



The Predictive Power of Academic Motivation of Primary School Teacher Candidates on Their Self-Efficacy in the First Reading and Writing Teaching

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Abstract

The aim of this study was to determine the predictive power of academic motivation of primary school teacher candidates on their self-efficacy in the first reading and writing teaching. To this end, the study was designed as correlational survey model. The universe of the study consisted of public university students at Grades 2, 3 and 4 of the department of primary school education in 2021-2022 spring semester and the participants were selected randomly for this study. As data collection tool, "Academic Motivation Scale" was used in order to determine the motivational level of candidate primary school teachers, whereas "Self-Efficacy Scale for the First Reading and Writing Teaching" was used to evaluate the self-efficacy of the primary school teacher candidates in the first reading and writing teaching. Designed on "Google Forms", these two scales were administered to teacher candidates in one online session. For the data collection procedure, two weeks were allowed for data collection. At the end of this duration, the data was analyzed. As for data analysis, descriptive statistical analysis and simple linear regression analysis were used in the study. As a result of the study, it was seen that both academic motivation level and self-efficacy level of the teacher candidates on the first reading and writing teaching were at high level. Additionally, it was realized that there was a significant relationship between academic motivation and self-efficacy in the first reading and writing teaching, and also it was stated that academic motivation significantly predicted the level of self-efficacy in the first reading and writing teaching. Besides, academic motivation accounted for 22% of the changes in the self-efficacy scores in the first reading and writing teaching.

Keywords: First reading and writing, academic motivation, primary school teacher candidate, self-efficacy

İlkokul Sınıf Öğretmeni Adaylarının Akademik Güdülenmelerinin İlk Okuma Yazma Öğretimine Yönelik Öz Yeterliklerini Yordama Gücü

Öz

Bu çalışmanın amacı ilkököl sınıf öğretmeni adaylarının akademik güdülenmelerinin ilk okuma yazma öğretimi öz yeterliklerini yordama gücünü tespit etmektir. Bahsedilen amaç doğrultusunda araştırma, ilişkisel tarama modeline göre desenlenmiştir. Araştırmanın evrenini, 2021-2022 yılı bahar yarıyılında rasgele yöntemle belirlenen devlet üniversitelerinde 2., 3. ve 4. sınıf düzeylerinde öğrenim gören ilkököl sınıf öğretmeni adayları oluşturmaktadır. Araştırmada veri toplama aracı olarak ilkököl sınıf öğretmeni adaylarının akademik güdülenmelerini ölçmek amacıyla "Akademik Güdülenme Ölçeği"; ilk okuma yazma öğretimine yönelik öz yeterliklerini ölçmek amacıyla ise "İlk Okuma Yazma Öğretimine Yönelik Öz Yeterlik Ölçeği" kullanılmıştır. Ölçekler "Google Formlar" haline getirilerek veriler, çevrimiçi ortamda tek oturumda öğretmen adaylarından toplanmıştır.

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Verilerin toplanmasına 2 haftalık bir süre tanınmıştır. Bahsedilen süre sonunda toplanan veriler, analiz edilmiştir. Verilerin analizinde betimsel istatistik ve basit doğrusal regresyon analizinden faydalanılmıştır. Araştırmanın sonucunda ilkokul sınıf öğretmeni adaylarının akademik güdülenme ve ilk okuma yazma öğretimine yönelik öz yeterlik düzeyleri yüksek olarak bulunmuştur. Aynı zamanda akademik güdülenme ve ilk okuma yazma öğretimine yönelik öz yeterlik arasında anlamlı bir ilişki ve akademik güdülenmenin ilk okuma yazma öğretimine yönelik öz yeterliği anlamlı düzeyde yordadığı tespit edilmiştir. Bunun yanı sıra akademik güdülenme, ilk okuma yazma öğretimine yönelik öz yeterlik puanlarındaki değişimin %22'sini açıklamaktadır.

Anahtar Kelimeler: İlk okuma yazma, akademik güdülenme, ilkokul sınıf öğretmeni adayı, öz yeterlik

Introduction

During undergraduate education, one of the significant courses for primary school teacher candidates is the first reading and writing teaching course. One of the reasons why this course is considered significant roots from the aim of educating students who can opine, search, examine, have awareness of self-learning, use knowledge and solve problem via an effective first reading and writing teaching at primary level (Özdemir, 2015). For educating these students, primary school teachers have a great role. Primary school teachers are expected to get sufficient knowledge and skills in order to improve the first reading and writing teaching effectively and efficiently, which is the basis of all other courses.

Primary school teachers can get this knowledge and skills during their undergraduate education years. Besides cognitive skills, the importance of the affective skills indicates that not only cognitive skills but also affective skills should be acquired about a subject. In this case, primary school teachers are expected to get self-confidence in the first reading and writing teaching process as well as their knowledge and skills in order to perform the first reading and writing teaching. However, a primary school teacher's self-confidence in a subject indicates s/he will train his/her students within this confidence (Özdemir, 2015). Therefore, it is thought that if a teacher has self-confidence in the first reading and writing teaching, his/her students will have self-confidence in the same subject. In this way, it can be said that self-confident students get an effective and valuable first reading and writing process. In brief, it is considered that a self-confident teacher will have self-confident students in the first reading and writing teaching process, and this is expected to lead to a much more effective and productive first reading and writing process in terms of both teachers and students. The factor which activates this sense of self-confidence is revealing the concept of self-efficacy (Özdemir, 2015).

