

THE RELATIONSHIP BETWEEN ACADEMIC SELF-EFFICACY AND PERCEPTIONS OF TEACHING SKILLS (A CASE STUDY: SPORTS TEACHER CANDIDATES')

A RELAÇÃO ENTRE A AUTO-EFICÁCIA ACADÊMICA E AS PERCEPÇÕES DE COMPETÊNCIAS PEDAGÓGICAS (UM ESTUDO DE CASO: "CANDIDATOS A PROFESSORES DE DESPORTO")

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Abstract: In this study, it is aimed to examine the sports teacher candidates' academic self-efficacy and perceptions of teaching skills according to some variables and to determine the relationship between them. The sample of the study consists of a total of 223 physical education and sports teacher candidates, 92 female and 131 male, studying at Manisa Celal Bayar University and Ege University in the Aegean region. In the study, personal information form, "Academic Self-Efficacy Scale" developed by Jerusalem and Schwarzer (1981) and adapted to Turkish by Yılmaz et al. (2007) and "Perception Scale for Teaching Skills" by Şahan (2016) were used as data collection tools. The data obtained were analyzed with SPSS 23 Statistics package program. "t-test", "ANOVA" and "Tukey post hoc" test were used to obtain statistical results. There is a statistically significant and positive relationship between physical education and sports teacher candidates' "Academic Self-Efficacy" and "Perceptions of Teaching Skills" ($p < 0.05$). As a result of the findings, we can say that in order for teacher candidates to fulfill their roles in teaching skills in the most successful way, their academic self-efficacy levels must be high and it is very important to improve their academic self-efficacy since people with a high perception of academic self-efficacy are more successful and show the ability to achieve the result in a shorter time.

Keywords: Academic Self-Efficacy. Perception of Teaching Skills. Sports Teaching.

Resumo: Neste estudo, pretende-se examinar a auto-eficácia acadêmica dos candidatos a professores de desporto e as percepções das competências pedagógicas de acordo com algumas variáveis e determinar a relação entre elas. A amostra do estudo consiste num total de 223 candidatos a professores de educação física e de desporto, 92 femininos e 131 masculinos, estudando na Universidade de Manisa Celal Bayar e na Universidade de Ege, na região do Egeu. No estudo, formulário de informação pessoal, "Academic Self-Efficacy Scale" desenvolvido por Jerusalém e Schwarzer (1981) e adaptado para turco por Yılmaz et al. (2007) e "Perception Scale for Teaching Skills" por Şahan (2016) foram utilizados como instrumentos de recolha de dados. Os dados obtidos foram analisados com o programa do pacote estatístico SPSS 23. Os testes "t-test", "ANOVA" e "Tukey post hoc" foram utilizados para obter resultados estatísticos. Existe uma relação estatisticamente significativa e positiva entre a educação física e a "Auto-Eficácia Académica" e "Percepções de Competências de Ensino" dos candidatos a professores desportivos ($p < 0,05$). Como resultado dos resultados, podemos dizer que para que os candidatos a professores desempenhem o seu papel no ensino da forma mais bem sucedida, os seus níveis de auto-eficácia académica devem ser elevados e é muito importante melhorar a sua auto-eficácia académica, uma vez que as pessoas com uma elevada percepção de auto-eficácia académica são mais bem sucedidas e mostram a capacidade de alcançar o resultado num período de tempo mais curto.

Palavras-chave: Auto-eficácia académica. Percepção de Competências de Ensino. Ensino do Desporto.

1. Introduction

Education is a process that helps the development of personality and is based on it, prepares individuals for adult life and helps them to acquire the necessary knowledge, skills and behaviors (Dalbudak et al. 2020; Tezcan, 1997). Every society in the world develops education systems suitable for social structures, traditions and age in order to maintain its existence, to raise qualified individuals and to have competent citizens (Polat & Unişen, 2017; Salar & Alp, (2021). Since education contains all the necessary values to meet our individual needs and to benefit the society (Özgenel and Deniz, 2020), it is known that it constantly targets and directs the best of individuals as well as causing innovations that may be important in human history with the developing technology (Çimen and Akıncı, 2021). The effective functioning of the education system also depends entirely on the training of a qualified teacher (Özgenel and Deniz, 2020).

