INVESTIGATING THE RELATIONSHIP BETWEEN TEACHERS' PROFESSIONALIZATION AND SELF-EFFICACY

Emrah Ekici
Miniesty of Education, Turkey
ekiciemrah38@gmail.com

Abdullah Çetin
Faculty of Education
Kahramanmaraş Sütçü İmam University, Turkey
abdcetin46@gmail.com

ABSTRACT

This study aims to determine the possible relationship between professionalization levels and self-efficacy perceptions in teachers. The research was carried out using the relational model, one of the quantitative research methods. Participants of the study were 439 teachers working in a district of Kahramanmaraş, Turkey who were selected through stratified sampling. The data were collected using "Teacher Professionalization Scale" and "Teacher Self-Efficacy Scale" and analyzed through the SPSS 22.0 statistics package program. The Pearson correlation coefficient was calculated to determine the possible significant relationship between teachers' professionalization levels and their self-efficacy, and a multiple regression analysis was conducted to determine whether their self-efficacy level predicted their professionalization level. The research findings demonstrated that they had a "high" level of professionalization and a "quite sufficient" level of self-efficacy. In addition, a positive and medium level relationship was found between these two variables. In other words, their self-efficacy significantly predicted their professionalization explaining 22% of the total variance. Based on these results, the study concludes that policies that improve teachers' self-efficacy should be developed and implemented.

Keywords: *Professionalization, Teacher Professionalization, Teacher Self-Efficacy*

INTRODUCTION

A profession is defined as an occupation that requires special knowledge and skills, that is consciously performed and that has continuity and an organized structure (Karasu, 2001), ethical principles and rules which are obtained after a long education process (Adıgüzel et al., 2011). Teaching, one of the oldest professions, shapes individuals and societies and is characterized by a certain value by all societies. It is an education and training profession with personal, social, ethical, and scientific dimensions (Ünsal, 2018). Although each profession has importance in the development of humanity individually and socially, it is known that the teaching profession has a more special importance compared to other professions (Aslan, 2015). The reason for this is that teachers, the basic element of all education systems, have a strategic importance in facilitating the effective schooling of new

generations so that they may better affect the futures of their societies (Aslan, 2015; Çelikten, et al., 2005; Dikmen & Tuncer, 2018; Kara, 2020).

An education system that can meet the needs of the age can only exist with professional teachers (Elçiçek & Yaşar, 2016; Hargreaves, 2020). Although there is an ongoing debate whether teaching is a profession or not (Bakioğlu & Bayhan, 2017; Güven, 2016; Yılmaz & Altınkurt, 2015), teaching is now considered a professional job (Bayhan, 2011; Hoşgörür, 2017; Koşar, 2015; Yılmaz & Altınkurt, 2015; Yirci, 2017). A professional job necessitates having academic education in the field of expertise and certain standards (Güven, 2016), having a test of the applied profession, audition and improving the profession for the profession to have a high social status and good economic return, and being autonomous in certain situations during the execution of the profession (Güven, 2015; Tobias & Baffert, 2010).

The teaching profession in Turkey is legally accepted as a profession and defined in the Article 43 of Law No. 1739 on Education as a unique profession that requires performing educational and educational-related administrative activities (Yirci, 2017). In addition, it is accepted as a profession that requires high competence and that can carry the heavy burden of human life (Ministry of Education [MoNE], 2017). Being competent in the field, following changes and developments in the field, using knowledge, skills, and abilities for the benefit of the institution, acting within ethical principles, and acting like a professional while doing these can be counted among some indicators of professionalization. In this context, teaching is a profession (Yılmaz & Altınkurt, 2015).

Teachers perform different duties and activities such as fulfilling educational activities, obeying professional rules, attending classes regularly and on time, communicating with other stakeholders, fulfilling other duties assigned by the state within the scope of laws, and adapting to innovations (Çetin & Ünsal, 2020). The teacher's ability to fulfil these duties properly depends on their ability to process and transfer knowledge, to think critically, and to adopt development as a principle (MoNE, 2017). In addition, teachers should have a strong belief in analyzing student characteristics and teaching environments and developing teaching services for student needs (Koşar, 2015). This situation brings up the concept of self-efficacy.