Self-efficacy is defined as the belief of people in activating a performance (Bandura, 1982). It is stated that individuals with high self-efficacy have a belief in being successful through organizing necessary activities for performance activation (Bandura, 1982). In this way, high knowledge and skills of the first teaching and writing process by primary school teachers as well as their proficiencies are significant in terms of the expected success for students. In this sense, it can be said that one of the factors which affects the success is the self-efficacy of primary school teachers in the first reading and writing teaching. However, the belief of a teacher in succeeding the first reading and writing teaching affects his/her performance in the classroom (Öztürk & Ertem, 2017).

Despite all the issues abovementioned, it is stated in the relevant literature that self-efficacy is a perceptive phenomenon and may not indicate the actual performance of a person. However, it should not be denied that a person's perceived self-efficacy as higher than his/her actual capacity has a positive effect on his/her own performance (Ertek, 2014). This case shows that no matter how a primary school teacher has knowledge of the first reading and writing teaching, if s/he does not have the self-efficacy in this subject at the expected level, his/her knowledge of the first reading and writing teaching will not be functional. Thus, focus on the factors that affect the self-efficacy of primary school teachers in the first reading and writing teaching is seen significant. One of these factors is thought to be academic motivation.

Motivation should be thought as a series of components, not as a single concept (Jang, Conradi, McKenna & Jones, 2015). In this study, motivation is handled in an academic context. Academic motivation is a person's ability to manage his/her effort, persistence and struggle to activate a

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performance (Aydın, 2010). Students who don't have problems with academic motivation will be surely comfortable during their academic career. As educating the next generations, teacher candidates may first motivate themselves academically, and then they can help their students in terms of academic motivation. Additionally, a person who has a higher academic motivation level fulfills his/her responsibilities during the academic career process and s/he may have a much more successful education life (Colengelo, 1997; as cited in Demir & Arı, 2013). Therefore, it is thought that teacher candidates may have a more successful educational life during their careers with the help of academic motivation, and their students will be successful academically.

Teacher candidates' tendency towards motivation also affects their perceived self-efficacy (Aktaş, 2017; Deniz, 2020). Bozanoğlu (2005) also states that teacher candidates' self-efficacy beliefs and their reasons for learning can affect their motivation levels. Due to these reasons, it is thought that there is a relationship between academic motivation and self-efficacy. Therefore, related studies contribute to the relationship between these concepts. (Aktaş, 2017; Akyürek, 2020; Alemdağ, Öncü & Yılmaz, 2014; Bedel, 2016; Deniz, 2020; Eroğlu, Yıldırım & Şahan, 2017; Makhabbat, Çoklar & Gündüz, 2018; Sevilmiş & Şirin, 2016; Şeker, 2016; Titrek, Çetin, Kaymak & Kaşıkçı, 2018). At the same time, it is seen in the related studies that academic motivation significantly predicts the academic self-efficacy scores (Aktaş, 2017; Deniz, 2020).

In this sense, it is thought that academic motivation can predict the self-efficacy in the first reading and writing teaching. Considering the importance of having high self-efficacy in the first reading and writing teaching for teacher candidates, it is thought that primary school teacher candidates' self-efficacy can be developed through the focus on some factors via the supportive studies in this field. For this reason, in this study, it was tested whether academic motivation was one of these factors or not.

In the related literature, there are some researches on the relationship between academic motivation and academic self-efficacy (Aktaş, 2017; Akyürek, 2020; Alemdağ, Öncü & Yılmaz, 2014; Deniz, 2020; Eroğlu, Yıldırım & Şahan, 2017; Makhabbat, Çoklar & Gündüz, 2018; Sevilmiş & Şirin, 2016; Terzi & Çelik, 2018). In the researches about academic motivation, it was seen that there were some studies and researches on testing whether there was a relationship between academic motivation and some different variables or not, whether motivation could predict different variables or not (Akbay & Gizir, 2010; Cartwright, Lee, Barber, DeWyngaert, Lane & Singleton, 2019; Demir, 2017; Demir & Arı, 2013; Demireğen & Şener-Kılınc, 2021; Paslanmaz, 2019; Saracaloğlu, 2008; Şahin & Çakar, 2011; Schaffner, Schiefele & Ulferts, 2013). As for the self-efficacy in the first reading and writing teaching, it was seen that there were some studies about determining and researching levels in terms of different variables (Bay, 2022; Büyükalan-Filiz, Gedik & Erol, 2020; Değirmenci-Gündoğmuş, 2018; Kabaş, 2020; Öztürk & Ertem, 2017; Şahin & Boylu, 2020).

Within this scope, it is believed that this study would bring a new perspective for the related literature since it focused on the self-efficacy in the first reading and writing teaching, the motivation level and self-efficacy of primary school teacher candidates in terms of the first reading and writing teaching process; and finally, the relationship between these two concepts for teacher candidates. Additionally, it is thought that this study would fill a gap in the related literature because there was no study on the relationship between these two concepts and the predictive level of academic motivation on the mentioned concept.

