

The Relationship Between the Attitudes and Self Efficacy Levels of Per-Service Primary Teacher's on the Initial Reading and Writing

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Abstract

This study was aimed to determine the relationship between the attitudes of primary pre-service teachers regarding the initial reading writing teaching course and the self-efficacy perceptions of the initial reading writing teaching. The universe of the research is pre-service teachers studying at Çanakkale Onsekiz Mart University Primary Education Department in the spring semester of 2018-2019 academic year. The sampling of this research carried out in the relational screening model was determined by simple random sampling method. The results of the study show that the pre-service teachers' attitudes towards the initial reading writing teaching course are at a high level and their self-efficacy perceptions about teaching reading writing is high. In addition, it was determined that the pre-service teachers' self-efficacy perceptions regarding the teaching of reading writing differ according to the grade levels and grade point average and their attitudes towards the teaching of reading writing teaching did not differ according to these variables. It has been determined that there is no significant relationship between the attitudes of primary pre-service teachers towards the initial reading writing teaching course and the self-efficacy perceptions of the initial reading writing teaching.

Keywords: Initial Reading Writing Teaching, Attitude, Self-Efficacy

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INTRODUCTION

The reason for language to be the basis of modern civilizations is that people need written and spoken language skills to communicate. Reading and writing is the skill that is an important and highly effective communication and agreement tool both among the generations that transfer the accumulated experiences of humanity from the old generations to the new generations.

Reading and writing are also very important for the daily life and personal development of individuals. Because reading is necessary to satisfy emotional and spiritual needs. People who cannot read, who are concerned that reading deficiencies can be noticed by others, are deprived of both academic wealth and participation in cultural activities and have difficulty communicating with educated people. Good reading ability allows the individual to create concepts, reach generalizations, draw conclusions, establish relationships between thoughts and differentiates the way people think (Akyol, 2009: 2).

Reading and writing skills that are so important for people are gained in basic education is the period when the foundations of the learning process are laid and students are taught the first skills and habits regarding learning. What students learn at this stage is a basis for further learning. In this process, it is very difficult for students who cannot learn to use reading writing effectively and succeed in their education life and after. The initial reading writing skills are important skills used in teaching all lessons (Eryaman, 2008).

Reading and writing are essential not only for Turkish lessons but also for learning other lessons such as Mathematics, Social Studies and Science. People learn by reading the information in written and visual texts. On the other hand, they express their feelings and thoughts through writing. In order to realize these processes, functional reading writing is required, which is possible with a qualified reading writing teaching (Baştuğ and Demirtaş, 2018: 1).

Reading and writing skills that individuals should have; how and by whom it is to be taught is an important issue. The initial reading writing skills, the importance of which is indisputable for learning, are acquired by class teachers. The role of the teacher is very important in the success of this teaching in which students are taught to read and write. In this regard, it is important for classroom teachers to be successful in the "Initial Reading Writing Teaching" course they take during their undergraduate education (Tunçer, 2013). In this regard, researches towards improving the attitudes and self-efficacy perceptions of primary pre-service teachers towards "Initial Reading and Writing Teaching Course" gain importance.

Attitude is an acquired internal state that affects the individual's personal choices of individuals, objects, events and various situations (Gagne, 1985, Gagne & Driscoll, 1988; Akt: Senemoğlu, 2009: 419). Researches show that there is a positive correlation between pre-service teachers' knowledge levels and attitudes regarding initial reading and writing education (Üst, 2015, Kartal, 2018). Another concept that affects academic success, such as attitude, is self-efficacy. Bandura (1977) defines self-efficacy as "believing in his / her own abilities to plan and carry out the actions necessary for the individual to manage future situations". Senemoğlu (2009) states that self-efficacy is one's own perception and belief about one's ability and capacity to cope with different situations and to accomplish certain activities. Social cognitive psychologists highlighted the effects of self-efficacy on students' learning and achievement of academic goals. Students with high self-efficacy are confident to understand a lesson, to solve educational problems, and to select most difficult courses (Zimmerman et.al,1992).