Self-efficacy is an individual's ability to cope with different situations, to do so while performing a certain task, and to use personal judgment about the way they perceive themselves to the extent of their potential (Filiz, 2014). The concept of self-efficacy is expressed as the belief that individuals manage social factors positively while achieving their goals and that they are resistant to the obstacles they face (Bandura, 1997; Koşar, 2015). It has been emphasized with great care in terms of diversifying the learning opportunities offered to students by teachers and supporting all students in line with their needs. Teacher self-efficacy can be considered a teacher activity in terms of providing quality learning opportunities to all students (Koşar, 2015). Teachers with high self-efficacy perceptions respect different thoughts and try to apply new methods and techniques for the development of their students (Şenel, 2014). It increases students' positive commitment to the school and enables them to benefit more from the learning-teaching environment (Gülev, 2015). This can create grounds and opportunities for teachers to practice their job professionally. Therefore, revealing the possible relationship between teachers' self-efficacy and professionalization may be important for increasing the quality of education.

Increasing teacher professionalization contributes to the achievement of the goals set by the education system (Yılmaz & Altınkurt, 2015; Elçiçek & Yaşar, 2016). Review of the relevant literature indicated that teachers have low or mid level of perceived professionalization in Turkey (Akman, 2019; Ekinci & Ekinci, 2017; Eroğlu, et al., 2018). Bayhan (2011) argues that the professionalization of the teaching job in Turkey and the variables that affect the application of professionalization (universities, professional associations, government contributions) are inadequate in terms of facilities provided. For teacher professionalization, a medium to low level of professionalization is not acceptable and it should be increased in order to increase the quality of education. In this context, it is important to reveal and support other professional competencies. To the best of the researchers' knowledge, no research has

been previously intended to reveal the relationship between teacher perceptions of professionalization levels and their perceptions of self-efficacy. Hence, this particular study attempted to bridge this gap via its results and practical implications to inform teacher training institutions, administrators, and decision makers. In addition, it is hoped to constitute a source for other researchers working in the field of teacher training. In this context, the main purpose of the study was to determine the professionalization level and self-efficacy perceptions of teachers and to determine the possible relationship between these two variables. In line with this, answers to the following questions were sought:

1. What are the teachers' levels of professionalization?
2. What are the teachers' levels of self-efficacy?
3. Is there a significant relationship between teachers' professionalization and self-efficacy?
4. Is the teachers' self-efficacy a meaningful predictor of their professionalization?

METHODOLOGY

Research Design

This study utilized the relational model, which is a type of quantitative research models that aim to reveal if and to what extent two or more variables are correlated (Büyüköztürk et al., 2013; Karasar, 1999). While the relationships revealed by the relational model cannot be interpreted as a real cause and effect relationship, some known situations about one of the variables lead to useful results in making judgments about the other variable by giving some hints in this direction (Karasar, 1999). Based on this information, in this study, the possible relationship between the professionalization levels of teachers working at different levels of mainstream schools in Turkey (kindergarten, primary school, middle school and secondary school) and their self-efficacy was examined.

Participants

The universe of the study consisted of the mainstream school teachers working in a district of Kahramanmaraş, Turkey in the 2019-2020 academic year. The sample of the study consisted of a total of 439 teachers (218 male, 221 female) working at different school levels (kindergarten, primary school, middle school and secondary school) selected through stratified sampling from the universe.

Data Collection Tools

In the study, the "Teachers' Professionalization Scale" (TPS) was used to measure teachers' professionalization, and the "Teacher Self-Efficacy Scale" (TSES) was used to determine their self-efficacy.

Teachers' professionalization scale (TPS)

This scale developed by Yılmaz and Altınkurt (2014) consists of 24 items and four sub-dimensions. No items are reverse coded in this scale. The TPS used in this study was rated using a 5-point Likert type scale pointing from 1 to 5 (1=*strongly disagree*, 2=*disagree*, 3=*undecided*, 4=*agree*, 5=*strongly agree*). The highest score that can be obtained from the scale is 120 and the lowest is 24. Information regarding the TPS is given in Table 1.