Physical education is of great importance in the general education of people. Physical Education has many features such as ensuring the physical, inner, social and mental development of people, developing their moral feelings, contributing to individual, social and international peace, and instilling the understanding of struggle and competition to the individual within the framework of rules. In this context, the process of training teachers and sports instructors directly concerns the upbringing of children and society

(Pekel, 2016). For this reason, one of the most important elements that make up societies and shape societies is undoubtedly physical education and sports teaching that function effectively. Teacher and teacher education have a great impact on the education of students who can adapt to the society they live in, meet their social needs and represent themselves and their country on international platforms, which is known as the human profile required by our age. For this reason, teacher education should be given importance in order for prospective teachers to be ready for their professions (Çimen and Pepe, 2022; Özer and Gelen, 2008; Gürşimşek, 1998). Teacher training programs in universities aim to provide prospective teachers with the field and program knowledge and teaching strategies they may need before moving to professional life (Ay, 2004).

Teachers are primarily responsible for training of qualified manpower required in the development of a country, in the process of preparing individuals for social life, and for the quality of teaching processes in the at all levels of education from primary education to university (Özden, 1999; Gökçe, 2002; Şahan, 2016). In this sense, it is important that prospective teachers who will guide the future of societies are trained in the best way in terms of their field knowledge and pedagogical knowledge and competencies (Çiltaş and Akıllı, 2011). It has been stated that individuals who receive education in the teaching profession will not have difficulty in the educational processes of students in different age groups due to their high intrinsic motivation to perform their profession (König and Rothlad, 2012). Pedagogical knowledge is defined as the competencies of teachers in terms of classroom management and their skills in the education process (Shulman, 1987). When prospective teachers start their professional life, it is extremely important for students to organize the plans and programs to be used for the students in the center of education, the necessary equipment materials and teaching activities according to the levels of the students (Karabacak, 2015). We can say that the education given according to the level of the students is effective for the teacher to easily understand or learn the information he/she wants to give.

The concept of self-efficacy is one of the basic concepts at the center of Bandura's "Social Learning Theory" (Bandura, 1982). According to Bandura, self-efficacy is defined as the individual's belief in the capacity to organize and implement the activities necessary to show a certain performance (Bandura, 1995), while academic self-efficacy is defined as individuals' judgments about their capacity to organize and perform the actions necessary to achieve pre-planned educational achievements (Özsüer et al., 2011). The concept of academic self-efficacy in a different definition is defined as a student's belief in his/her

abilities to successfully complete an academic task (Zimmerman, 1995). In this context, students' goals, motivation levels, academic achievements affect their academic self-efficacy beliefs and develop their beliefs towards achieving greater academic achievements (Schunk; Şahin, 2009; Pekel, 2016). Better academic performance is predicted in university students with high academic self-efficacy (Chemers et al. 2001). Individuals with low self-efficacy beliefs also experience more tension, stress and dissatisfaction than individuals with strong self-efficacy beliefs during the fulfillment of certain tasks. People with a high perception of self-efficacy in any subject are more successful and show the ability to reach the result in a shorter time (Çiftçi and Taskaya, 2010).

In the light of these findings, in this study it was aimed to determine the physical education and sports teacher candidates' academic self-efficacy and perceptions of teaching skills in universities.

2. Methodology

Study Group

A total of 223 physical education and sports teacher candidates, 92 female and 131 male, studying at Manisa Celal Bayar University and Aegean University in the Aegean region voluntarily participated in the sample of the study.

