explaining why their involvement is essential. Because they are likely to internalize the external regulations when the instructors themselves make the decisions, it appears to be important that they actively participate in the decision-making processes.

Similar steps should also be taken to maintain the autonomy support in

using extra materials other than the textbooks in the classroom. Although some instructors perceived themselves as having control over this issue, most of the interviewees expressed negative feelings. This regulation about using extra materials was considered autonomy suppressing because it limits their flexibility in teaching in their classes. A step towards increasing autonomy support in this area might be explaining the relevance of this regulation to benefiting teaching and learning. That is, the rationale behind this regulation should be made explicit to the instructors. Seeing the relevance of the regulation might lead the instructors to internalize it.

In terms of teaching methods the instructors used in the classroom, the environment was considered both autonomy supportive and autonomy suppressing. In order to increase autonomy support in this issue, the factors affecting the instructors' use of different methods in the classroom should be identified. For example, pressure from below (i.e. students and textbooks) and above (i.e. school policy) were found to influence the instructors' choices in terms of methodology. With regard to these factors, evaluation and discussion sessions can be held for finding ways to eliminate these factors.

As for the instructors' sense of motivation in AUSFL, certain motivational factors that emerged from the data can be taken into consideration in taking steps to enhance support for motivation. For example, lack of student motivation appeared to be an important factor affecting the instructors' motivation. Instructors suggested that students' lack of motivation stemmed from sources, such as compulsory attendance, the courses and the student profile in AUSFL. The stakeholders in AUSFL, i.e. the administrators, the instructors, and the students, might contribute to exploring the factors affecting motivation. It might be difficult to involve all the students in

discussion groups. Thus, surveys, for example, might be used to collect data from students and a limited number of students might also participate in the discussions.

In increasing motivation among the instructors, relationships with the administration also appeared to be influential. Instructors mentioned feeling a lack of trust from the administration and lack of praise for work done as factors affecting their motivation. Thus, looking for ways to build trust, for example, might be useful for increasing motivation. Positive changes in these areas will also likely have a positive impact on teacher self-efficacy.

Limitations of the Study

The main limitation of the study is that the WCQ and the TES in the survey used in this study are not specifically designed to explore the relationship between the sense of self-determination and self-efficacy of the instructors. The TES did not produce two substantial factors as has been claimed although it has been the predominantly used instrument in the field (Brouwers & Tomic, 2002; Henson et al., 2001). This might be a reason for not finding any statistically significant relationships between the self-determination and self-efficacy perceptions of the instructors.

Another limitation of the study is that the study may not be generalizable. Because the study was conducted in AUSFL, the findings reflect the perceptions of only the 49 EFL instructors in this work environment. Also, because people's sense of self-determination and self-efficacy vary across contexts, the findings of this study can not be generalized to other schools at university level.

Last, due to time limitations, only the researcher did the analysis of the qualitative data, which limits its reliability. Another person could have also examined the interview data to see whether the same codes and themes emerged.

Suggestions for Further Research

First of all, because self-determination and self-efficacy are susceptible to negative factors in a work environment, an ongoing evaluation of the instructors' perception of self-determination and self-efficacy and the factors influencing them may be useful in improving the work climate in AUSFL.

A second research area would be to replicate this study with larger and more diverse samples of EFL instructors from both state and private universities in Turkey to have a broader picture of EFL instructors' perceptions of their self-determination and self-efficacy in Turkey. Also, the situation in state universities may be compared with that of private universities to explore possible differences or similarities between these two settings.

A third research direction may be to reflect the views of both instructors and administrators to make comparisons between the views from different sources. Because administrators and instructors are counterparts in an institution, such a study may reveal valuable information for supporting autonomy in educational settings.

One outcome of the process might be determining what autonomy means for individuals in the work setting and creating a definition of autonomy that is generally agreed on among the staff so that the necessary steps can be taken to develop an autonomy supportive environment. Only then can it be possible to understand what particular changes or improvements will result in an autonomy supportive environment.

