Full Length Research Paper

The assessment of the perception of the academic self efficacy of Turkish education graduate students

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The purpose of this research is to determine the perception of the academic self efficacy of Turkish Education graduate students. This study applied qualitative research approach and interview method. Master's students of Erciyes University, Institute of Education Science were chosen as a sample for the purpose, using clustering method. In this study, interview form of the Perception of the Academic Self Efficacy – PASE was used as a means of data collection. The interview form was prepared on the basis of the list of questions of Aslan (2010: Turkish Education Postgraduate Students About their Academic Self-efficacy). For the analysis of personal information, descriptive statistical method was used. In the analysis of the data obtained by interview questions, descriptive analysis method for qualitative research was used. According to the results, Turkish education graduate students perceive their academic self efficacy as not fully adequate.

Key words: Turkish education, graduate education, perception of academic self - efficacy.

INTRODUCTION

Graduate education and undergraduate education based on educational research aim to reveal the results of scientific expertise in a branch of higher education (Demirel, 2005). Master's degree, on one hand, prepares the students to becoming an academic. On the other hand, the universities are important for meeting the academic requirements of doctorate degree which is a stepping stone. Master's degree candidate in an academic field related to the work area must have a certain level of knowledge. However, with knowledge of literature and new developments, he or she should be capable of doing the following: in doing research work related to the field should be able to use the content based on qualitative and quantitative research methods and should be able to use the appropriate research method in the field to gain new knowledge, skills and perspective required. These are expected basic attributes of expert scientists.

Furthermore, the expected features of scholar candidates are;

- Must be graduates which is the main purpose of initiation,
- Must do foreign publications related to the field,
- Be determined to write enough theses and dissertation,
- Attend symposiums, congresses, workshops and so on,
- Be able to collaborate with others, be open,
- And most importantly, must become a good scientist.

In recent years, papers, articles, master's and doctorate studies have been conducted in a large number on Education in Turkey. These studies are done by the following authors: Leo (2010), Özbay (2008), Kaçalin (2008), Beyreli and Ari (2008). In addition, other studies have been done on academic *self-efficacy* in Turkey by Akbaş and Çelikkaleli (2006), Aslan (2010), Yılmaz et al.

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Table 1. Personal information of students (participants).

Participants	f	%
Distribution of students according to their genders		
Woman	6	60.00
Man	4	30.00
Total	10	100.00
Distribution of students according to kind of school		
Anatolia *Teachers* High School	2	20.00
Other high schools	8	80.00
Total	10	100.00
Educational Institutes of Graduate		
Erciyes University, Faculty of Education, Turkish Education	5	50.00
Gazi University, Faculty of Gazi Education, Turkish Education	1	10.00
Kastamonu University, Faculty of Education, Turkish Education	1	10.00
Nigde University, Faculty of Education, Turkish Education	1	10.00
Başkent University, Faculty of Education, Turkish Education	2	20.00
Total	10	100.00

(2007), Kandemir and Özbay (2009) to mention but a few.

Self-efficacy refers to people's judgments about their capability to perform necessary actions and the capacity to organize these actions (Bandura, 1986 cited in Akbaş and Çelikkaleli, 2006). Self efficacy belief helps people who are faced with difficulties to be determined to overcome them (Bandura, 1977; Pajares, 2002). According to Bandura (1994), self efficacy is a belief that individual effectiveness in a particular performance is required to demonstrate the capacity to organize and a change in behavior necessary for achieving his goals (Yılmaz et al., 2007). Perceived academic self efficacy is the belief that students must work to complete their academic successfully (Solberg et al., 1993; Zimmerman, 1995, cited in Yılmaz et al., 2007).

According to Locke and Latham (1990), the higher the perception of self efficacy, the higher would be the goals of individuals, and their motivations which are consistent with decisions taking (Akbaş and Çelikkaleli, 2006).

Purpose of the research

The purpose of this research is to determine the perceptions of academic self efficacy of students running postgraduate training in Turkish Education.

Research questions

1. How is the perception of academic self efficacy of the Turkish education master's students?
2. How do the graduate students of Turkish Education
3. Feel about the determination to write thesis, thesis proposal and thesis writing?

The Turkish Education graduate students' thesis or other scientific studies, using appropriate methods (qualitative, quantitative...the international criteria APA, rules etc.) and moral issues are they adequate?

METHOD

Model of the research

In this research, interview method within the framework of the qualitative research approach was used. The data obtained from the interview form were analyzed with descriptive analysis method.

Working group

The working population of this study is Turkish education graduate students studying in universities in Turkey. In the study, 10 graduate students (working group) studying in Erciyes University, Department of Turkish Language Education, Institute of Education Sciences were determined through purposes, and clustering sample.