Table 1
The Teachers' Professionalization Scale

Sub-Dimensions	Related Items	Number	Cronbach alpha value	
			In Research Developed	In this Research
Self-improvement	1-2-3-4-5	5	0.79	0.80
Professional sensitivity	6-7-8-9-10	5	0.74	0.91

Contribution to the institution	11-12-13-14-15-16-17-18	8	0.86	0.88
Emotional labor	19-20-21-22-23-24	6	0.80	0.92
Total		**24**	**0.90**	**0.93**

Teacher self-efficacy scale (tses)

Developed by Tschannen-Moran and Hoy (2001) and adapted into Turkish by Çapa, Çakıroğlu, and Sarıkaya (2005), TSES was used to measure teachers' self-efficacy. The scale consists of 24 items each of which is graded 5 and consists of 9 equal intervals. The highest score that can be obtained from the scale items is 216, while the lowest is 24. Information regarding the TSES is given in Table 2.

Table 2
The Sub-dimensions of TSES

Sub-Dimensions	Related Items	Number	Cronbach alpha value	
			Tschannen-Moran & Hoy (2001)	Current research
Interaction with student	1,2,4,6,9,12,14,22	8	0.82	0.88
Classroom management	3,5,8,13,15,16,19,21	8	0.84	0.90
Teaching Strategies	7,10,11,17,18,20,23,24	8	0.86	0.88
Total		**24**	**0.97**	**0.95**

Teachers were asked to choose one of the 9 equal intervals which were later evaluated as "insufficient", "slightly sufficient", "somewhat sufficient", "quite sufficient", or "very sufficient".

Data Collection and Analysis

The ethical consent was obtained from the Kahramanmaraş Provincial Directorate of National Education for the research and 500 copies (TPS and TSES) were distributed to teachers along with the necessary instructions. It is noteworthy that 18 out of the 457 completed scales were excluded from the data as some items were left unanswered. In total, 439 scales were analyzed. The data obtained from the TPS and TSES were analyzed using the SPSS 22.0 statistical package program. Frequency, arithmetic mean, and standard deviation values were calculated to determine teachers' professionalization and self-efficacy levels. In addition, the Pearson correlation coefficient was calculated to determine the possible significant relationship between teachers' professionalization and self-efficacy. Multiple regression analysis was conducted to determine whether the independent variable (teacher self-efficacy), predicted the dependent variable (teacher professionalization). In order to perform multiple regression analyses, dependent variables and independent variables should show normal distribution (Çokluk et al., 2012). In order to test the suitability of the data for parametric tests, a histogram and Q-Q plot chart were used to determine normal distribution. It was assumed that the data were distributed normally considering the number of data exceeded 30. It was also assumed that the average of teachers' professional professionalization total scores and the average of teachers' perceptions of self-efficacy (-0.870 and 1.405) were normally distributed as their skewness and kurtosis values were in the range of +2, -2 according to George and Mallery (2010). In interpreting regression analysis, standardized Beta (t) coefficients and t-test results were examined for significance. In the statistical analysis of the findings, the ".05" significance level was taken as a criterion at a 95% confidence interval.

The limit values to be taken as reference in the interpretation of the data obtained are provided in Table 3.

Table 3

Limits Considered in The Interpretation Of TPS and TSES Data

Weight	TPS level	Reference values	TSES level	Reference values
1	Very Low	1.00-1.80	Sufficient	1.00-2.77
2	Low	1.81-2.60	Little Sufficient	2.78-4.55
3	Medium	2.61-3.40	Slightly Sufficient	4.55-5.44
4	High	3.41-4.20	Quite Sufficient	5.45-7.22
5	Very High	4.21-5.00	Very Sufficient	7.23-9.00

As displayed in Table 3, the range to be taken as reference in the evaluation of the mean TPS was determined as (5-1) /5=0.80. Although the original TSES uses a 9-degree scale, the TPS uses a 5-degree scale, so the TSES was evaluated using 5 degrees in analyses.

FINDINGS

In this part of the research, the findings obtained from the data analysis are given in the form of tables, respectively taking into account the sub-problems of the research in line with the purpose of the research. It is noteworthy that all the findings presented in this section mirror the teachers' professionalization and self-efficacy based on their perceptions and, for the sake of readability, use of the word "perception" was intentionally avoided throughout the paper.

Findings related to teachers' professionalization

In line with the first research question, the teachers' professional professionalization levels were analyzed. Descriptive statistics related to the general and sub-dimensions of the scale used are given in Table 4.