Another promising and valuable area of further research might be to investigate self-determination at three different levels -- global, contextual, and situational -- as Vallerand and Ratelle (2002) propose with their Hierarchical Model. Because the global, contextual and situational levels have an impact on one another,

investigating the interrelation among these different levels might provide insight into motivation in a particular context.

Conclusion

The results of this study revealed that majority of the instructors had high levels of self-determination and self-efficacy, and perceived themselves working in an autonomy supportive environment in the context of AUSFL. No statistically significant relationship was found between their perceived level of self-determination and self-efficacy of the instructors. The instructors' sense of self-determination and self-efficacy were, on the other hand, found to affect the instructors' motivation positively, yet motivators other than feeling autonomous and efficacious were also found to be influential on motivation. The findings of this study may give insights into the process of curriculum renewal in AUSFL in terms of maintaining and improving this autonomy supportive environment, taking into consideration the fact that such an environment leads to better outcomes in teaching and learning processes.

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APPENDIX A

Informed Consent Form

Dear Colleague,

My name is Meral Melek Ünver. I am an MA TEFL student at Bilkent University. You are invited to participate in my research study investigating the relation between teachers' beliefs about their capabilities in teaching (self-efficacy) and their sense of autonomy (self-determination).

This form explains the research study. Please read the form and talk to the researcher about any questions you may have. Then, if you agree to participate in the study, please sign and date this form in front of the person who explained the study to you. You will be given a copy of this form to keep.

You will be asked to take the survey which is designed to explore teachers' sense of self-efficacy and self-determination. The survey consists of 43 questions and your participation in this experiment will take approximately 30 minutes. Eight of the participants will be interviewed regarding the Survey results. The interview will take approximately 20 minutes. You will be asked to write your names on the survey which is required to select interviewees. Because the study focuses on teachers' sense of self-efficacy and self-determination, the interviewees will be selected considering the level of their self-efficacy and self-determination. However, all responses will be treated as confidential, and your individual privacy will be maintained in all presented and published data resulting from the study.

Meral Melek Ünver

I have read the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.

I have been given a copy of this consent form.

Name and Signature of the Participant

Date

APPENDIX B

THE SURVEY

PART A : Please answer the following questions as appropriate.

Name : _____

Gender: ☐ Female ☐ Male

Years of Experience : _____

Years of experience at Anadolu University : _____

Your BA degree : *(please check the appropriate one for you)*

☐ Teaching English as a Foreign Language

☐ English Language and Literature

☐ American Culture and Literature

☐ Translation and Interpretation

☐ Other (Please specify) _____

Your MA and/or PhD degree : *(please specify the field)*

Courses taught in the 2003 – 2004 Spring Term in the School of Foreign

Languages: *(please check the relevant ones)*

☐ Grammar

☐ Speaking / Listening

☐ Reading

☐ Writing

The hours you are teaching in the School of Foreign Languages in the 2003 –

2004 Spring Term: _____

The administrative roles you have in 2003-2004 Spring Term: *(please check the relevant one)*

☐ None

☐ Level Responsible

☐ Coordinator / Co-coordinator

PART B : TEACHER EFFICACY SCALE

A number of statements about organizations, people and teaching are presented below. The purpose is to gather information regarding the actual attitudes of educators concerning the statements. There are no correct or incorrect answers. Your responses will remain confidential.

Key:

1 = Strongly Disagree

2 = Moderately Disagree

3 = Disagree slightly more than agree

4 = Agree slightly more than disagree

5 = Moderately Agree

6 = Strongly Agree

Please circle the number that corresponds to your answer.