Many studies show that the self-efficacy levels of learners are highly correlated with their academic performance (Honick & Broadbent, 2016; Richardson et. Al, 2012). When the literature is analyzed, it is seen in many studies that the pre-service teachers' attitudes or self-efficacy beliefs regarding the teaching of reading writing are examined individually (Özdemir and Erdoğan, 2017; Demirel and Akkoyunlu, 2017; Özdemir, 2015; Yılmaz, 2019; Gözük Küçük, 2019; Üst, 2015; Kartal,

2018). Studies examining the relationship between pre-service teachers' attitudes towards teaching to read and write and self-efficacy beliefs are quite limited. In this regard, it is thought that this study will contribute to the literature, which will examine the relationship between primary pre-service teachers' attitudes towards the initial reading writing teaching course and their self-efficacy perceptions about the initial reading writing teaching.

The purpose of this study is to determine the relationship between the attitudes of primary pre-service teachers towards the initial reading writing teaching course and the self-efficacy perceptions of the initial reading writing teaching. Depending on this purpose, answers to the following questions were sought:

1. What is the level of the primary pre-service teachers' attitudes regarding the initial reading writing teaching course?
2. Do the attitudes of primary pre-service teachers regarding the initial reading writing teaching course differ according to their grade levels and grade point averages?
3. What is the level of pre-service teachers' self-efficacy perceptions regarding the teaching of reading writing?
4. Do the pre-service teachers' perceptions of self-efficacy regarding the teaching of reading writing differ from their grade levels and their GPA?
5. Is there a relationship between the attitudes of primary pre-service teachers towards the initial reading writing teaching course and the self-efficacy perceptions of the initial reading writing teaching?

METHODOLOGY

In this chapter; information on the model of the research, determination of the population and sample of the research, data collection tools and analysis and interpretation of the data are presented.

Design

This research is a descriptive study, and the correlation type was conducted based on the relational screening model. Researches in which at least the joint change between two variables and the degree of this change are determined are called relational screening researches. In correlation type relational researches, it is tried to determine whether the variables change together and if there is a change, how it is done (Karasar, 2004: 77–81).

Instruments

In this study, Initial Reading and Writing Teaching Course Attitude Scale developed by Tunçer (2013) and Self-Efficacy Scale for Initial Reading and Writing Teaching developed by Delican (2016) was used as a data collection tool.

Initial Reading and Writing Teaching Course Attitude Scale

In order to develop the Attitude Scale for Reading Writing Teaching, 106 pre-service primary teacher who have taken their opinions about the Initial Reading and Writing Teaching Course the composition is printed and these compositions are analyzed. In addition, a 38-item draft form was prepared by examining the literature. After receiving the expert opinion for scope validity, the scale was applied to the group factor analysis and confirmatory factor analysis were performed.

In order to determine the construct validity, scale's Kaiser-Mayer-Olkin (KMO) test value was determined as 0.889 and Barlett sphericity test was found to be significant [$X^2 = 3448.716$, $p < .001$]. In addition, factor load values of matters were examined, it was observed that factor variances took a value between 0.465 and 0.755. This situation shows that common factor variances are high. As a result of the analysis, the distribution of the items according to the factors has been examined and 10 having high value on two factors was removed from the scale. As a result of the factor analysis, three-factor (positive attitude, negative attitude and the importance of what has been learned in the teaching profession) explaining 48,127% of the total variance has emerged.