As referring to all the issues stated above, the aims of this study were to determine the relationship between the academic motivation of primary school candidates and their self-efficacy level in the first reading and writing teaching and also to indicate the predictive impact of academic motivation on the self-efficacy for the first reading and writing teaching. For these basic aims, answers to the following questions were sought in this study:

1. What are the academic motivation levels of primary school teacher candidates?
2. What are the self-efficacy levels of primary school teacher candidates in the first reading and writing teaching?

3. What is the power of the academic motivation of primary school teacher candidates to predict their self-efficacy in the first reading and writing teaching?

Methodology

In this section, research model, sample and universe of the study, data collection instruments, data collection procedure and data analysis will be presented.

Research Model

Since the main purpose of this study was to determine the predictive power of academic motivation on the self-efficacy in the first reading and writing teaching as well as examining the relationship between the academic motivation of primary school teacher candidates and their self-efficacy level in the first reading and writing teaching, it was designed with a correlational research model, which is a type of qualitative research methods; it was modeled as a predictive correlational research from which is one of the correlational research methods. Predictive correlation researches help to indicate the changes of dependent variables in terms of one or more independent variables (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2019). In this study, the dependent variable was self-efficacy in the first reading and writing teaching, and the independent variable was academic motivation. Therefore, in this study, it was aimed to state the changes on the self-efficacy level in the first reading and writing teaching in terms of academic motivation.

Sample and Universe

The universe of this study was conducted with the primary school teachers candidates at Grades 2, 3 and 4 who have been studying in randomly selected public universities in the spring semester of 2021-2022 academic years. The reason of not including the first grade university students in the study lies in the fact that they do not have the first reading and writing teaching courses until the second grade in undergraduate programs. Additionally, while determining the sample of the study, randomly sampling method was used because the most valid way of representing the whole universe is based on randomly sampling method (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz & Demirel, 2019). In this sense, the public universities were listed and then they were numbered; then the universities were selected randomly while getting the determined sample size.

In order to determine the correct answers of teacher candidates, 2 control items were added one by one for each one of the scales by the researchers. These items are below:

- The control item for “The Self-Efficacy Scale for The First Reading and Writing Teaching”: Please tick 2 after reading this item.
- The control item for “Academic Motivation Scale”: Please tick 4 after reading this item.

The data which did not respond correctly for the control item was excluded from the study. After excluded data, primary school teacher candidates included are given by gender and grade in Table 1.

Table 1.

The Breakdown of the Participants by Gender and Grade

Gender	2.grade	3.grade	4.grade	Total
Female	200	249	130	579
Male	58	66	28	152
Total	258	315	158	731

Data Collection Tools

In the main scope of this study, as for data collection tools, “Academic Motivation Scale” which was designed by Bozanoğlu (2004) was used in order to determine the academic motivation level of primary school teacher candidates; and “The Self-Efficacy Scale for The First Reading and Writing

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Teaching” which was designed by Delican (2016) was used to evaluate the self-efficacy of primary school teacher candidates in the first reading and writing teaching.

Academic Motivation Scale (AMS): There were totally 20 items in this scale and it was designed as five-point Likert scale. There were also 3 sub-dimensions namely self-transcendence, the use of knowledge and discovery. As for the sub-dimensions, Cronbach-Alfa Reliability coefficients are .76, .72 and .73 in line. Exploratory Factor Analysis (EFA) was completed for this scale and the total Cronbach-Alfa reliability coefficient was measured as .88 for the scale. For this study, reliability coefficient was measured again and it was stated as .90; as for the sub-dimension namely self-transcendence, it was found as .824; for the use of knowledge, it was stated as .76 and finally for the sub-dimension of discovery, it was declared as .72 in this study. The test-retest reliability coefficient of the scale was determined as .87. The scale could be used both as one dimension and three dimensions. 19 items in the scale were positive and 1 item was negative. The maximum score in the scale was 100 points and the minimum score 20 points.

The Self-Efficacy Scale for the First Reading and Writing Teaching (SSFRWT): There were totally 25 items in this scale and it was designed as five-point Likert scale. There were also 3 sub-dimensions, namely preparation, practice and evaluation. As for the sub-dimensions, Cronbach-Alfa Reliability coefficients were .89, .89 and .78 in line. Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis were completed for this scale and the total Cronbach-Alfa reliability coefficient was measured as .90 for the scale. For this study, reliability coefficient was measured again and it was stated as .96; as for the sub-dimension namely preparation, it was found as .90; for the sub-dimension of practice, it was stated as .92 and finally for the sub-dimension of evaluation, it was declared as .85 in this study. The maximum score in the scale was 125 points and the minimum score 25 points.

In order to define the level of the primary school teacher candidates as “low”, “medium” and “high” in terms of these two scales, a gradation system which contained the knowledge on statistical ranges and evaluation of the average scores was designed and it is presented in Table 2.