As shown in Table 1, 6 women and 4 men participated in the study. Two (2) students were High school students and also 8 were graduates from other high schools. 5 students are from University of Erciyes, 2 students from Başkent University, one from University of Kastamonu, one from Gazi University and one from Niğde University.

Limitations

This research is limited to 11 interview questions, and 10 Turkish Education graduate students.

Data collection and analysis

Personal information related to participants: Defining analysis

Table 2. Opinions about the purpose of graduate education at the start.

R_1: What was your main goal initiation of graduate education?	Theme and codes
T_1: To contribute to science [1]. $T_{2, 5, 6, 7, 10}$: To improve working at my and to make academic career [2]. $T_{3, 8}$: To improve working at my, to produce something and useful to humanity [3]. $T_{4, 9}$: To make academic career [4].	Being a scientist: - contribution to science - career

Table 3. Considerations entered into (ALES, KPDS, TOEFL etc.).

R_2: What extent do you find yourself sufficient in ALES, ÜDS, KPDS etc. examinations? What are your thoughts on these exams?	Theme and codes
$T_{1, 9}$: I find myself successful in the UDS ALES etc. exams. I do not think measured our abilities these examinations [1]. T_2: I think I could not reach success in these exams [2]. T_3: I think I'm inadequate KPDS [3]. $T_{4, 5, 7}$: I find these exams can be achieved [4]. $T_{6, 8}$: Even if I am successful at ALES, I am not successful in language exams [5].	Prelim and success status: - I'm successful - I'm not successful

related to variables such as gender, kind of high school, graduated educational institution, teaching program, etc. of the teachers has been conducted. Analysis has been performed with the Statistical Package for the Social Sciences version 11.0 (SPSS Inc., Chicago, IL, USA).

In this study, interviewing and monitoring methods within the framework of qualitative research were used. First, semi-structured interview form was prepared based on Aslan (2010: Questions of the Interview form of Turkish Education Postgraduate Students About their Academic Self-efficacy). Then, this interview form was applied to the students and received answers to 11 questions in accordance with the form of interviews given (interview form of the Perception of the Academic Self Efficacy - PASE). Later, the interview form was applied to a sample of ten students. Through negotiations, detailed data and students' in-depth perceptions were reached. The data obtained were analyzed with descriptive analysis method. In descriptive analysis, it is determined in advance what is to be used for encoding basic concepts and themes for each question. Finally, the obtained data are analyzed according to a predetermined code and themes.

Coding data analysis in qualitative research is done to discover the contents of the first and fundamental process (Punch, 2005). In descriptive analysis, the views of the individuals interviewed are reflected through direct quotations. The main purpose of this type of analysis is to present the findings to the reader in an organized way. For this purpose, the data obtained are systematic and clearly depicted. Later, these descriptions are explained and interpreted, cause-effect relationships are examined and conclusions reached (Yıldırım and Şimşek, 2005).

In the qualitative approach based on descriptive analysis of the data obtained with interview questions, the following process has been followed: Firstly, the data obtained from the answers of the reference people via the questions in the interview form are written in tables. Then, the data are processed in the tables according to predetermined themes, and coding was done using descriptive analysis. In the last stage, the data are evaluated using designated code of these themes.

The data obtained in the study, data on personal information and data obtained from the context of the interview form were analyzed separately by classification. Personal information (gender, graduated from high school and graduated from the university teaching program) was analyzed using frequency and percentage

distributions. In the data obtained with interview, the followings are obtained:

R_1, R_2, R_3…: Defines the questions of the *researcher*,
$T_{1, 2, 3}$…: Defines the reference people whose opinions have been taken (Turkish education graduate *students*),
[1], [2], [3]…: Defines noteworthy answers (the number of *words, sentences or paragraphs*).

FINDINGS AND COMMENTS

Findings and comment obtained with interview forms

Defining and interpreting the data in accordance with theme and codes

In Table 2, almost all of the students ($Ö_{1, 2, 3, 5, 6, 7, 8, 10, 4, 9}$) expressed their goals in academic career to become scientists [2, 4] and to contribute to science by producing things for supply [1, 3] etc.

In Table 3, two students ($Ö_{1, 9}$) said these examinations do not determine their own competence [1]. Two students said that they were successful in this exam; three students said that they can make it. Also two students reported that they were successful at ALES but were not successful in language exams.

Three students that made reference in ($Ö_{1, 2, 8}$) stated that they are inadequate in using databases and screening of literature (Table 4). Four students said they are qualified at normal levels; two students ($Ö_{6, 9}$) indicated that they are insufficient. However, none of the students cited the sources and benefits.