1. When a student does better than usually, many times it is because I exert a little extra effort.	1	2	3	4	5	6
2. The hours in my class have little influence on students compared to the influence of their home environment.	1	2	3	4	5	6
3. The amount a student can learn is primarily related to family background.	1	2	3	4	5	6
4. If students aren't disciplined at home, they aren't likely to accept any discipline.	1	2	3	4	5	6
5. I have enough training to deal with almost any learning problem.	1	2	3	4	5	6
6. When a student is having difficulty with an assignment, I am usually able to adjust it to his/her level.	1	2	3	4	5	6
7. When a student gets a better grade than he/she usually gets, it is usually because I found better ways of teaching that student.	1	2	3	4	5	6
8. When I really try, I can get through to the most difficult students.	1	2	3	4	5	6
9. A teacher is very limited in what he/she can achieve because a student's home environment has a large influence on his/her achievement.	1	2	3	4	5	6
10. Teachers are not a very powerful influence on student achievement when all factors are considered.	1	2	3	4	5	6
11. When the grades of my students improve, it is usually because I found more effective approaches.	1	2	3	4	5	6

Key:

1 = Strongly Disagree

2 = Moderately Disagree

3 = Disagree slightly more than agree

4 = Agree slightly more than disagree

5 = Moderately Agree

6 = Strongly Agree

12. If a student masters a new concept quickly, this might be because I knew the necessary steps in teaching that concept.	1	2	3	4	5	6
13. If more were done for students in their home environment, I could do more.	1	2	3	4	5	6
14. If a student did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.	1	2	3	4	5	6
15. The influences of a student' home experiences can be overcome by good teaching.	1	2	3	4	5	6
16. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.	1	2	3	4	5	6
17. Even a teacher with good teaching abilities may not reach many students.	1	2	3	4	5	6
18. If I really try hard, I can get through to even the most difficult or unmotivated students.	1	2	3	4	5	6
19. When it comes right down to it, a teacher really can't do much because most of a student's motivation and performance depends on his or her home environment.	1	2	3	4	5	6
20. My teacher training program and/or experience has given me the necessary skills to be an effective teacher.	1	2	3	4	5	6

PART C : WORK CLIMATE QUESTIONNAIRE

This questionnaire contains items that are related to your experience with the administration. Please indicate your personal opinion about each statement by circling the appropriate response at the right of each statement. Your responses will be kept confidential.

Key:

1 = Strongly Disagree

2 = Moderately Disagree

3 = Disagree slightly more than agree

4 = Agree slightly more than disagree

5 = Moderately Agree

6 = Strongly Agree

Please circle the number that corresponds to your answer.

1. I feel my administration provides me choices and options.	1	2	3	4	5	6
2. I feel understood by my administration.	1	2	3	4	5	6
3. I am able to be open with my administration at work.	1	2	3	4	5	6
4. My administration conveyed confidence in my ability to do well at my job.	1	2	3	4	5	6
5. I feel that my administration accepts me.	1	2	3	4	5	6
6. My administration made sure I really understood the goals of my job and what I need to do.	1	2	3	4	5	6
7. My administration encouraged me to ask questions.	1	2	3	4	5	6
8. I feel a lot of trust in my administration.	1	2	3	4	5	6
9. My administration answers my questions fully and carefully.	1	2	3	4	5	6
10. My administration listens to how I would like to do things.	1	2	3	4	5	6
11. My administration handles people's emotions very well.	1	2	3	4	5	6
12. I feel that my administration cares about me as a person.	1	2	3	4	5	6

Key:

1 = Strongly Disagree

2 = Moderately Disagree

3 = Disagree slightly more than agree

4 = Agree slightly more than disagree

5 = Moderately Agree

6 = Strongly Agree

13. I DON'T feel very good about the way my administration talks to me.	1	2	3	4	5	6
14. My administration tries to understand how I see things before suggesting a new way to do things.	1	2	3	4	5	6
15. I feel able to share my feelings with my administration.	1	2	3	4	5	6



APPENDIX C

Interview Questions

1. Do you feel motivated to teach English?

Do you feel motivated to teach English in this school?

What affects your motivation to teach English in this school?

How does your motivation affect your teaching?

2. To what extent can you teach the way you want to teach?

What makes you feel that you have that control over your teaching?

How does it effect your teaching / your motivation?

3. What choices, in terms of teaching, are provided by the administration?

How does it affect your teaching?

What other choices do you think might affect your teaching?

4. To what extent do you feel confident about different aspects of your teaching?

For example, do you feel confident about your knowledge of subject matter, the way you deliver knowledge or your classroom management ability?

How do you understand that you are competent in your teaching?

Does your feeling competent affect your motivation at work?