Data Collection Tools

In obtaining the data, the academic self-efficacy scale and the perception scale for teaching skills and the "Personal Information Form" prepared by the researcher regarding demographic characteristics were used and there are three parts. In the first part, there is a personal information form of the students.

In the second part, the "Academic Self-Efficacy Scale", which was developed by Jerusalem and Schwarzer in 1981 and was adapted to Turkish by Yılmaz et al. (2007) and its validity and reliability value was determined as 79, was used. The Academic Self-Efficacy Scale consists of a total of 7 items and the items of the scale constitute a single dimension. The scale items are answered with a 4-point Likert-type rating of (1) It does not fit me at all, (2) It fits me very little, (3) It fits me, (4) It fits me completely. The first 6 items of the scale are coded flat and the last item is reverse coded. The scores that can be obtained from the scale vary between 7 and 28, and the high score indicates that the academic self-efficacy level is also high.

In the third part, the perception scale for teaching skills developed by Şahan (2016) consists of a total of 28 items and subscales and was created in a 5-point Likert type. The opinions of the prospective teachers on the frequency of exhibiting behaviors that reflect the teaching skills of the instructors were classified as 1 "Never", 2 "Rarely", 3 "Occasionally", 4 "Frequently" and 5 "Always". The validity and reliability value of the scale was found to be "general teacher behaviors" (Cronbach Alpha; .87), the second factor, the "Pre-teaching dimension behaviors" subscale (Cronbach Alpha; .80), the third factor, the "while-teaching dimension behaviors" subscale (Cronbach Alpha; .86) and the fourth factor, the "post-teaching dimension behaviors" subscale (Cronbach Alpha; .79) indicate that the internal consistency of the scale is high, in other words, highly reliable.

Data Analysis

Independent samples t-test" and "One-way analysis of variance (ANOVA) "tests were used to test the differences between the groups and the" Tukey Post Hoc "test was used to test which groups caused the differences.

3. Results

Distribution Of Demographic Characteristics

Table 1. Distribution of Demographic Characteristics of 223 Individuals Participated in the Study

Variable	Frequency (n)	Percentage (%)
Gender		
Male	131	58,7
Female	92	41,3
Total	223	100,0
Age		
18 – 20	84	37,7
21 - 25	108	48,4
26 and Over	31	13,9
Total	223	100,0
Academic Grade Average		
0 – 1,80	4	1,8
1,81 – 3,00	68	30,5
3,01 – 4,00	151	67,7
Total	223	100,0
Income Status		
1000 - 2000 TL	128	57,4
2001 - 3000 TL	24	10,8
3001 TL and above	71	31,8
Total	223	100,0

Place of Residence		
Homestay	116	52,0
Student House	79	35,4
Dormitory	28	12,6
Total	144	100,0

Of the sample group of 223

- 131 (58,7%) were male and 92 (41,3%) were female.
- 84 (37,7%) were in the 18-20 age group, 108 (48,4%) were in the 21-25 age group, and 31 (13,9%) were 26 years and older.
- 4 (1,8%) had an academic grade point average between 0 and 1,80, 68 (30,5%) between 1,81 and 3,00, and 151 (67,7%) between 3,01 and 4,00.
- 128 (57,4%) had an income of between 1000-2000 TL, 24 (10,8%) had an income of between 2001-3000 TL and 71 (31,8%) had an income of 3001 TL or more.
- 116 (52,0%) live with their families, 79 (35,4%) live in a student house and 28 (12,6%) live in a dormitory.

Academic Self-Efficacy

Table 2. Summary Statistics Regarding the General Self-Efficacy Scale

	Min	Max	Mean	Standard Deviation	Skewness	Kurtosis
Self-efficacy	15	28	21,9148	3,2420	-0,064	-0,562

- The lowest score obtained from the General Self-Efficacy scale was 15 and the highest score was 28. The mean score of the scale was 21,9148 and the standard deviation was 3,2420. The skewness value of the scale total scores was -0.064 and the kurtosis value was -0,562. Therefore, the scale total scores provide the normal distribution assumption.