Table 2.
The Gradation of The Scores on AMS And SSFRWT

		Gradation		
		Low	Medium	High
AMS	Self-transcendence	1-11	12-22	23-35
	The use of Knowledge	1-10	11-20	21-30
	Discovery	1-12	13-24	25-35
	TOTAL	1-33	34-66	67-100
SSFRWT	Preparation	1-15	16-30	31-45
	Practice	1-20	21-40	41-60
	Evaluation	1-7	8-14	15-20
	TOTAL	1-42	43-84	85-125

Data Collection Procedure

Before data collection procedure, an informative form was prepared to inform the primary school teacher candidates on some issues such as the purpose of the study, the duration of completing scales, privacy for the answers and being volunteer for the study. After informing primary school teacher candidates on the study, the scales were presented as “Google Forms” in online platforms.

The data was collected within the guidance of instructors during courses via “Google Forms”. During data collection procedure, all the items in the scales were answered in about 5-7 minutes. For all the participants, the data was collected totally in two weeks.

Data Analysis

Before using descriptive analysis and dependent-independent variable analysis, in order to determine the primary school teacher candidates' motivation and self-efficacy in the first reading and writing teaching, the data was tested for the aim of deciding the statistics methods, considering whether there was a normal distribution on data or not. The normality of the data was presented below.

Table 3.

The Result of The Normality Test of The Scores on AMS and SSFRWT

	Kolmogorov-Smirnov		
	Statistic	sd	P
Total AMS	.049	731	.00
Total SSFRWT	.085	731	.00

In Table 3, it could be said that AMS and SSFRWT scores of the primary school teacher candidates did not supply with normality assumption ($p < .05$). In this case, skewness and kurtosis values were examined and the results of these values were presented in the table below.

Table 4.

Skewness and Kurtosis Values of the Scores on AMS And SSFRWT

	Skewness	Kurtosis
Total AMS	-.379	.148
Total SSFRWT	-1.000	2.878

In Table 4, it was seen that the skewness and Kurtosis values of the scores on AMS and SSFRWT were between $[-3, +3]$. In the related literature, it is stated that the analysis procedure can be carried out on normality tests if the skewness and kurtosis values are between $[-3, +3]$ for less than 100 participants in the sample (Mayers, 2013, p. 53). In this case, in order to determine the predictive power of the data collected via two scales on each other, simple linear regression analysis was performed and the findings were presented.

Validity and Reliability

In the scope of the research, valid and reliable measurement tools were utilized. The reliability coefficients of the employed data collection instruments were recalculated for this study.

Research and Publication Ethics

In this study, all the rules stipulated by the "Guidelines for Scientific Research and Publication Ethics in Higher Education Institutions" have been adhered to. None of the actions specified under the second section of the guidelines, titled "Actions Contrary to Scientific Research and Publication Ethics," have been carried out.

Ethics Committee Approval

Committee Name: Muğla Sıtkı Koçman University Social and Humanities Sciences Research Ethics Committee

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Findings

In this part, the findings obtained from the data were presented in terms of the sub-problems of the research.

The Findings on the First Sub-Problem

As for the first sub-problem, the academic motivation level of the teacher candidates was inquired. For the answers to this problem, descriptive analysis was used and the statistic results were presented in Table 5.

Table 5.

The Level of Teacher Candidates in Terms of Academic Motivation and the Sub-Dimensions of AMS

Sub-dimensions of AMS	<i>n</i>	Minimum	Maximum	\bar{X}	<i>Ss</i>	Maximum Score
Self-transcendence	731	10	35	24.56	5.11	35
The use of knowledge	731	9	30	24.94	3.45	30
Discover	731	10	35	24.09	4.62	35
Total	731	35	99	74.36	10.99	100

In table 5, it was seen that the average score of teacher candidates for self-transcendence sub-dimension was 24.56 points out of maximum 35 points, it was 24.94 out of maximum 30 points for the use of knowledge sub-dimension and finally, it was 24.09 points out of maximum 35 points for the discovery sub-dimension. Additionally, the average scores of total scale were 74.36 out of maximum 100 points. According to this data, it can be said that academic motivation of the primary school teacher candidates was at high level. Academic motivation reflects the perspective, struggle, aptitude and interests of learners (DiPerna & Elliott, 1999). Therefore, it can be said that the level of primary school teacher candidates was at high level in terms of academic perspective, struggle, aptitude and interests. At the same time, learners who have high academic motivation level make an effort to learn, get interest in courses, come prepared to courses and do not complain about studying (Ünal, 2013). It can be interpreted that the primary school teacher candidates had the elements mentioned.

The Findings on the Second Sub-Problem

As for the first sub-problem, the self-efficacy level of the teacher candidates in the first reading and writing teaching was inquired. For the answers to this problem, descriptive analysis was used and the statistical results were presented in Table 6.

Table 6.

The Level of Teacher Candidates in Terms of Self-Efficacy in the First Reading and Writing Teaching and the Sub-Dimensions of SSFRWT

The Sub-dimensions of SSFRWT	<i>n</i>	Minimum	Maximum	\bar{X}	<i>SS</i>	Maximum Score
Preparation	731	11	45	38.58	5.04	45
Practice	731	12	60	50.51	7.02	60
Evaluation	731	4	20	17.02	2.45	20
Total	731	27	125	106.12	13.77	125

In table 6, it was seen that the average score of teacher candidates for preparation sub-dimension was 38.58 points out of maximum 45 points, it was 50.51 out of maximum 60 points for the practice sub-dimension and finally, it was 17.02 points out of maximum 20 points for the evaluation sub-dimension. Additionally, the average scores of total scale were 106.12 out of maximum 125 points. According to this data, it can be said that self-efficacy level of the primary school teacher candidates was at high level in the first reading and writing teaching. Self-efficacy is the most powerful predictive

to determine whether people can perform successfully or not (Heslin & Klehe, 2006). In this case, it can be predicted that primary school teacher candidates could successfully perform in the first reading and writing teaching process in their career.