Confirmatory Factor Analysis was applied to the data using the LISREL 8.51 program to determine the suitability of the factor structure that emerged at the end of the exploratory factor analysis for the data collected. According to the confirmatory factor analysis results, the fit index values obtained are $\chi^2=586.13$, GFI=0.82, AGFI= 0.79, CFI = 0.88, NNFI = 0.86, RMR = 0.081, SRMR = 0.069, and It was calculated as RMSEA = 0.061. The ratio of chi-square value to degree of freedom ($\chi^2=cd/sd$) is 1.70. The findings indicate that the factor structure is compatible with the data collected. After the validity studies, the Cronbach Alpha reliability coefficient calculated for the determination of the reliability level of the scale is .91 for the Initial Reading and Writing Teaching Course Attitude Scale, .89 for the 1st factor, .84 for the 2nd factor, and .75 for the third factor. These values show that the Initial Reading and Writing Teaching Course Attitude Scale is valid and reliable (Tunçer, 2013).

Self-Efficacy Scale for Initial Reading and Writing Teaching

In order to develop the scale, an item pool of 73 items was first created, these items were presented to field experts, and 21 items in the item pool of the scale were removed from the scale in line with the opinions of the experts received. By applying 52-item form to 292 pre-service teachers, the tip, sling, missing or incorrect values were corrected. Exploratory and confirmatory factor analysis were performed with the remaining 256 forms. As a result of exploratory factor analysis, it was determined that the scale consists of 25 items and 3 sub-dimensions. The form consisting of 25 items and 3 sub-dimensions explains 51.12% of the total variance. These dimensions are named as preparation, implementation and evaluation in line with the literature. The Cronbach alpha reliability coefficient calculated for reliability was found to be .90 for the entire form and between 0.77 and .90 for each sub-dimension. Confirmatory factor analysis was then done. As a result of the analysis, the 3-factor structure was confirmed. These findings show that the scale is a valid and reliable scale that measures the self-efficacy perception towards the teaching of reading writing (Delican, 2016).

Participants

The sample of the study was determined based on simple random sampling method. The sampling method in which every individual in the universe has the possibility of being selected equally is called a simple random sampling method (Büyüköztürk et al., 2012). Personal information about pre-service teachers participating in the research is presented in Table 1.

Table 1. Personal Information of Pre-service teachers Participating in the Research

		Frequencies	Percentage
GPA	0-2.49	27	16.9
	2.50-3	82	68.1
	3.01-4	51	31.9
	Total	160	100
Grade Level	3	77	48.1
	4	83	51.9
	Total	160	100

When Table 1 is analyzed, it is seen that 160 pre-service pre-service teachers participated in the research.

Data Analysis

In the analysis of the data, frequency, percentage, arithmetic mean and standard deviation values, Mann Whitney U test, Kruskal Wallis test and Spearman Brown correlation coefficient were calculated using SPSS 22.0 program.

FINDINGS

In this section, the findings of the research are included.

Findings Related to Pre-service Teachers' Attitudes Regarding Initial Reading and Writing Teaching Course

The first sub-problem of the research is: “What is the level of attitudes of pre-service teachers regarding the initial reading and writing teaching course? It was expressed as. In Table 2, the mean scores and standard deviations of the pre-service teachers' attitudes towards the initial reading and writing teaching course are presented.

Table 2. Pre-service Teachers' Attitudes Towards The Initial Reading and Writing Teaching Course

	N	Min	Max	\bar{X}	Ss
Attitude Regarding the Initial Reading Writing Course	160	2.04	4.71	3.33	0.34

When Table 2 is examined, it is seen that the pre-service teachers' attitudes regarding the initial reading and writing teaching course are at a high level ($\bar{X} = 3.33$; $ss = 0.34$).

The second sub-problem of the research was stated as “Do the attitudes of pre-service teachers regarding the initial reading writing teaching course change according to their grade levels and grade point average?” In order to determine the statistical method to be used in the analysis of the data, Kolmogorov-Smirnov test was applied to the scores obtained by the pre-service teachers on the Initial Reading and Writing Teaching Course Attitude Scale in order to test the compatibility of the scale distribution to the normal distribution. When Kolmogorov-Smirnov test results are examined, it is seen that the pre-service teachers' attitudes regarding the initial reading writing teaching course do not fit the normal distribution. For this reason, it has been found appropriate to use Mann-Whitney U and Kruskal Wallis tests, which are non-parametric tests, to solve the sub-problems of the research.