5. How do your relationships with colleagues / administration affect your teaching?

What is your perception about the environment in terms of relationships?

APPENDIX D

Sample Interview

- M : Do you feel motivated to teach English? In general?
- Y : In general, yes I do. Because I like teaching English. I like teaching in general. And English is my specific interest.
- M : What about teaching English here, in this prep school?
- Y : Well, I just need a little bit motivation here. I think the problem is we are too crowded. There are lots of students who are not eager to learn English. There are lots of teachers who have lots of stuff to do. And... I think the administration does not have any idea of the profile of the students because they are not teaching them. They are teaching to different profile of students who are going to be English teachers. So they don't have an idea about the prep students' profile. So .. they don't understand us and our problems especially. I feel.... I need motivation in that school.
- M : You have already answered the third question here ... what affects your motivation to teach English in this school? The factors that you listed right now are related to your motivation... the profile of students, the administration, how they behave towards the teachers here...
- Y : And also they don't want to learn English. They're forced to learn English... difficult to teach someone who resists your teaching ... so...
- M : OK. Does your motivation affect your teaching in the classroom?
- Y : Of course, it does. I try to put on my smile on my face. ... I try to do my best. But of course teaching in here you need some kind of effort for the students to teach them (not clear) as simple as I can .. they ask me.. sometimes to give more examples....other things.. Also they need to do some revision. And they need to listen carefully and they have some responsibilities.. but our students usually do not fulfill them. That affects your teaching, too.
- M : OK... Do you think that you can teach the way you want to teach in the classroom? I mean... you have the control over you teaching in terms of material selection or exams ... or the method you use in the classroom?
- Y : As for the material selection, you know, we had meetings in the summer to choose the materials together and prepare packs and so on... but I don't feel that I have the control ... because I feel a bit forced to do certain things. For example, for the packs, there are lots of things to do. They are a lot. And their levels are not very intermediate level students are not intermediate. They say that we are not intermediate, we are at the low-intermediate level, but they are now intermediate classes. So I don't have so much control. The teaching style, yes. Exams, I bring questions, and we choose them together. I have a kind of control. For the materials, not so much control I can say.
- M : OK, feeling that control over your teaching, do you think that affects your teaching and motivation in turn?
- Y : Yes, of course. Because sometimes students ask why we are doing so much... why are you rushing.. Can we just slow down... we don't understand this quickly... I have a schedule, a program to catch up... so this causes problems.. Hmmm... but the motivation is ... of course.. some students who really want to learn English. They are really few, but they motivate us. If you like your job, you are motivated. And ... maybe sometimes the exam results...

because they don't show the teachers... not only the teachers' efforts... there are other things ... in the exam results. But sometimes if they are successful, you feel motivated. They learned it. They did that well. So... these motivate you...

M : If you remember there was a question about the choices and options provided by the administration in the questionnaire. It was the very first question actually in the scale. This question is about that actually. What choices are provided by the administration ... such as teaching hours or the courses you want to teach here in this school...?

Y : I think we can't choose our teaching hours. We can write what we want to teach. But sometimes they can't do this because we are too many. ... Any other??

M : What I want to learn is if you had some more choices in terms of these aspects..

Y : I would like to teach less.

M : Would it affect your teaching and motivation?

Y : Of course, yes. I would like to teach less, for example. Less hours would be nice for me. Because during the lunch breaks we cannot eat, we have meetings. I have too many hours to teach. We all like to teach less. That would affect my motivation. Choosing the lessons that I am going to teach of course motivates me...

M : Can it also affect your teaching in the classroom? Do you think that you can do more things?

Y : Yeah, I would be more energetic if I had less hours... I would be willing and motivated, for example, if I want to ... I would like to teach Speaking, for example, which I am not teaching now, which makes me very unhappy. So I would be very happy if I was teaching speaking...because I like speaking as you see, actually I talk too much...so..

M : which is good for me (laughter)

Y : so.. that will of course affect my motivation.

M : and your teaching, in turn.

Y : Yes.