The Findings on the Third Sub-Problem

As for the first sub-problem, the predictive power of academic motivation on the self-efficacy in the first reading and writing teaching was inquired. For the answers to this problem, simple linear regression analysis was used and the statistic results were presented in Table 7.

Table 7.

The Simple Linear Regression Analysis Result of the Predictive Power of Academic Motivation on the Self-Efficacy in the First Reading and Writing Teaching

Variable	B	Standard Error	t	Standardized β	R	R ²	F	p
Stable	61.544	3.063	20.096					
Academic Motivation	.599	.041	14.714	.479	.479	.229	216.498	.00

In Table 7, as a result of the simple linear regression analysis, a mean relationship between academic motivation and self-efficacy on the first reading and writing teaching was determined ($R = .479$, $R^2 = .229$), and it was seen that academic motivation was a significant predictive variable for the self-efficacy in the first reading and writing teaching ($F_{(1-729)} = 216.498$, $p < .05$). Academic motivation accounted for 22% of the changes in self-efficacy scores. In regression analysis, the coefficient of predictive variable was ($B = .599$), and the results of the significance test showed that academic motivation was a significant predictive variable ($p < .05$). According to the regression analysis, the regression equation which predicted the self-efficacy in the first reading and writing teaching was presented below:

The self-efficacy in the first reading and writing teaching = $(.559 \times \text{Academic Motivation}) + 61.544$

Based on the findings of the study, it was seen that as the academic motivation of the primary school teacher candidates improved, their self-efficacy levels in the first reading and writing teaching would also improve.

Conclusion and Discussion

The first reading and writing teaching is one of the most significant factors which affects the whole life of people. Inasmuch as, the knowledge and skills acquired during the first reading and writing process are the basis of literacy, and the learning outcomes of this process lead learners to success. In this case, the importance of an effective and productive first reading and writing teaching can become prominent. As for an effective first reading and writing teaching, primary school teachers have a significant role.

Primary school teachers can get the knowledge and skills of the first reading and writing teaching via the first reading and writing teaching courses during their undergraduate education. It is thought that teacher candidates who get many skills and knowledge via the mentioned course can conduct an effective and productive literacy teaching in their career. It can be said that an effective literacy teaching process is mainly based on the self-efficacy of primary school teacher candidates in the first reading and writing teaching because a strong belief in performing the first reading and writing teaching lead those teacher candidates to success in their career. Otherwise, teacher candidates who have low belief in the first reading and writing teaching may have problems while managing teaching process in their career. In this case, the importance of self-efficacy in the first reading and writing teaching can be seen properly for primary school teacher candidates. Within this scope, it can be said that determining the factors that affect self-efficacy in the first reading and writing teaching is

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significant. As determining these factors, it is possible to improve self-efficacy of teacher candidates in the first reading and writing teaching before they start their career.

In this case, it is thought that academic motivation is one of the factors that affects self-efficacy in the first reading and writing teaching because learners are motivated when they are successful in learning and thus their self-efficacy level improves (Schunk, 1991). Therefore, in this study, it was aimed to determine the predictive power of academic motivation on the self-efficacy in the first reading and writing teaching. The results which were gathered as analysis data are presented below.

In the study, firstly, the academic motivation of the teacher candidates and also their self-efficacy level in the first reading and writing teaching were examined. In this sense, it was determined that the academic motivation of teacher candidates was at high level. In the related literature, there are some studies and researches which support the findings of this study (Akyürek, 2020; Alemdağ, Öncü & Yılmaz, 2014; Arslantaş, 2021; Makhabbat, Çoklar & Gündüz, 2018; Terzi & Çelik, 2018; Yiğitcan-Nayir & Tekmen, 2017). In addition, Demir and Arı (2013) stated in their study which was conducted with primary school teacher candidates, science department teacher candidates and preschool teacher candidates that teacher candidates in science and preschool teaching departments had medium level for academic motivation, but primary school teacher candidates had a high level of academic motivation.

In the related literature, there are some studies which do not support the results of this study. Deniz (2020) claimed that teacher candidates' academic motivation level was low in general. In her study, the reasons of the difference on the results may root from not inclusion of Grade 4 students and searching on all departments (like Turkish Language Teaching Department, Preschool Education Department etc.) in Faculty of Education. Şeker (2016) stated that the academic motivation of teacher candidates was at medium level, and the reason of this result may be related to the fact of conducting the study with Grade 1, 2, 3 and 4 students just in Music Education Department. In their study, also, Ömür and Sezgin-Nartgün (2013) stated that the academic motivation level of teacher candidates was at medium level; it can be thought the reason of this difference resulted from their study conducted with just Grade 4 students in different departments such as English language teaching, primary school teaching, social sciences, special education and computer and teaching technologies in Faculty of Education and the minimum number of participants was seen in primary school teaching department. For these reasons, the results of their study and the current study could be different. Also, Titrek, Çetin, Kaynak and Kaşıkçı (2018) stated that the academic motivation level of teacher candidates was at medium level in general. It can be thought as the reason of this difference that their study was conducted with just Grade 3 and 4 students in different departments such as English language teaching, primary school teaching, social sciences, special education, mathematics teaching, science teaching and computer and teaching technologies departments in Faculty of Education.