Table 3. Pre-service teachers' attitudes regarding Initial Reading and Writing Teaching Course according to their grade levels

	Grade Level	N	Mean of Ranks	Sum of Ranks	U	p
Attitude Regarding the Initial Reading Writing Course	3.grade	77	85,44	6579,00	2738,000	0,148
	4.grade	82	74,89	6141,00		

When Table 3 is analyzed, it is seen that pre-service teachers' attitudes regarding Initial Reading and Writing Teaching course do not differ ($U = 2738,000$, $p < 0.05$). In other words, the attitudes of the primary pre-service teachers regarding the Initial Reading writing Teaching course do not change according to their grade levels.

Table 4. Pre-service teachers' attitudes regarding Initial Reading and Writing Teaching Course according to their GPA

	GPA	N	Mean of Ranks	Sd	X ²	p
Attitude Regarding the Initial Reading Writing Course	0-2.49	27	74.41			
	2.50-3.00	82	84.46	2	1.301	0.522
	3.01-4.00	51	77.36			

When Table 4 is analyzed, it was seen that the attitudes of pre-service teachers regarding the Reading and Writing Teaching course did not differ according to their GPA [$X^2(2) = 1.301, p < 0.05$]. Attitudes of primary pre-service teachers regarding the Initial Reading and Writing Teaching course do not change according to their GPA.

Findings Related to Pre-Service Teachers' Self-Efficacy Perceptions of Teaching

Reading and Writing

The third sub-problem of the research is "What is the level of self-efficacy perceptions of pre-service teachers about the teaching of reading writing? It was expressed as In Table 6, the average scores and standard deviations of the pre-service teachers' self-efficacy perceptions regarding the Teaching of Reading writing are presented.

Table 5. Pre-service Teachers' Self-Efficacy Perceptions Regarding Teaching Reading Writing

	N	Min	Max	X ²	ss
Self-Efficacy Perception on the Teaching of Initial Reading Writing	169	1,00	5,00	4,03	0,61

When Table 6 is examined, it is seen that the pre-service teachers' self-efficacy perceptions regarding the teaching of reading and writing are at a high level ($X = 4.03; ss = 0.61$).

The fourth sub-problem of the research was stated as "Do the pre-service teachers' self-efficacy perceptions change according to their grade levels and grade point averages?" In order to determine the statistical method to be used in the analysis of the data, the Kolmogorov-Smirnov test was applied to the scores obtained by the pre-service teachers on the Self-Efficacy Perception Scale for the Initial Reading and Writing Teaching in order to test the appropriateness of the scale distribution to the normal distribution. When Kolmogorov-Smirnov test results are analyzed, it is seen that the pre-service teachers' scores of self-efficacy perceptions regarding the initial reading writing teaching do not fit the normal distribution. For this reason, it has been found appropriate to use Mann-Whitney U and Kruskal Wallis tests, which are non-parametric tests, to solve the sub-problems of the research.

Table 6. Pre-service teachers' perceptions of self-efficacy regarding the Initial Reading and Writing Teaching according to their grade level

	Grade Level	N	Mean of Ranks	Sum of Ranks	U	p
Self-Efficacy Perception on the Teaching of Initial Reading Writing	3.grade	77	68.86	5302.00		
	4.grade	82	90.46	7418.00	229900	0.003

When Table 6 is examined, it is seen that the pre-service teachers' self-efficacy perceptions do not differ ($U = 2299.000, p < 0.05$) according to their grade levels. In other words, the pre-service teachers' perceptions of self-efficacy regarding Initial Reading writing Teaching vary according to their grade levels. It is determined that the pre-service teachers' perception of self-efficacy related to Initial Reading writing Teaching is higher than the pre-service pre-service teachers studying in the 3rd grade.

Table 7. Pre-service teachers' perceptions of self-efficacy related to the Initial Reading and Writing Teaching according to their GPA.