Table 4

Arithmetic Mean, Standard Deviation and Range Values for TPS

Sub-Dimensions	N	$\bar{x}$	S	Range
Self-development	439	3.59	.756	High
Professional Sensitivity	439	4.45	.679	Very High
Contribution to the Institution	439	3.87	.694	High
Emotional Labor	439	4.31	.681	Very High
Total	**439**	**4.04**	**.573**	**High**

Table 4 shows that the arithmetic mean of the personal development sub-dimension was 3.59 with a standard deviation of 0.756 and a "high" interval, the arithmetic mean of the occupational sensitivity sub-dimension was 4.45 with SD of 0.679 and "very high" interval, the arithmetic average of the institutional contribution sub-dimension was 3.87 with SD of 0.694 and a "high" interval, and the arithmetic mean of the emotional labor sub-dimension was 4.31 with SD of 0.681 and a "very high" interval. With a total arithmetic mean score of 4.04 in the overall scale, it is concluded that the teachers found themselves highly professional.

Findings regarding teachers' self-efficacy perceptions

The second research question was intended to reveal self-efficacy level of the teachers. The descriptive statistics related to the general and sub-dimensions of the scale used are displayed in Table 5.

Table 5
Arithmetic Mean, Standard Deviation and Range Values for TSES

Sub-Dimensions	N	x̄	S	Range
Interaction with Students	439	7.02	.965	Quite sufficient
Classroom Management	439	7.38	.969	Very sufficient
Teaching Strategies	439	7.46	.877	Very sufficient
Total	**439**	**7.28**	**.867**	**Very Sufficient**

As seen in Table 5, the arithmetic mean of the interaction with the student sub-dimension of teacher self-efficacy was 7.02 with SD of 0.965 and an interval value of "quite sufficient", the arithmetic average of the classroom management sub-dimension was 0.969 and the interval value was at the "very sufficient" level, and the arithmetic mean was 7.46 with a SD of 0.877 and a "very sufficient" level in the sub-dimension of teaching strategies. The arithmetic mean of the overall self-efficacy scale was 7.28 with SD of 0.867 and a range of "very sufficient".

Findings regarding the relationship between teachers' professionalization and self-efficacy

The third research question was designed to investigate if there is a significant relationship between the teachers' professionalization and self-efficacy. For this, the Pearson-Moment Product Correlation was conducted and the related analysis results are presented in Table 6.

Table 6
Results of the Pearson-Moment Product Correlation for the Relationship Between Teachers' Professionalization and Self-Efficacy

Variables	1	2	3	4	5	6	7	8	9
TPS Total	1								
Personal Development	.725**	1							
Professional Sensitivity	.800**	.414**	1						
Institutional Contribution	.882**	.562**	.572**	1					
Emotional Labor	.830**	.407**	.699**	.615**	1				
TSES Total	.439**	.263**	.271**	.423**	.434**	1			
Interaction with Students	.448**	.306**	.255**	·456**	.392**	.924**	1		
Classroom Management	.338**	.156**	.223**	.311**	.385**	.925**	.766**	1	
Teaching Strategies	.437**	.270**	.278**	.410**	.431**	.928**	.795**	795**	1

*P<0.001   *P<0.05

When the correlations of TPS were examined based on the scale sub-dimensions, the highest relationship was found between emotional labor and professional sensitivity (r = .699), and the lowest relationship was between personal development and emotional labor (r = .407). When the correlation values of the relationship in the sub-dimensions of the teacher self-efficacy scale were examined, student interaction and teaching strategies, teaching strategies and classroom management (r = .795) had the same value. Student interaction and classroom management (r = .766) were found to have a lower correlation than these two sub-dimensions. Considering the sub-dimensions of both scales, it was found that the highest correlation was found between the institutional contribution and student interaction (r = .456), and the lowest correlation was between personal development and classroom management (r = .156).

The correlation between TPS and TSES was found moderately positive (r = .439) relationship between the two variables according to the overall scales. This situation can be interpreted as the higher the teachers' self-efficacy, the higher their professionalization.

Findings related to teachers' self-efficacy predicting their professionalization

The last research question was formed to determine whether teachers' self-efficacy is a significant predictor of their professionalization. The regression analysis results are presented in Table 7.