Another result of this study was the self-efficacy level of teacher candidates was at the high level for the first reading and writing teaching. Thus, there are some studies and researches which support the results of this study (Dedeli, 2008; Ekin, 2018; Kabaş, 2020; Özdemir & Erdoğan, 2017; Öztürk & Ertem, 2017; Vatanserver & Bayraktar, 2016; Yılmaz & Turan, 2020). Değirmenci-Gündoğmuş (2018), however, stated that the self-efficacy of teacher candidates in the first reading and writing teaching was at medium level, and this difference might be due to inclusion of 165 participants from just Grades 2 and 3.

As for another result of this study, it was found that academic motivation could predict self-efficacy in the first reading and writing. However, in the related literature, there is no study specifically on this field. For this reason, the results of this study were compared with the studies on the relationship between academic motivation and self-efficacy. In the related literature, there are some studies on the mean relationship between the academic motivation and self-efficacy (Aktaş, 2017; Akyürek, 2020; Alemdağ, Öncü & Yılmaz, 2014; Bedel, 2016; Eroğlu, Yıldırım & Şahan, 2017; Makhabbat, Çoklar & Gündüz, 2018; Şeker, 2016; Terzi & Çelik, 2018; Titrek, Çetin, Kaymak & Kaşıkçı, 2018). These studies can support the results of this study. At the same time, some studies which state the predictive power of academic motivation on the self-efficacy can support the findings of this study

(Aktaş, 2017; Deniz, 2020). Additionally, in the related literature, there is a study about the predictive power of academic motivation on the self-efficacy in literacy (Ross, Perkins & Bodey, 2016).

Self-efficacy is a bit resistant for changing; for this reason, the self-efficacy beliefs of teacher candidates is one of the significant and attention getting research areas in the field. (Tschannen-Moran, Hoy & Hoy, 1998). Şahin-Taşkın and Hacıömeroğlu (2010) stated that after getting self-efficacy, it was difficult to change it. As a result of the study, the self-efficacy level of the primary school teacher candidates in the first reading and writing teaching was found high. It can be said that this result was a good one for the self-efficacy because the self-efficacy level of primary school teacher candidates was expected to be high in the first reading and writing teaching. To overcome the resistance in self-efficacy, determining the predictive factors is important. In this study, it was stated that one of the predictive factors was academic motivation for the self-efficacy in the first reading and writing teaching. Therefore, it was seen that improving academic motivation of primary school teacher candidates could develop their self-efficacy in the first reading and writing teaching.

Referring to the results of this study, it can be suggested that academic motivation of primary school teacher candidates could be improved through analyzing their academic motivation level both at the beginning and ending of all the grades. It is suggested for the researchers that there can be much more common and detailed studies on improving academic motivation of the primary school teacher candidates. There can be some other studies on different predictive powers for the self-efficacy in the first reading and writing teaching. Additionally, as a suggestion, there can be studies on different predictive variables for academic motivation.

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Geniřletilmiş Özet

Giriř

İlkokul sınıf öđretmeni adaylarının lisans öđrenimlerinde mesleki alanda aldıkları önemli derslerden birisi ilk okuma yazma öđretimidir. Diđer tüm derslerin temeli olan ilk okuma yazma öđretimini etkili ve verimli gerçekleřtirebilmek için ilkokul sınıf öđretmenlerinin yeterli bilgi ve beceriye sahip olması beklenmektedir. Biliřsel unsurların yanı sıra duyuřsal unsurların önemi, yalnızca bir konu hakkında biliřsel becerilere deđil aynı zamanda duyuřsal becerilere de sahip olunması gerektiđini göstermektedir. Bu durumda öđretmenlerden ilk okuma yazma öđretimini gerçekleřtirebilmeleri için bilgi ve becerilerinin yanı sıra ilk okuma yazma öđretimine yönelik kendilerine güven duyması beklenmektedir. İlk okuma yazma öđretimine güvenen bir ilkokul sınıf öđretmeninin ilk okuma yazma sürecinde kendine güvenen öđrencileri olacađı düşünölmekte ve böylelikle ilk okuma yazma sürecinin öđretmen ve öđrenci açısından olduđundan daha etkili ve verimli geçeceđi beklenmektedir. Bahsedilen güven duygusunu harekete geçiren unsur ise öz yeterlik kavramını ortaya çıkarmaktadır (Özdemir, 2015). Dolayısıyla ilkokul sınıf öđretmeni adaylarının ilk okuma yazma öđretimine yönelik öz yeterliklerinin önemi görölmektedir.