Perceptions Of Teaching Skills

Table 3. Summary Statistics Regarding the General Self-Efficacy Scale

	Min	Max	Mean	Standard	Skewness	Kurtosis
eneral teacher	33	55	49,2018	5,2478	-0,706	-0,064
Pre-teaching	12	20	17,8117	2,4751	-0,967	-0,244
While-teaching	27	45	40,5605	5,3813	-0,914	-0,335

Post-teaching	11	20	17,6816	2,5683	-0,756	-0,475
Overall Scale	84	140	125,255	14,7819	-0,781	-0,376

- The lowest score obtained from the "General teacher behavior" subscale was 33 and the highest score was 55. The mean subscale score was 49,2018 and the standard deviation was 5,2478. The skewness value of the subscale scores was -0.706 and the kurtosis value was -0.064.
- The lowest score obtained from the "Pre-teaching dimension" subscale was 12 and the highest score was 20. The mean subscale score was 17,8117 and the standard deviation was 2,4751. The skewness value of the subscale scores was -0,967 and the kurtosis value was -0,244.
- The lowest score obtained from the "while-teaching dimension" subscale was 27 and the highest score was 45. The mean subscale score was 40,5605 and the standard deviation was 5,3813. The skewness value of the subscale scores was -0,914 and the kurtosis value was -0,335.
- The lowest score obtained from the "post-teaching dimension" subscale was 11 and the highest score was 20. The mean subscale score was 17,6816 and the standard deviation was 2,5683. The skewness value of the subscale scores was -0,756 and the kurtosis value was -0,475.
- The lowest score obtained from the general scale of "Perception of teaching skills" was 84, and the highest score was 140. The mean subscale score was 125,2556 and the standard deviation was 14,7819. The skewness value of the subscale scores was -0,781 and the kurtosis value was -0,376.
- When the skewness and kurtosis values of the Scale and Sub-Scales are examined, it is seen that all of them are between -2 and +2. If the skewness and kurtosis values are between -2 and +2, the normal distribution assumption can be accepted for the scale score values (George and Mallery, 2010).

Table 4. Distribution of The Perceptions Of Teaching Skills Subscale and Overall Scale Total Scores According to The Demographic Characteristics of The Individuals

	General Teacher	Pre- teaching	While- teaching	Post- teaching	Overall Scale
Gender					

Male	Mean	47,4809	17,0382	38,5420	16,7252	119,786 3
	St. Deviation	5,4973	2,7327	5,7596	2,7204	15,6121
Female	Mean	51,6522	18,9130	43,4348	19,0435	133,043 5
	St. Deviation	3,6986	1,4799	3,0066	1,5257	8,9711
	p- value	0,000*	0,000*	0,000*	0,000*	0,000*
Age						
18–20	Mean	48,8571	17,8714	40,8667	17,8571	125,45
	St. Deviation	5,1135	2,8381	5,6426	2,6937	15,567
21-25	Mean	49,8889	18,1444	40,9481	17,7407	126,72
	St. Deviation	4,5289	1,6707	4,5154	2,3297	11,866
26+	Mean	47,7419	16,2581	38,2258	17,0000	119,22
	St. Deviation	7,3528	2,9996	6,8250	2,9664	19,810
	p- value	0,099	0,000*	0,027*	0,269	0,028*
Academic						
0 – 1.80	Mean	44,0000	16,0000	36,0000	16,0000	112,000 0
	St. Deviation	0,0000	0,0000	0,0000	0,0000	0,0000
1,81 – 3,00	Mean	47,5882	17,2353	38,7647	16,7059	120,294 1
	St. Deviation	5,7930	2,6883	5,7357	2,6489	15,7887
3,01 – 4,00	Mean	50,0662	18,6192	41,4901	18,6656	128,84 11
	St. Deviation	4,8078	2,3464	5,0277	2,4260	13,764
	p- value	0,001*	0,016*	0,000*	0,000*	0,00*
Income						
1000-2000 TL	Mean	49,3125	17,9375	40,8438	17,6875	125,78
	St. Deviation	4,9146	2,4710	4,8414	2,7082	14,327
2001 - 3000 TL	Mean	50,8333	18,6667	41,6667	17,1667	128,33
	St. Deviation	2,0144	0,7019	3,1987	2,3156	5,8508
3001 TL and above	Mean	48,7817	17,6268	40,0070	17,8451	124,26
	St. Deviation	6,3046	2,6561	6,6178	2,3943	17,184
	p- value	0,064	0,061	0,073	0,537	0,106
Place of residence						
Homestay	Mean	49,3690	17,9759	40,4138	17,6931	125,45