	GPA	N	Mean of Ranks	sd	X ²	p
Self-Efficacy Perception on the Teaching of Initial Reading Writing	0-2.49	27	59.80			
	2.50-3.00	82	79.60	2	9.089	0.011
	3.01-4.00	51	92.91			

When Table 7 is examined, it is seen that the pre-service teachers' self-efficacy perceptions differ according to their GPA, [$X^2(2) = 9.089, p < 0.05$]. In order to determine between which groups the difference is, Mann Whitney U test was applied to all combinations of binary groups.

Table 8. Pre-service teachers' perceptions of self-efficacy related to the Initial Reading and Writing Teaching according to the grade point average of the pre-service teachers

GPA	N	Mean of Ranks	Sum of Ranks	U	p
0-2.49	27	44.43	1199.50		
2.50-3.00	82	58.48	4795.50	821.500	0.45
0-2.49	27	29.37	793.00		
3.01-4.00	51	44.86	2288.00	415.000	0.04*
2.50-3.00	82	62.62	5134.50		
3.01-4.00	51	74.05	3776.50	1731.500	0.96

According to Table 8, there is a significant difference ($U = 821.500, p < 0.05$) between the pre-service teaching perceptions of the pre-service teachers who have a grade point average between 0 and 2.49 and pre-service teachers with a grade point average between 3.01-4.00. The pre-service teachers' self-efficacy perceptions regarding the Reading and Writing Teaching, whose overall grade average is between 3.01-4.00, are higher than the pre-service teachers whose overall grade point average is between 0 and 2.49 ($U = 415.000, p < 0.05$). There is no significant difference between the pre-service teachers' perceptions of self-efficacy whose overall grade point average is between 2.50-300 and 0-2.49 and 3.01-4.00 related to the Initial Reading and Writing Teaching ($U = 1731.500, p < 0.05$).

Findings Related to the Relationship Between Primary School Pre-service teachers' Attitudes Regarding Initial Reading Writing Teaching Course and Self-Efficacy Perceptions About Initial Reading Writing Teaching

The fifth sub-problem of the research is "Is there a significant relationship between the pre-service teachers' attitudes regarding the initial reading and writing teaching course and the self-efficacy perceptions of the teaching of reading writing? Since the attitudes of pre-service teachers regarding the initial reading writing teaching course and the self-efficacy perceptions of the initial reading writing teaching did not fit the normal distribution, the correlation between them was examined with the Spearman Brown correlation coefficient. Findings related to this sub-problem are presented in Table 10.

Table 9. The Relationship Between Pre-service Teachers' Attitudes Regarding Course on Teaching Reading Writing and Self-Efficacy Perceptions on Teaching Reading Writing

	X	ss	r	p
Attitude Regarding the Initial Reading Writing Course	3.33	0.34	0.086	0.280
Self-Efficacy Perception on the Teaching of Initial Reading Writing	4.04	0.62		

According to Table 10, it is seen that there is no significant relationship ($r = 0,280; p = 0,000$) between the pre-service teachers' attitudes regarding the initial reading and writing teaching course and the teaching of reading writing.

DISCUSSION

When the results of the research are examined, it is seen that the pre-service teachers' attitudes regarding the teaching of reading and writing are moderate. Gömleksiz (2013) determined that prospective classroom teachers have a positive attitude regarding being willing to read and write in their research in which they worked with primary pre-service teachers studying in seven education faculties. Similarly, in the research conducted by Aytan (2017), Kartal (2018) and Gözüküçük (2019), it shows that the pre-service teachers have a positive attitude regarding being willing to read and write.