Bir ilkokul sınıf öđretmeninin ilk okuma yazma öđretimi konusunda ne kadar bilgi sahibi olursa olsun, eđer o alanda beklenen düzeyde öz yeterlik inancına sahip deđilse ilk okuma yazma öđretimi konusundaki bilgilerinin pek de işlevsel olamayacađı ifade edilmektedir. Buradan hareketle ilkokul sınıf öđretmeni adaylarının ilk okuma yazma öđretimi öz yeterliklerine etki edebilecek unsurlara odaklanmanın önemi görölmektedir. Bu unsurlardan birinin akademik güdülenme olduđu düşünölmektedir. Çünkü öđretmen adaylarının üniversite öđrenimleri süresince akademik anlamda güdülenedikçe daha başarılı bir eğitim-öđretim hayatı geçireceđi ve meslek hayatlarında görev yaptıkları sınıflardaki öđrencilerin de başarıyı yakalayabilecekleri söylenebilir.

Öđretmen adaylarının güdülenmeye karşı yönelimleri, onların öz yeterliklerini de etkilemektedir (Aktaş, 2017; Deniz, 2020). Bozanođlu (2005) da öđretmen adaylarının yeterlik inançları ve niçin öđrendiklerine iliřkin biliřlerinin tamamının onların güdülenme düzeylerini etkilediđini belirtmektedir. Bahsedilen sebeplerle akademik güdülenme ile öz yeterlik arasında bir iliřki olduđu düşünölmektedir. Nitekim yapılan çalışmalar bu iki kavram arasında iliřki olduđunu destekler niteliktedir (Aktaş, 2017; Akyürek, 2020; Alemdađ, Öncü ve Yılmaz, 2014; Bedel, 2016; Deniz, 2020; Erođlu, Yıldırım ve řahan, 2017; Makhabbat, Çoklar ve Gündüz, 2018; Sevilmiř ve řirin, 2016; řeker, 2016; Titrek, Çetin, Kaymak ve Kařıkçı, 2018). Aynı zamanda yapılan çalışmalarda akademik güdülenmenin akademik öz yeterlik puanlarını anlamlı düzeyde yordadıđı da görölmektedir (Aktaş, 2017; Deniz, 2020).

Tüm bahsedilenlerden hareketle arařtırmanın amacı, ilkokul sınıf öđretmeni adaylarının akademik güdülenmeleri ile ilk okuma yazma öđretimine yönelik öz yeterlikleri arasındaki iliřkiyi ve akademik güdülenmelerinin ilk okuma yazma öđretimine yönelik öz yeterliđi yordama gücünü tespit etmektir. Bu temel amaç dođrultusunda arařtırma süresince ařađıdaki problemlere yanıt aranmıřtır:

1. İlkokul sınıf öđretmeni adaylarının akademik güdülenme düzeyleri nedir?
2. İlkokul sınıf öđretmeni adaylarının ilk okuma yazma öđretimine yönelik öz yeterlik düzeyleri nedir?
3. İlkokul sınıf öđretmeni adaylarının akademik güdülenmelerinin ilk okuma yazma öđretimine yönelik öz yeterliklerini yordama gücü nedir?

Yöntem

Bu arařtırmanın temel amacı, ilkokul sınıf öđretmeni adaylarının akademik güdülenmeleri ve ilk okuma yazma öđretimine yönelik öz yeterlikleri arasındaki iliřkiyi açıklayarak akademik güdülenmenin ilk okuma yazma öđretimine yönelik öz yeterliđi yordama gücünü tespit etmek olduđu için arařtırma, nicel arařtırma yöntemlerinden korelasyonel arařtırma modeli, korelasyonel arařtırma türlerinden ise yordayıcı korelasyonel arařtırma türüne göre desenlenmiřtir.

Araştırmanın evrenini, 2021-2022 eğitim-öğretim yılının bahar yarıyılında rasgele örnekleme yöntemi ile belirlenmiş olan devlet üniversitelerinde 2., 3. ve 4. sınıf düzeyinde öğrenim görmekte olan 731 ilkokul sınıf öğretmeni adayı oluşturmaktadır.

Araştırma kapsamında ilkokul sınıf öğretmeni adaylarının akademik güdülenmelerini ölçmek amacıyla Bozanoğlu (2004) tarafından geliştirilen “Akademik Güdülenme Ölçeği”; ilk okuma yazma öğretimine yönelik öz yeterliklerini ölçmek amacıyla ise Delican (2016) tarafından geliştirilen “İlk Okuma Yazma Öğretimine Yönelik Öz Yeterlik Ölçeği” kullanılmıştır.

Veriler, çevrimiçi ortamda ‘Google Formlar’ aracılığıyla öğretmen adayları ders ortamında iken öğretim elemanlarının gözetiminde toplanmıştır. Verilerin toplanmasında her grup için tek oturum gerçekleştirilerek ölçme araçlarındaki maddelerin işaretlenmesi 5-7 dakika arasında sürmüştür. Tüm örnekleme veri toplama sürecinin başlangıcından itibaren 2 hafta süre içerisinde veri toplama araçları uygulanmış ve veriler toplanmıştır.

Elde edilen veriler analiz edilmiştir. İki ölçme aracından elde edilen verilerin birbirini yordama gücünü belirlemek için basit doğrusal regresyon analizi yapılmış ve elde edilen bulgular sunulmuştur.