	St. Deviation	4,8341	2,1247	4,8527	2,5758	13,691
Student	Mean	48,7506	17,4646	40,5063	17,6076	124,32
house	St. Deviation	5,4863	2,7754	6,1307	2,6670	15,866
Dormitory	Mean	48,8571	17,7143	40,0000	17,5286	124,10
	St. Deviation	5,7201	2,5942	4,7453	2,3002	14,887
	p- value	0,058	0,071	0,083	0,759	0,057

- The difference in the overall scale and subscales of Perception of Teaching Skills is statistically significant at 95% confidence level. Perception for the subscale and overall scale is higher in females than in males.
- The total scores of the "general teacher behavior" and "post-teaching dimension" subscales do not differ significantly according to the age groups of the individuals. Perceptions of individuals aged 26 years and older for "Pre-teaching dimension", "while-teaching dimension" and "general scale" are lower than those of younger individuals.
- The subscales and overall scale total scores of the individuals with an academic grade point average of 3,01-4,00 are higher than the other individuals. In addition, the subscales and overall scale total scores of the individuals with an academic grade point average of 1,81-3,00 are higher than the individuals with a grade point average of 0-1,80. Therefore, as the academic grade point average increases, individuals' "general teacher behavior", "pre-teaching", "while-teaching", "post-teaching" and "general perceptions of teaching skills" increase.
- "General perceptions of individuals towards teaching skills" and "sub-scale total scores" do not show a statistically significant difference according to their income status.
- "General perceptions of individuals towards teaching skills" and "sub-scale total scores" do not show a statistically significant difference according to their places of residence.

Interpretation of the Relationship Between "Academic Self-Efficacy", "Perception of Teaching Skills" and "Sub-scales" Total Scores with Pearson Correlation Coefficient

Since "Academic Self-Efficacy", "Perception of Teaching Skills" and sub-scale total scores provide the assumption of normal distribution, the relationship between scale and sub-scale total scores was measured with the help of Pearson Correlation coefficient. The correlation coefficient takes values ranging from -1 to +1. A positive value indicates a one-way relationship between two variables and a negative value indicates an inverse

relationship between two variables. As the correlation value approaches -1 and +1, the intensity of the relationship between them increases. The correlation coefficient of 0 indicates that there is no relationship between the two variables. As it approaches 0, the severity of the relationship decreases. The Pearson correlation coefficient values between all subscales and the general scale are given in the table below. The value in the cell indicates the Pearson correlation coefficient, and the value in parentheses indicates the p-value of whether the relationship is significant or not. If the p-value is less than 0,05, there is a statistically significant relationship at 95% confidence level and if it is less than 0,01, there is a statistically significant relationship at 99% confidence level. The fact that the correlation coefficient between the two variables is not statistically significant indicates that the two variables are independent of each other.