M : OK, the other questions about your competence. How much do you feel confident about your teaching here? Do you feel confident about different aspects of your teaching? For example, your knowledge of subject matter, or the way you deliver your knowledge... your classroom management, or whatever comes to your mind?

Y : Yeah, I feel confident about knowledge of subject matter, the way I deliver it.. It think... I have been teaching for a long time...but I think I need some training...but not short term ones.. long term ones... because I think we always have something learn. There are lots of new things. I think it would be nice to renew my knowledge, or ... types to... styles of teaching...methods of teaching... this would be nice.

M : to have such a training...

Y : Training but, not in the middle of summer before we go on holiday... (laughter) but training, you know, in a more logical timing. I used to go to British Council seminars, for example, they were very useful. Short but useful things...

- M : You say you feel confident about your teaching. How do you understand this? What feedback do you get from your students or the administration, or...?
- Y : For example, my students.. I teach it, I explain it again until I am sure that they understand it. And I am open to criticism. For example, we discussed something in one of my classes today, if they don't...if I do something wrong, they can tell me ... openly.. From the reactions that I have from my students ... my ex-students come and visit me. From the students' reactions that I feel that I am doing it right...
- M : Do you think the exam results students get out of the exams tell you something about your confidence.. or, say, competence?
- Y : No.. yes.. yes, but if we don't have... sometimes we have discussions about the exam questions. Sometimes we can't adjust the level of the exams... for example some reading exams. We had problems. Some exams are very easy... some exams are very difficult. So that doesn't show exactly.
- M : I see... OK ... related to this issue, do you think that your motivation again is affected by your feeling confident about your teaching?
- Y : Yes, of course. If I am not motivated, I mean, if I don't feel confident, I would.. not teach well..
- M : What about the work environment here? Does it affect your confidence again? Think about your relationships with your colleagues here...
- Y : Yeah, the working environment is good in terms of colleagues. We can talk with each other. We share ideas of each other. We have discussions here but you can, to a certain extent, be very sincere with people.. but mostly you are.. that's a nice working environment and colleagues..
- M : I see...
- Y : We share our problems and the problems we have in class...but as I mentioned before, the administration doesn't understand their (not clear, students' or teachers') problems because they don't teach one to one, I mean, in the classroom, so they don't understand the students' profile.. That's the problem..
- M : What about administration?... Do you feel related?
- Y : Well, I don't think they will behave like my colleagues do, the way my colleagues do... well.. They're doing their job. Because we are too crowded they don't understand (not clear). They can't sometimes find out who is doing what, so they try to be very strict.... hmmm.. well, I don't know... I need a little bit respect, I think, as a teacher... some respect...
- M : The last question.. Do you think that the administration has a kind of control over your teaching, over what you do in the classroom, and your relationships with your colleagues? Do they have such a control?
- E : No. Not that.. .relations with colleagues.. Not that control. No, but I think there should be some discipline rules for teachers to use in the classroom. Because, we cannot, for example, tell a student who doesn't have a book to leave the classroom, which I would like to do. Because they don't have their books, they don't listen to me, they just sit there, and I don't want students just sitting there.. I mean, there should be certain rules for prep school but there are no rules... and students know that there are no rules...they don't respect so much....

APPENDIX E

Sample Matrix

	A U T O N O M Y			
	Textbook Selection	Use of Extra Materials	Teaching Methods	Exam Preparation
Int.6	"... we all worked hard in the last summer. We evaluated the books available to us, and tried to select the book which was appropriate for our goals or the course... They are not perfect ... but we made the decision."	"I use extra materials when I feel necessary ... we shared these extra materials with each other... but, personally, should everyone should share every material with others? It is open to discussion. It may be a last minute discussion, and should not be questioned later."		"As for the exams, we decide what to ask in the exams, we ask what we want. Sometimes they are approved, sometimes not. We sometimes get angry ... but I believe it is something necessary. I mean this process..."
Int.7	"... But I personally did not contribute much. I mean... more than a hundred instructors... decisions were made together to select materials, but I don't think some textbooks are appropriate."		"... we have to use the same material, but we can teach it in whatever way we want. ... I don't have a certain method. I teach something in this way today, tomorrow in a different way..."	
Int.8	"... I didn't select the material I am teaching now, but I am happy with this selection. ..."	"We are free, for example, in such a case ... I mean we can use any materials we want as long as we have a justification. In such a case, they don't say 'no' and 'why have you chosen this'"		"E.g. testing, ..., if I contribute to the exam questions, it affects me positively. Are we asking the things I have thought, or not. Yes, it affects me directly. "
Int.9	"... no total freedom, but we had a right to select the textbooks this year. We made the decisions. We did not have this right in the previous years. We together decide on what parts of the books to teach and not to teach."		"... We use the books in whatever way we want, everybody uses their own method." "... the book, to some extent, determines the method I use in the classroom."	"... I have some kind of control over exams, but I had this control in the previous years as well because preparing exams together."