Sonuç ve Tartışma

Araştırmada akademik güdülenmenin ilk okuma yazma öğretimine yönelik öz yeterliği yordama gücünü tespit etmek amaçlanmıştır. Araştırmada elde edilen veriler analiz edilerek aşağıda sunulan sonuçlara ulaşılmıştır.

Araştırmada ilk olarak ilkokul sınıf öğretmeni adaylarının akademik güdülenme ve ilk okuma yazma öğretimine yönelik öz yeterlik düzeyleri tespit edilmeye çalışılmıştır. Bu doğrultuda ilkokul sınıf öğretmeni adaylarının akademik güdülenme düzeylerinin yüksek düzeyde olduğu belirlenmiştir. Alanyazında araştırmanın bulgularını destekleyen çalışmalar mevcuttur (Akyürek, 2020; Alemdağ, Öncü ve Yılmaz, 2014; Arslantaş, 2021; Makhabbat, Çoklar ve Gündüz, 2018; Terzi ve Çelik, 2018; Yiğitcan-Nayir ve Tekmen, 2017). Bunun yanı sıra alanyazında araştırmanın sonuçlarını desteklemeyen çalışmalar da yer almaktadır (Deniz, 2020; Titrek, Çetin, Kaymak ve Kaşıkçı, 2018; Ömür ve Sezgin-Nartgün, 2013; Şeker, 2016). Bu farklılığın sebebi araştırmaların farklı sınıf düzeyi ve farklı bölümlerde öğrenim görmekte olan öğretmen adaylarıyla gerçekleştirilmiş olunmasından kaynaklanabilir.

Araştırmanın bir diğer sonucu ilkokul sınıf öğretmeni adaylarının ilk okuma yazma öğretimine yönelik öz yeterlik düzeylerinin yüksek düzeyde olduğudur. Nitekim alanyazında araştırmanın sonuçlarını destekleyen çalışmalara rastlanılmıştır (Dedeli, 2008; Ekin, 2018; Kabaş, 2020; Özdemir ve Erdoğan, 2017; Öztürk ve Ertem, 2017; Vatanserver ve Bayraktar, 2016; Yılmaz ve Turan, 2020). Değirmenci-Gündoğmuş (2018) ise öğretmen adaylarının ilk okuma yazma öğretimine yönelik öz yeterliklerini orta düzeyde bulmuştur. Araştırmanın sonuçlarıyla farklılık göstermesinin sebebi 2. ve 3. sınıf düzeyinde öğrenim gören 165 ilkokul sınıf öğretmeni adayının çalışmaya katılmış olmasından kaynaklandığı söylenebilir.

Araştırmanın başka bir sonucu akademik güdülenmenin ilk okuma yazma öğretimine yönelik öz yeterliği yordadığıdır. Alanyazında akademik güdülenme ve ilk okuma yazma öğretimine yönelik öz yeterlik arasındaki ilişkinin ve yordama gücünün incelendiği çalışmaya rastlanılmamıştır. Bu sebeple araştırmanın sonuçları, akademik güdülenme ve akademik öz yeterlik arasındaki ilişkinin incelendiği çalışmalarla tartışılmıştır. Alanyazında yapılan çalışmalarda akademik güdülenme ile akademik öz yeterlik arasında anlamlı düzeyde ilişkinin tespit edildiği çalışmalar mevcuttur (Aktaş, 2017; Akyürek, 2020; Alemdağ, Öncü ve Yılmaz, 2014; Bedel, 2016; Eroğlu, Yıldırım ve Şahan, 2017; Makhabbat, Çoklar ve Gündüz, 2018; Şeker, 2016; Terzi ve Çelik, 2018; Titrek, Çetin, Kaymak ve Kaşıkçı, 2018). Bu çalışmalar araştırmanın bulgularını destekler niteliktedir. Aynı zamanda akademik güdülenmenin akademik öz yeterliği yordadığı çalışmalar da araştırmanın sonuçlarını desteklemektedir (Aktaş, 2017; Deniz, 2020). Bunun yanı sıra akademik güdülenmenin bilgi okuryazarlığı öz yeterliğini (Ross, Perkins ve Bodey, 2016) yordadığına yönelik çalışma da alanyazında mevcuttur.

Araştırmanın sonuçlarından hareketle ilkokul sınıf öğretmeni adaylarının akademik güdülenme düzeyleri, tüm sınıf düzeylerinin başında ve sonunda tespit edilip buna yönelik ilkokul sınıf öğretmeni adaylarının akademik güdülenme düzeylerini geliştirici çalışmalar önerilebilir. Araştırmacılara ilkokul sınıf öğretmeni adaylarının akademik güdülenmelerini geliştirmeye yönelik daha geniş ve kapsamlı

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deneysel alıřmalar yapmaları nerilebilir. İlk okuma yazma đretimine ynelik z yeterliđi yordayan farklı deđiřkenlerin tespit edildiđi alıřmalar yapılabilir. Aynı zamanda akademik gdlenmenin yordadıđı farklı deđiřkenlerin tespit edildiđi alıřmalar da ortaya koyulabilir.