Table 5. Relationship Between "Academic Self-Efficacy", "Perception of Teaching Skills" and "Sub-scales" Total Scores with Pearson Correlation Coefficient

	Academic Self-Efficacy	Perception of Teaching Skills	General Teach	Pre-teaching Dimensi	While-teaching Dimens	Post-teaching Dimens
Academic Self-Efficacy	1,000	0,287** (0,000)	0,263* * (0,000)	0,120 (0,073)	0,109 (0,105)	0,195** (0,003)
Perception of Teaching Skills	0,287** (0,000)	1,000	0,940* * (0,000)	0,940** (0,000)	0,968** (0,000)	0,901** (0,000)
General Teacher Behavior	0,263** (0,000)	0,940** (0,000)	1,000	0,846** (0,000)	0,846** (0,000)	0,778** (0,000)
Pre-teaching Dimension	0,120 (0,073)	0,940** (0,000)	0,846* * (0,000)	1,000	0,912** (0,000)	0,805** (0,000)
While-teaching Dimension	0,109 (0,105)	0,968** (0,000)	0,846* * (0,000)	0,912** (0,000)	1,000	0,869** (0,000)
Post-teaching Dimension	0,195** (0,003)	0,901** (0,000)	0,778* * (0,000)	0,805** (0,000)	0,869** (0,000)	1,000

** Correlation is significant at the 0,01 level.

- When the table is examined, there is a statistically significant and positive relationship between "Academic Self-Efficacy" and "Perception of Teaching Skills". In addition, there is a significant and positive relationship between the sub-dimensions of

"Academic Self-Efficacy" and "General Teacher Behavior" and "Post-teaching dimension". However, there is no significant relationship between the "Academic Self-Efficacy" and "Pre-teaching Dimension" and "While-teaching Dimension" subscales.

- There is a statistically significant and positive strong relationship between the "Perception of Teaching Skills" scale and all subscales. As the total scores of the subscales increase, the total scores of the overall scale also increase. In addition, there is also a significant and positive relationship between the perception subscales for teaching skills.

4. Discussion and Conclusion

In this study, which was conducted considering that there are significant relationships between university students' perceptions of academic self-efficacy and teaching skills;

The academic self-efficacy levels of the individuals did not show a statistically significant difference according to their gender ($p > 0,05$). In the literature review, it was found that academic self-efficacy levels of various participant groups were significantly different according to their gender (Varol, 2007; Shyu, Huang, 1999; Zeldin and Pajares, 2000; Yalmançı et al. 2014; Alemdağ, 2015; Eroğlu and Yıldırım, 2018). These studies support our studies. We can state that this is due to the fact that students have to be successful in the same courses regardless of gender.

The academic self-efficacy levels of individuals aged 26 and over are higher than those of younger individuals ($p < 0.05$). When we examined the studies, it was found that there was a significant difference between the academic self-efficacy score averages according to age groups (Pekel, 2016; Alemdağ, 2015; Oğuz, 2009). These studies support our study. It is seen that as the age of the individuals increases, their academic self-efficacy levels increase. It is thought that the reason for this may be that students in the high age group are conscious of life compared to students in the low age group, develop themselves in the best way in the relevant field depending on the knowledge they have learned and their life experience, and have different perspectives on life and are willing to prepare themselves for the future.

The academic self-efficacy levels of individuals with an academic grade point average of 3,01 – 4,00 are higher than other individuals ($p < 0.05$). When the studies on the

academic self-efficacy levels of individuals regarding the academic grade point average are examined, it is seen that the studies supporting the research findings (Eroğlu and Yıldırım, 2018; Eroğlu et al. 2017; Yenilmez, 2016; Yağcı and Aksoy 2015; Küçük Kılıç and Öncü, 2014; Yenilmez and Kakmacı, 2008). These studies support our study. There is a significant positive relationship between academic grade point average and academic self-efficacy levels. The academic self-efficacy level of individuals with a high academic grade point average is high. We can state that the level of academic self-efficacy directly affects the average grade of individuals. We think that accumulated knowledge and experience increase students' grade point average.