According to the grade levels and grade point averages of the preservice teachers, it was determined that the attitudes regarding the Initial Reading and Writing Teaching course did not differ. Gözüküçük (2019) determined that the attitudes of the primary pre-service teachers regarding the Initial Reading Writing Teaching course did not differ according to the grade level, but differed according to the grade point average. According to the findings, the attitudes of the primary pre-service teachers with high GPA are higher than those of the primary pre-service teachers with a low GPA. Üst (2015) and Kartal (2018) concluded that there is a positive correlation between the primary pre-service teachers' knowledge and attitudes regarding the teaching of reading writing. In this study, it is thought that the reason why the pre-service teachers' attitudes regarding the initial reading writing teaching course does not change depending on the grade level and grade point average may be due to the fact that 3rd and 4th grades take the course in a similar way.

According to another result of the research, pre-service teachers' perception of self-efficacy regarding the teaching of reading writing is high. Similarly, Özdemir and Erdoğan (2017), Demirel and Akkoyunlu (2017) and Yılmaz (2019) also reached the conclusion that pre-service teachers' perceptions of self-efficacy regarding the teaching of reading writing are high. These results are consistent with the results of the literature. In the research carried out by Değirmenci Gündoğmuş (2017), the self-efficacy perceptions of the pre-service teachers about the teaching of reading writing were found at a medium level. It can be said that the reason for this is that the efficiency of the Initial Reading Writing Teaching courses taken during undergraduate education differed.

When the primary pre-service teachers' self-efficacy perceptions related to Initial Reading Writing Teaching were examined according to their class levels, it was determined that the 4th grade pre-service primary teachers' self-efficacy perceptions related to Initial Reading Writing Teaching were higher than the primary pre-service teachers studying in the 3rd grade. Yılmaz (2019) found that the teacher assistants studying in the 4th grade had higher self-efficacy perceptions regarding the Initial Reading and Writing Teaching than the pre-service pre-service teachers in the 3rd grade. In the research conducted by Değirmenci Gündoğmuş (2017), Demirel and Akkoyunlu (2017) and Özdemir and Erdoğan (2017), it is seen that the pre-service teachers' self-efficacy perceptions regarding Initial Reading Writing Teaching do not differ according to the grade level.

When the primary pre-service teachers' self-efficacy perceptions related to Initial Reading Writing Teaching were examined according to their GPA, it was determined that the pre-service teachers' with a GPA between 3.01-4.00 self-efficacy perceptions of the Initial Reading Writing Teaching were higher than that of the pre-service teachers with a grade point average between 0 and 2.49. However, there is no significant difference in the self-efficacy perceptions of the pre-service teachers who have a general grade point average between 2.50-3.00 and a grade point average between 0 and 2.49 and between 3.01-4.00. Demirel and Akkoyunlu (2017) determined that pre-service teachers who have high perception of success are more likely to have higher self-efficacy perceptions than the pre-service teachers. In their study with high school students, Ahmad and Safaria (2013) and Akengin et al. (2014) determined that there is a low level of significant relationship between students' academic achievement and self-efficacy. Therefore, the high self-efficacy perceptions of pre-service teachers who have high academic success are consistent with the literature.

It has been determined that there is no significant relationship between pre-service teachers' attitudes regarding Initial Reading Writing Teaching Course and Self-Efficacy Perceptions of Initial Reading Writing Teaching. Although there are studies in the literature where pre-service teachers' attitudes or self-efficacy beliefs about reading and writing education are examined individually, there is no research that determines the relationship between these two variables. However, there are studies that reveal the relationship between the attitudes and self-efficacy of individuals (Kutluca & Ekici, 2010; Tuncer & Akmençe, 2019; Akengin et al., 2014). The reason for this result of the research not being compatible with the literature may be that individuals cannot evaluate themselves objectively while determining their self-efficacy perceptions.

In line with the results reached by the research, the following suggestions were made:

1. The teaching methods to be used in the initial reading writing teaching course that will contribute to their professional life should be arranged in a way to increase the attitudes of pre-service teachers.

2. The practices in the initial reading writing teaching course should be increased to make pre-service teachers more productive learning.

3. Conducting a regression study in which the variables of self-efficacy perception, attitude, and success related to initial reading and writing are handled together can contribute to the field.

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