Table 7

Multiple Regression Analysis Results Related to the Prediction of Teacher Self-Efficacy on Teacher Professionalization

Variables	B	Standard error	β	T	p	Double r	Multi r
Constant	1.892	.210		9.000	.000		
Student Interaction	.193	.044	.326	4.356	.000	.448	.204
Classroom Management	-.085	.044	-.143	-1.916	.056	.338	-.091
Teaching strategies	.191	.052	.292	3.685	.000	.437	.174

R=.474 R^2=.225   F= 42.015   P= .000

As indicated by the multiple regression analysis results in Table 7, a positive, moderate, and significant relationship was found between teacher self-efficacy and teacher professionalization (R = .474; R2 = .225; P <0.05). Sub-dimensions of teacher self-efficacy significantly explain approximately 22% of the variance in the teacher professional professionalization total score. According to the standardized regression coefficient (ß), with the relative importance of the predictor variables on the professionalization of teachers, student interaction became more prominent while the classroom management revealed the least significant variable. The t-test results regarding the significance of the regression coefficients showed that student interaction and teaching strategies were significant predictors of teachers' professional professionalization. According to the regression analysis results, the regression equation (mathematical model) regarding the perception of teachers' self-efficacy to predict teacher professional professionalization is as follows:

Professionalization of Teachers = 1.892 + .193 * Student Interaction + -.085 * Classroom Management + .191 * Teaching Strategies

The following section is intended to discuss these findings by comparing them with the ones preciously informed by the relevant literature.

DISCUSSION

When the average scores of teachers working at mainstream schools from the sub-dimensions of TPS are examined, it can be concluded that the personal development and contribution to the institution dimensions are both "I agree", the professional sensitivity and emotional labor dimensions are at the level of "absolutely agree", and the overall total result is "I agree". These results are quite in line with those previously reported in Akman (2019) and Hoşgörür (2017) who informed that the professionalization levels of teachers were at the level of agreeing. Considering the results in concern, the study contradicts with Eroğlu, Erdoğan and Özbek (2018) and Çelik and Yılmaz (2015) who reported that teachers' professionalization levels were at a medium level. Nartgün, Ekinci, Tukel and Limon (2016), who examined the relationship between teachers being workaholics and their levels of professionalization, determined the professionalization level of teachers as "I strongly agree". The differences between the present findings and those preciously reported in the relevant literature may be attributed to the genuine structure of sample, geographical region or the research setting.

The fact that teachers' professionalization level is at the "I agree" level can be interpreted as teachers evaluating themselves as competent enough. Based on this, it is predicted that they will be more efficient in learning-teaching environments, that they will constantly update their knowledge and skills within the scope of lifelong learning, and that they can maintain their relationships professionally without harming the corporate culture in the schools where they work. One of the striking results of the study is that the sub-dimensions of personal development and contribution to the organization are lower than other sub-dimensions. The teaching is not a profession that cannot be efficiently performed

with pre-service training, and using only traditional teaching methods and strategies will never be enough to raise qualified students needed by the contemporary society (Kara, 2020). In this direction, teachers should constantly endeavor to improve and develop themselves (Akman, 2019). The fact that the personal development sub-dimension is lower than other dimensions may be due to the inadequacy of professional development activities (congresses, seminars, etc.) in the districts where these teachers work, inadequacy of socio-economic opportunities offered to teachers, or their finding themselves professionally competent enough.

The study also showed that the the teachers' self-efficacy was generally at the "highly sufficient" level. Furthermore, interaction with students, classroom management, and teaching strategies were also found at a "highly sufficient" level. However, according to the results obtained from the self-efficacy scale, the highest average was in the sub-dimension of teaching strategies and the lowest average in the interaction with the student sub-dimension.

The review of the existing literature demonstrated that similar results were previously reported in other studies. For example, examining the relationship between the communication skills of middle school teachers and their self-efficacy perceptions, Küpeli (2019) concluded that the teachers evaluated themselves as "quite sufficient" in general as well as in all sub-dimensions. Likewise, Gündüz and Kumcağız (2018), who investigated the self-efficacy beliefs of pre-service teachers who received fine arts education and their attitudes towards the teaching profession, concluded that they had high self-efficacy. Finally, Kavrayıcı and Bayrak (2016) informed that pre-service teachers' self-efficacy was at "highly sufficient" level in all sub-dimensions of the scale.

In the present research, teachers' self-efficacy was generally at a "highly sufficient" level indicating that they deem themselves sufficient in preparing the educational environment, the selection of effective teaching method and techniques, and capturing the attention of indifferent students and having them actively participate in the lessons. Teachers perceived their self-efficacy as "high" in developing different strategies for student behaviors that can negatively affect the education environment for teachers and handling possible negativities, interacting with shy and introvert students, increasing the quality of education by taking into account individual differences, improving critical thinking and decision-making abilities of the students, and establishing and sustaining a good communication with students and parents.