According to the results obtained from the research, the academic self-efficacy levels of individuals with an income between 3001 – 4000 TL are higher than those with less income ($p < 0.05$). When the studies on the academic self-efficacy levels of income status are examined, it is seen that there are studies supporting the research finding (Tekeli, 2017; Biricik, 2015). These studies support the studies we have conducted. The good income status of the students affects their academic self-efficacy levels. We can say that this situation positively affects the academic self-efficacy levels of the students because their income level, that is, their financial status, is good. Students have higher levels of academic self-efficacy because they have a good financial situation, do not engage in another job, are able to raise themselves better in their field and do not experience financial anxiety.

The academic self-efficacy levels of individuals who spend their education life in the dormitory are higher than those who spend their education life with their families or at a students house ($p < 0.05$). When the study conducted by Pekel (2016) was examined, it was found that there was a significant difference between academic self-efficacy and homestay and dormitory residents and student house and dormitory residents according to the place of residence. When the literature is examined, there are not many studies examining the relationship between the place where students live and their academic self-efficacy. The reason why the academic self-efficacy levels of the students staying in the dormitory are higher than those of the individuals who spend time with the family or in the student house is that they are with many students, they can look at life differently and have students from different nationalities, they see the difficulties of life one-to-one, they have communication between students and they know how to share with students, and they are aware of their responsibilities.

Perception of teaching skills according to gender is statistically significant in general scales and subscales. Perception for the subscale and overall scale was higher in females

than males ($p < 0.05$). It was found that teachers' perceptions of teaching skills varied according to gender. In these studies, it was stated that female teachers consider themselves more competent than male teachers in the context of these characteristics of their perceptions of teaching skills. Korkmaz (2021), Kandemir and Kıran (2021) found no significant difference between gender and teaching skills. This does not support our study. We can say that our study is different from other studies, that is, it is in the field of physical education and sports. Physical education and sports teaching are different from other teaching fields. Similar studies in which the relationship between physical education and sports teacher candidates' teaching skills and gender differ show that the gender factor is effective in teachers' perception of teaching skills. It is seen that female teacher candidates' perception of teaching skills is higher than men. It was observed that the perception of women about teaching skills in the field of physical education and sports teaching was different.

The total scores of the "general teacher behavior" and "post-teaching dimension" subscales do not differ significantly according to the age groups of the individuals ($p > 0.05$). It was found that there was no difference in the general perceptions of the age of the individuals regarding their teaching skills from the general teacher behavior and post-teaching dimension. It was concluded that age had no effect on these subscales. In short, we can state that the teacher gives the best teaching skills regardless of the age group. Perceptions of individuals aged 26 years and older for "Pre-teaching dimension", "while-teaching dimension" and "general scale" are lower than those of younger individuals ($p < 0.05$). As the ages of the individuals decrease, it is seen that the pre-teaching dimension, "while-teaching dimension" and "general scale levels increase. We can say that this may be due to the fact that students in the low age group can look at life differently compared to students in the high age group, have high self-confidence and self-efficacy, have a different perspective on preparing themselves for the future, and are willing to live. Since there are no similar studies in this study, there are no findings to support it.

The subscales and overall scale total scores of the individuals with an academic grade point average of 3,01-4,00 were higher than the other individuals ($p < 0.05$). In addition, the subscales and overall scale total scores of individuals with an academic grade point average of 1,81-3,00 were higher than those with a grade point average of 0-1,80 ($p < 0.05$). Therefore, as the academic grade point average increases, individuals' "general teacher behavior", "pre-teaching", "while-teaching", "post-teaching" and "general perceptions of teaching skills" increase. In particular, we can argue that the increase in the

academic grade point averages of teachers candidates is the strongest determinant of teacher behaviors towards teaching skills. We can say that as the individual's average grade increases, their general perceptions of teaching skills change. Since there were no findings to support our study, the findings to support it could not be reached.