APPENDIX F

Chi Square Tables*

Table 1

Self-Efficacy Question 1 by Self-Determination

	SD	MD	DSA	ASD	MA	SA	N	χ^2
Self-determined	3	3	5	12	12	0	35	4.68 ^a
Nonself-determined	0	1	3	3	5	1	13	

Table 2

Self-Efficacy Question 3 by Self-Determination

	SD	MD	DSA	ASD	MA	SA	N	χ^2
Self-determined	0	5	8	3	16	4	36	6.61 ^a
Nonself-determined	1	0	2	3	6	1	13	

Table 3

Self-Efficacy Question 4 by Self-Determination

	SD	MD	DSA	ASD	MA	SA	N	χ^2
Self-determined	4	10	6	6	8	2	36	1.57 ^a
Nonself-determined	2	4	3	2	1	1	13	

Table 4

Self-Efficacy Question 7 by Self-Determination

	SD	MD	DSA	ASD	MA	SA	N	χ^2
Self-determined	1	2	8	16	9	0	36	10.20 ^a
Nonself-determined	0	1	2	3	4	3	13	

* Notes for the tables. SD: Strongly Disagree, MD: Moderately Disagree, DSA: Disagree Slightly more than Agree, ASD: Agree Slightly more than Disagree, MA: Moderately Agree, SA: Strongly Agree, N: Number of the responses to the statements, χ^2 : Chi-square value

Table 5

Self-Efficacy Question 9 by Self-Determination

	SD	MD	DSA	ASD	MA	SA	Total	χ^2
Self-determined	1	9	9	6	8	3	36	1.71 ^a
Nonself-determined	0	2	3	4	3	1	13	

Table 6

Self-Efficacy Question 10 by Self-Determination

	SD	MD	DSA	ASD	MA	SA	Total	χ^2
Self-determined	2	2	6	10	11	5	36	3.41 ^a
Nonself-determined	0	1	3	1	6	2	13	

Table 7

Self-Efficacy Question 11 by Self-Determination

	SD	MD	DSA	ASD	MA	SA	Total	χ^2
Self-determined	1	4	8	16	7	0	36	5.83 ^a
Nonself-determined	0	1	1	5	5	1	13	

Table 8

Self-Efficacy Question 12 by Self-Determination

	SD	MD	DSA	ASD	MA	SA	Total	χ^2
Self-determined	1	4	8	16	7	0	36	5.83 ^a
Nonself-determined	0	1	1	5	5	1	13	

Table 9

Self-Efficacy Question 15 by Self-Determination

	SD	MD	DSA	ASD	MA	SA	Total	χ^2
Self-determined	0	0	8	14	11	3	36	1.64 ^a
Nonself-determined	0	0	5	3	4	1	13	

Table 10

Self-Efficacy Question 18 by Self-Determination

	SD	MD	DSA	ASD	MA	SA	Total	χ^2
Self-determined	1	1	1	11	18	4	36	9.87 ^a
Nonself-determined	0	0	3	7	2	1	13	

Table 11

Self-Efficacy Question 19 by Self-Determination

	SD	MD	DSA	ASD	MA	SA	Total	χ^2
Self-determined	0	4	10	10	12	0	36	.91 ^a
Nonself-determined	0	2	3	5	3	0	13	