The research results indicated a positive and moderate relationship between the teachers' professionalization and self-efficacy (r=.439). Accordingly, it can be claimed that the teachers' self-efficacy levels increases when their professionalization increases. When the correlations of obtained from TPES were examined based on its sub-dimensions, the highest relationship was found between emotional labor and professional sensitivity (r=.699), and the lowest relationship was between personal development and emotional labor (r=.407). When the correlation values of the relationship in the sub-dimensions of the teacher self-efficacy scale were examined, both student interaction and teaching strategies, and teaching strategies and classroom management were highly correlated (r=.795). Student interaction and classroom management (r = .766) were found to have a lower correlation value than these two sub-dimensions. Considering the sub-dimensions of both scales, it was found that the highest correlation was between the institutional contribution sub-dimension and student interaction (r=.456), and the lowest correlation was between personal development and classroom management (r=.156). When the literature was examined, a positive, moderate, significant relationship was found between teacher self-efficacy and technological pedagogical content knowledge (Coşkun, 2019), cognitive flexibility in pre-service teachers (Gürbüz, 2017), and communication skills (Küpeli, 2019). In the literature, a low level positive and significant relationship was found between teacher self-efficacy and their attitudes towards change (Avcı, 2018), commitment to the institution (Ermiş, 2019), and reflective thinking (Urhan, 2013).

The results of the multiple regression analysis indicated a positive, moderate and significant relationship between the teachers' self-efficacy and teacher professionalization. The sub-dimensions of teacher self-efficacy significantly explain approximately 23% of the variance in the teacher professionalization total

score. According to the standardized regression coefficient (ß), with the relative importance of the predictor variables on the professionalization of teachers, student interaction became more prominent while the classroom management variable remained less prominent. Therefore, when the student interaction variable is evaluated together with the classroom management, it becomes meaningless. When the t test results regarding the significance of the regression coefficients were examined, student interaction and teaching strategies revealed a significant predictor of teachers' professionalization. Therefore, it is concluded that there is a positive correlation between the teachers' self-efficacy and their professionalization.

In a similar study conducted by Demirhan (2019), a positive-medium level relationship was found between self-efficacy of classroom teachers and their readiness for change while Toy (2015) reported a moderately positive relationship between teachers' self-efficacy and their efficacy beliefs regarding inclusion education. Nakip (2015) examined the relationship between self-efficacy beliefs towards teaching profession and determined that these attitudes revealed a significant moderate relationship. In a similar vein, Küpeli (2019) found a moderately positive relationship between middle school teachers' communication skills and their self-efficacy perceptions, and Tutkun (2017) reported a moderately positive significant relationship between school principals' ethical leadership behaviors and teachers' self-efficacy. In studies on job satisfaction (Altınkurt & Yılmaz, 2014), strategic leadership (Akman, 2019), work life balance (Yılmaz & Altınkurt; 2015), and loss of dignity, correlations were found among the variables of gender, years of seniority, age, and school type. At this point, the commonality of some variables with the relationship between self-efficacy and professional professionalization may have caused a positive relationship between these two concepts.

CONCLUSION

According to the results of the study, it was concluded that teachers' professionalization was at a "high" level, and their self-efficacy was at a "quite sufficient" level. These results indicated a positive and medium level relationship between teachers' professionalization levels and their self-efficacy. Teachers' self-efficacy significantly predicted their professionalization and explain 22% of the total variance. Thus, the following suggestions were generated in the light the results obtained:

1. In-service training programs should be organized by the Ministry of National Education to meet the needs of the current age and to increase teachers' professionalization and self-efficacy.
2. Career steps can be introduced to encourage teachers to increase their professionalization.
3. Professionalization levels can be increased by supporting teachers' professional independence while carrying out their profession.
4. The structural problems that prevent professional development and personal development of teachers should be carefully identified and handled.
5. The reasons for low interactions between teachers and students, which has an important influence on the quality of education should be investigated in detail.

It is noteworthy that this study was restricted to the quantitative analysis of the relationship between teachers' professionalization and self-efficacy. Further studies could be conducted using a mixed research design in order to elicit in-depth knowledge in teachers' professionalization and self-efficacy.