"General perceptions of individuals towards teaching skills" and "total subscale scores" do not show a statistically significant difference according to their income status ($p > 0.05$). Regardless of the income level of the individuals, the fact that it does not affect their teaching skills can be due to the fact that the teacher candidates aim their students to gain teaching strategies. It is to transfer the information and educate the students as best and as soon as possible. Teachers' ability to provide effective education depends on teachers' effective teaching skills (Kandemir and Kıran, 2021). Therefore, we can state that income status is not effective on their general perceptions of teaching skills. Since there are no similar studies in our study, the findings to support this study could not be reached.

There was no statistically significant difference between the individuals' "general perceptions of teaching skills" and "sub-scale total scores" according to their places of residence ($p > 0.05$). Regardless of where individuals live, it does not affect their teaching skills. Today, the continuous development of information technologies affects and expands the education and thus the competence of the members of the information society to benefit from information technologies and the competencies that are necessary for the age (Yıldız Durak & Tekin, 2020). Therefore, we can state that education systems can be successfully transferred to students thanks to the developing technology and at a time when knowledge is increasing, wherever individuals are today. Thanks to technology, we can access all kinds of education systems in the world. Since there are no similar studies in our study, the findings to support this study could not be reached.

There is a statistically significant and positive relationship between Academic Self-Efficacy and Perception of Teaching Skills ($p < 0.05$). In addition, there is a significant and positive relationship between the sub-dimensions of "Academic Self-Efficacy" and "General Teacher Behavior" and "Post-teaching dimension" ($p < 0.05$). However, there is no significant relationship between the "Academic Self-Efficacy" and "Pre-teaching Dimension" and "While-teaching Dimension" subscales ($p > 0.05$). A supportive learning and teaching environment contributes to teachers' development of higher self-confidence in their teaching skills (Kıran, 2005).

It has been revealed that self-efficacy beliefs affect teachers' in-class practices, and a teacher with a strong self-efficacy belief is more enthusiastic about teaching. Therefore, the

ability of the teacher to create an effective and successful learning environment depends in a sense on his/her self-efficacy belief in his/her teaching. When the teaching competencies of teachers are evaluated, it can be said that teachers with high self-efficacy perception are open to learning, exhibit desired behaviors and develop faster because researches show that teachers with positive self-efficacy beliefs think that they can positively affect student success and learning motivation; in this context, they are more willing to use new approaches and techniques, try to improve students' self-control competencies by intervening less and have high expectations and are more determined and resistant to difficulties. At the same time, Alderman (1999) points out that teachers with high self-efficacy perception strive to create an effective educational experience by using different strategies, methods and techniques in their classrooms. This belief, which manifests itself especially in the nature of teacher decisions, is argued to be the strongest determinant of teacher behaviors towards teaching skills (Gibson and Dembo, 1984; Schunk, 1985; Woolfolk and Hoy, 1990; Hoy and Spero, 2005; Akkoyunlu et al. 2005; Bandura, 1994; Woolfolk-Hoy and Spero, 2005; Alderman, 1999; Raudenbush et al. 1992; Pajares, 1992; Uysal, 2018). In short, we can say that the strongest determinant of their perception of teaching skills is individuals with high academic self-efficacy. It can be argued that individuals' strong or weak perceptions of their teaching skills depend on academic self-efficacy.

There is a statistically significant and positive strong relationship between the Perception Scale for Teaching Skills and all subscales ($p < 0.05$). As the total scores of the subscales increase, the total scores of the overall scale also increase. In addition, there is also a significant and positive relationship between the perception subscales for teaching skills. In this study, we can state that the reason why it is statistically significant between the general scale and all subscales is that the teacher candidates teach in a qualified way regarding their own abilities and skills. In short, we can say that teachers can demonstrate the skills necessary to perform their roles in teaching skills in the most successful way. Since there are no similar studies in our study, there are no findings to support it.

In line with the results obtained from the research, we can say that in order for teacher candidates to fulfill their roles in teaching skills in the most successful way, their academic self-efficacy levels must be high and it is very important to improve their academic self-efficacy since people with a high perception of academic self-efficacy are more successful and show the ability to achieve results in a shorter time.

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