As can be seen in Table 5, following new developments in relation to the theme, only one student said, 'I follow foreign publications related to my field, but I have partial understanding of them'; almost all ($Ö_{2, 3, 4, 5, 6, 7, 8, 9}$) indica-

Table 4. Thoughts about access to basic studies in the literature and competence to use them.

R$_3$: How about yourself using the data base, review of literature and to reach the literature studies?	Theme and codes
T$_{1, 2, 8}$: I'm not enough to scan the literature and use data bases [1]. T$_{3, 4, 5, 7}$: Not to the extent required to be [2]. T$_6$: I believe that I was enough on this subject [3]. T$_9$: I willing this subject and I can do the necessary work [4].	Method information: - I'm not good at literature scanning - I'm satisfactory scanning literature

Table 5. Thoughts about competence in understanding and using the foreign publications.

R$_4$: What extent do you find sufficient yourself on understanding foreign publications and using?	Theme and codes
T$_1$: I understand related to my field foreign publications partially [1]. T$_{2, 6, 7, 8}$: I can not use foreign publications because not good my foreign language [2]. T$_{3, 4, 5}$: I'm not enough [3]. T$_9$: I'm not at all sufficient understanding of foreign publications [4].	Tracking what's new: - I follow foreign publications. - I can not follow related to my field foreign publications.

Table 6. Present the thesis proposal, thesis writing etc. thoughts about the state of competence.

R$_5$: How you rate about yourself identifying the subject of the thesis, present a thesis proposal, and thesis writing?	Theme and codes
T$_1$: In this regard I give myself 70 out of 100 [1]. T$_2$: I had basic knowledge in the lessons. I think I'll be better [2]. T$_{3, 4, 5, 7}$: I think would be adequate [3]. T$_{6, 8}$: I can not say very satisfactory [4]. T$_9$: I am satisfactory to determine the study but not enough to present proposal and thesis writing. [5].	Qualification status on processing supervisor: - I'm satisfactory. - I'm not satisfactory. - I'm partially satisfactory.

Table 7. Participating the symposium, congress, conference, workshops etc. activities availability.

R$_6$: Did you attend as a listener or to deliver papers, symposiums, congresses, conference, workshops etc. so far? Can you evaluate the contribution of academic studies of this kind of activities?	Theme and codes
T$_{1, 3, 4}$: I never participated in such activities, but I think this is useful [1]. T$_{2, 6, 7, 8, 9}$: I participated as a listener. I think contributed to academic studies [2]. T$_5$: My two works were accepted as poster presentation, but I did not go [3].	To the symposium, congress etc. activities participation status: - This kind of activities is a very useful - I have been this kind of academic activities - I have not been these activities.

ted that they are inadequate in understanding foreign publications.

Regarding the determination to write thesis, the present thesis proposal, the students said: 'I cannot say very satisfactory', 'I think I'll be better', and 'I think I would be insufficient'. These statements show that the dominant perception of the students is they are not ready for this work (Table 6).

In Table 7, five students (Ö$_{2, 6, 7, 8, 9}$) participated in symposiums, congresses etc., some participated as audience, three students (Ö$_{1, 3, 4}$) never participated and a student's papers were accepted but he did not participate. In this aspect, all of the students' points of view are very useful.

As can be seen in Table 8, six students (Ö$_{1, 2, 4, 6, 7, 9}$) said, 'I am not sufficiently current [1]'; a student, 'I have very little information [2]'; another student said, 'I do not know much about quantitative and qualitative research data analysis [3]'; and also a student said, 'I am worried about whether I will do or not [4]'. Students participating in the research, in connection with scientific research and readiness are understood to lack a positive perception.

One of the students (Ö$_5$) said, "I have some problems doing group study. For this, I would prefer to work as an individual'. The other students believe in the benefit of group work. In this situation, we can say they can move

Table 8. Using scientific research methods and efficacy in carrying out an investigation.

R[7]: Do you find yourself sufficient using scientific research methods and to conduct an investigation? (Probe: Scientific research stages of the process, the APA rules etc. adequacy issues ...)	Theme and codes
T[1, 2, 4, 6, 7, 9]: Currently I am not enough [1].	Readiness for scientific research:
T[3]: Not exactly. I have very little information about the dimensions of the APA [2].	- I'm ready to do scientific research
T[5]: I know the process of scientific research, but do not know much about the quantitative and qualitative research data analysis [3].	- I'm not prepared to do scientific research
T[8]: This process is not what it seems from the outside. I live I can shyness do or not [4].	

Table 9. Readiness for joint work with others.