REFERENCES

Adıgüzel, O., Tanrıverdi, H. & Özkan, D.S. (2011). Occupatıonal professionalism and the case of nurses as the members of the professıon. *Journal of Administrative Sciences, 9*(2), 237-255.

Akman, Y. (2019). The role of strategic leadership in occupational professionalism. *SDU International Journal of Educational Studies, 6*(2), 114-127.

Altınkurt, Y. & Ekinci, C. E. (2016). Examining the relationships between occupational professionalism and organizational cynincsm of teachers. *Educational Process: International Journal*, *5*(3), 236-253.

Aslan, N. (2015). The foundatıons of the basic factors effectıng the choıce of teachıng as a professıon. *International Journal of Social Science* (37), 53-64.

Avcı, E. E. (2018). *The relations between high school teachers' self efficacy and their attitudes towards change.* (Published Master Thesis) Pamukkale University Institute of Educational Sciences, Denizli.

Bakioğlu, A. & Bayhan, G. (2017). *Teachers' professional professional lives*. Ankara: Nobel Publishing.

Bandura, A, (1997). *Self-efficacy: Theexercise of control.* New York, NY: W. H. Freeman.

Bayhan, G. (2011). *The investigate of teachers professionalism* (Published Doctoral Thesis) Marmara University Institute of Educational Sciences, İstanbul.

Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö.E., Karadeniz, Ş. & Demirel, F. (2013). *Scientific research methods*. Ankara: Pegem Academy

Çokluk, O. S., Şekercioğlu, G. & Büyüköztürk, S. (2012*). Multivariate statistics for social sciences: SPSS and LİSREL applications*. Ankara: Pegem Academy

Coşkun, N. (2019). *Investigation of the relationship between secondary teachers 'technologic pedogogic field knowledge levels and teachers' self-efficiency* (Published Master Thesis) Karamanoğlu Mehmet Bey University Institute of Science, Karaman.

Çapa, Y., Çakıroğlu, J & Sarıkaya, H. (2005). The development and validation of a Turkish version of teachers' sense of efficacyscale. *Education and Science*, *30*(137), 74-81.

Çelik, M & Yılmaz, K. (2015). The relationship between teachers' occupational professionalism and burnout. *Sakarya University Journal of Education Faculty*, (30), 102-131.

Çelikten, M., Şanal, M. & Yeni, Y. (2005). Teaching profession and ıts features. *Journal of the Institute of Social Sciences, 19*(2), 207-237.

Çetin, A. & Ünsal, S. (2020). Teaching that makes a difference according to teacher perceptions. *The journal of humanity and society*, *10*(2), 35-64.

Demirhan, S. (2019). *Investigation of the relationship between classroom teachers' self-efficacy beliefs and their readiness for change,* (Published Master Thesis) Bolu Abant İzzet Baysal University Institute of Educational Sciences, Bolu.

Dikmen, M., & Tuncer, M. (2018). Evaluation of the Attitude Towards the Teaching Profession According to Various Variables, *Harran Education Journal*, *3*(1), 24-38.

Ekinci, C. E. & Ekinci, N. (2017). A study on the relation ships between teachers' critical thinking dispositions and their perceptions of occupational professionalism. *Educational Process: International Journal, 6*(2), 53-78.

Elçiçek, Z. & Yaşar, M. (2016). The teachers professıonal development ın Turkey. *Electrınıc Journal Of Educatıon Scıences,* 5(9), ss.12-19.

Ermiş, M. (2019). *An investigation into the relationship between teachers' self-efficacy levels and their organizational commitments* (Published Master Thesis) Amasya University Institute of Social Sciences, Amasya.

Eroğlu, M. Erdoğan, U. & Özberk, R. (2018). The ınvestıgatıon of the relatıonshıp between occuptional professıonalısm and attıtude toward professıonal development. *Journal of Social and Humanities Sciences Research (JSHSR), 5*(30), 4379-4388.

Filiz, B. S. (2014). *Learning teaching theories and approaches*. Ankara: Pegem Publishing

George, D. & Mallery, M. (2010). *SPSS for windows step by step: A simple guide and reference,* Boston: Pearson

Gülev, D. (2015). *Examining the relationship between teachers' self-efficacy beliefs, academic self-efficacy beliefs, epistemological beliefs, and learning strategies for biology teacher candidates* (Published Doctorate Thesis) Gazi University Institute of Educational Sciences, Ankara.

Gündüz, Y. & Kumcağız, H. (2018). An investiga of self-effivaty belliefs of teacher candudates of fine arts education and their attitides toward teaching. *Abant İzzet Baysal University Journal of Education Faculty*, *18*(3), 1514-1553.

Gürbüz, K. E. (2017). *Cognitive flexibility and self efficacy levels of pedagogical formation program students* (Published Master Thesis) Abant İzzet Baysal University Institute of Educational Sciences, Bolu.

Güven, D. (2015). As a professional teaching profession in Turkey *Boğaziçi University Journal of Education, 27*(2), 13-21.

Hargreaves, A. (2000). Four ages of professionalism and professional learning. *Teachers and Teaching, 6*(2), 151–182.

Hoşgörür, T. (2017). Correlation between occupational professionalism of teacher sand their fear of loss of dignity. *Educational Administration in Theory and Practice*, *23*(3), 387-424.

Kara, M. (2021). The perception of pedagogical formation students towards teachers and ideal teachers: A metaphorical study. *Journal of Education and Humanities: Theory and Practice 11*(21), 111-132.

Kara, M. (2020). The Problems of Turkish Education System According to the Opinions of Stakeholders in Education. *Journal of Kırşehir Education Faculty, 20*(3), 1650-1694.

Karasar, N. (1999). *Scientific research methods*. Nobel publishing, Ankara.

Karasu, K. (2001). *Professionalization and Public Administration.* Ankara: Mülkiyeliler Birliği Vakfı Publications.

Kavrayıcı, C. & Bayrak, C. (2016). Preservıce teachers sense of self efıcacy. *Adıyaman University Journal of Social Sciences Institute*, 8(23), 623-658.

Koşar, S. (2015). Trust in school principal and self-efficacy as predictors of teacher professionalism. *Education and Science 40*(181), 255-270.

Küpeli, E. (2019). *Investigation of relationship between secondary school teachers' communication skills and self-efficacy perceptions* (Published Master Thesis) Kahramanmaraş Sütçü İmam University Institute of Social Sciences, Kahramanmaraş.

Ministry of Education (MoNE) (2017). General competencies for teaching profession. Ankara: General Directorate of Teacher Training and Development.

Nakip, C. (2015). *The relation between preservice teachers' confidence in self efficiency and their attitudes toward teaching profession* (Published Master Thesis) Abant İzzet Baysal University Institute of Educational Sciences, Bolu.

Nartgün, Ş. S., Ekinci, S., Tukel, H. & Limon, İ. (2016). Teacher views regarding work aholism and occupational professionalism" Universal *Journal of Educational Research*, *4*(12A), 112-118.

Şenel, E. (2014) *The predictive power of self efficacy perception in preschool teachers for the level of burnout: Case of Denizli province* (Published Master Thesis) Pamukkale University Institute of Educational Sciences, Denizli.

Tobias, S. & Baffert, A. (2010). *Scienceteaching as a profession: Why it isn't. How it could be*. Arlington, VA: NSTA Press.

Toy, N. S. (2015). *The comparison of self-efficacy and inclusive education beliefs of primary school teachers* (Published Master Thesis) Pamukkale University Institute of Educational Sciences, Denizli.

Tutkun, B, (2017) *The relationship between ethical leadership behaviors of school principals and self efficacy of teachers* (Published Master Thesis) Kahramanmaraş Sütçü İmam University Institute of Social Sciences, Kahramanmaraş.

Urhan, İ. (2013). *An investigation of relationship between Turkish language teacher candidates reflective thinking skills and their teacher self-efficacy: Sample of Niğde University* (Published Master Thesis) Niğde University Institute of Educational Sciences, Niğde.

Ünsal, S. (2018). A Pareto analysis of status of teaching profession in Turkey. *Sakarya University Journal of Education*, *8*(2), 111-130.

Yılmaz, K. & Altınkurt, Y. (2015) The relationship between occupational professionalism and work-life balance of teachers. *Educational Sciences and Practice Journal*, *14* (28), 105-128.

Yirci, R. (2017). Barriers to teacher professionalism and suggestions for solution. *Ahi Evran University Journal of Kırşehir Education Faculty (JKEF) 18*(1), 503-522.