R[8]: What are your thoughts on joint work with others?	Theme and codes
T[1]: Working together in the research necessary for the validity and reliability, too [1].	
T[2, 6, 7, 8]: Joint working, makes research more efficient. For this, the group's attitude and compliance of individuals against each other is important. [2].	Group (Team) work and productivity:
T[3]: Important because it gives the opportunity to see diverse perspectives and to examine the issue [3].	- I see the need to work jointly
T[5]: I do not look hot in working with a partner. I would prefer to work individually [4].	- I do not see the required joint work
T[9]: In my opinion, working together more efficient than individual work. [5].	

Table 10. Thoughts about the ethical and moral rules in scientific studies.

R[9]: How do you evaluate yourself on the ethical and moral rules of scientific studies?	Theme and codes
T[2, 6, 7]: I think I'm sensitive about it [1].	Codes of conduct:
T[3, 4, 8, 9]: I think at my studies comply with the ethical rules [2].	- the importance of labor
T[5]: Important ethical principles in daily life, as scientific studies. Disrespectful to the owner of the work to use information without reference [3].	- the value of scientific study

Table 11. Thoughts relevant to what t is necessary for efficient graduate education.

R[10]: What are the requirements for a successful and productive graduate education? (Probe: state of the learning environment, course selection, course content, faculty practices, lessons operational style ...)	Theme and codes
T[2]: At the research studies can be given weight [1].	
T[3, 5]: Courses must be related to Turkish education and that will help us to be level. [2].	Factors affecting success:
T[4]: you need to know about the domestic and foreign studies in the field [3].	- learning environment
T[5]: The number of electives should be a very large number to be chosen according to interest and learning environment must be appropriate to discuss [4].	- over the course works
T[7]: Individual request is important for efficient in a graduate education [5].	- the instructor's interest in
T[8, 9]: The students' to be guided by a faculty member is important. To do this, should be done to overcome the shortcomings of the student orientation and practices. [6].	- content of course

their team work efficiently (Table 9).

In the importance of labor, value of scientific study, students agreed on the appropriate codes, that is, to act in accordance with the rules of ethics [1, 2, 3] (Table 10).

Regarding preference of research studies (Table 11) [1], from the following responses of students, 'the courses that will help us to be on a good level'[2], 'practical lessons', 'learning environment appropriate for debate' [4], the following themes and codes, 'learning environment, instructor's interest in the content of the courses ...' are overlapped. From this point, it can be said that the students have a fundamental point of view in the answer to the question, 'what is necessary for a productive graduate education?'

As can be seen in Table 12, students said that scientists should have universal values, be experienced,

Table 12. Thoughts about being a good educator and scientist.

R[11]: What are your thoughts about being a good educator and scientist?	Theme and codes
T[2]: People should follow innovation and to develop itself, add new ones to work in the field [1].	Characteristics of scientists:
T[3]: Should be grown human in the light of universal values [2].	- ethical values
T[6]: To be experienced, to share and be open to innovation is important [3].	- professional love
T[7]: A good scientist does not indifferent to those around. Part of his life counts the research, and the owner of ethics [4].	- sensitive and curious around them
T[8, 9]: To love the field work, loving his job and should be in an effort to change and development. [5].	- sharing ...

share and be opened to innovation, research, their lives should count, to have morals, have love and self-development to be in the profession and new ones should be added to work in the field etc. These statements are consistent with the set of codes within the framework of the theme. The answers given by the students are a sign that they will be good scientists.

Conclusion

With regard to the teaching of literary genres, the class teacher saying the students have developed positive dependency through empathic approach and involved in co-operative activities coincides with the philosophy of co-operative learning and proves the efficiency of the applied jigsaw technique in genre teaching. From the teacher's point of view, students' getting away from their exam stress, their inclination to review and research and achievement of permanent learning also prove the successful application of the technique, and the positive results attained from it.

The students said that they never felt bored, maintained in class communication and learned the lessons happily during the process, which are important aspects, revealing the positive sides of the applied technique.

The proximity between the averages of the pre-tests, applied in the beginning of the process, certifies the thesis that there was also proximity between the groups in terms of level of knowledge, and that the selected groups were suitable for the activities performed.

The research group students who were academically superior to the control group students in the achievement test (end-test) suggest that the jigsaw technique is effective in teaching literary genres.

RECOMMENDATIONS

Jigsaw technique should be applied in grammar and literature teaching in an effective way. It is applicable for teaching the following literary genres:

- Ode, eulogy, mesnevi… among Divan Literature genres.

- Metaphor, simile, symmetry… among literary arts.
- As well as for teaching the periods of Turkish Literature, including Tanzimat (Reform) Era, Republican Period…It may also be applied effectively in reiterating the in-term subjects at the end of the respective term.

Abbreviations: ALES, Academic Personnel and Postgraduate Education Entrance Examination; **ÜDS,** the Interuniversity Foreign Language Examination; **KPDS,** the Foreign Language Examination for Civil Servants.

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