

## The Investigation of Pre-service Teachers' Perceptions about Critical Reading Self-Efficacy

Ayşegül KARABAY\*

Bilge KUŞDEMİR KAYIRAN\*\*

Dilek IŞIK\*\*\*

### Suggested Citation:

Karabay, A., Kuşdemir Kayıran, B., & Işık, D. (2015). The investigation of pre-service teachers' perceptions about critical reading self-efficacy. *Eurasian Journal of Educational Research*, 59, 227-246  
<http://dx.doi.org/10.14689/ejer.2015.59.12>

### Abstract

*Problem Statement:* Teachers have important roles in teaching critical reading skills that already exist in the curriculum. Teachers themselves should have critical reading skills and be able to identify them so as to be able to teach these skills to their students. Therefore, it becomes necessary to determine the extent to which pre-service teachers have acquired knowledge and skills regarding critical reading and the training of teachers. Determining pre-service teachers' critical reading skill is significant since it may provide ideas for the teacher training institutions as to how to train more qualified teachers. While some studies about the critical thinking and reading skills of teachers exist in the literature, no study investigating the critical reading self-efficacy perceptions of pre-service teachers was found. Therefore, this study is important in revealing the critical reading self-efficacy perceptions of pre-service teachers.

*Purpose of the Study:* The main objective of this study is to determine teachers' perceptions about their self-efficacy on critical reading. In this respect, the present study seeks answers to such questions as "What is the level of pre-service teachers' sense of self-efficacy on critical reading?" and "Do teachers' senses of self-efficacy on critical reading differ according to their graduation programs, grade levels, genders and academic achievements?"

---

\* Corresponding author: Dr., Cukurova University, Faculty of Education, Department of Elementary Education, e-mail: akarabay@cu.edu.tr

\*\* Assist. Prof. Dr., Gaziantep University, Faculty of Education, Department of Elementary Education, e-mail: kbilge@gantep.edu.tr

\*\*\* Teacher, Bahcesehir Collage, Adana-Turkey, e-mail: kdilek79@gmail.com

*Method:* This study designed according to the cross-sectional survey model was conducted with 594 pre-service teachers from different departments and grade levels of the faculty of education at a state university in southeast region of Turkey during the 2012-2013 academic year. The quantitative data was analysed using independent samples and a t-test and one-way analysis of variance (ANOVA).

*Findings and Results:* In this study, it was found out that the pre-service teachers have a sense of self-efficacy on critical reading above the intermediate level and their self-efficacy beliefs differ according to their genders and graduate programs. However, the same is not true across different grade levels.

*Conclusions and Recommendations:* The critical reading self-efficacy perceptions of pre-service teachers differed across gender, departments and academic achievements, while they did not differ across grade levels. Based on these findings, it can be concluded that necessary regulations in the curriculum of all departments of the faculty of education should be done as teaching the critical thinking and reading skills to teachers are prerequisite for teaching them to students.

*Key words:* Critical reading, pre-service teachers, self-efficacy perception, teacher training

## Introduction

Information acquisition has become an important objective for individuals and societies in the twenty-first century. In order to use knowledge effectively and productively, one should not only understand and interpret it correctly but also question its accuracy, effectiveness and necessity. In this respect, the function and quality of reading activity becomes a critical issue in the acquisition of these skills. Individuals should be able to interpret the author's ideas, compare them with others on the same topic, and criticize the assertions after completing the reading task comprehendingly and joyfully. The individual is expected to form and strengthen his/her own idea by investigating various ideas on the same topic. However, as it was understood in the evaluation report of the 1981 National Assessment of Education Congress, only 15% of students aged thirteen could write a sentence summarizing the paragraph they read, while 85% answered the multiple-choice comprehension questions correctly (Decker, 1993, p.1). Students cannot re-form the ideas expressed by other people. Ipsiroglu (1989) found that the university students accepted the idea claimed in the text they read as is. Success at school and in social life requires more than knowing the meanings of the words in a text. Many students who can comprehend a literary text have difficulty understanding the intention and the idea the author means to convey. These students only interpret what the words mean but they cannot understand what they mean. In other words, students understand what is said but they cannot judge it (Demirel & Sahinel, 1999, p. 25).

Understanding the words and comprehending the meaning are two basic components of reading. The students are not only expected to read the lines but also to read between the lines. Readers do not only record the message but also construct the text meaningfully (Sahinel, 2001). These behaviours expected of a reader are related to the acquisition of critical reading skills by the reader, because critical reading refers to comprehending the gist of the text, assessing the conclusions made in the text, understanding the supportive ideas, and evaluating the reasonable points (Flemming, 2011). Thus, critical readers can read the texts by thinking about them objectively and profoundly.

Cadiero Kaplan and Smith (2002) stated it is important to train students so they can use the knowledge and skills successfully in tests at schools; however, it should be more important for students to be critically interested in the texts and reflect this into their lives (as cited in Mcdaniel, 2004, p. 474). At this point, it is quite important to improve students' mechanical reading skills to critical reading skills. Teachers must become critical readers in order for students to become critical readers. To achieve this, teachers must understand the texts, comprehend and evaluate the value judgement and hidden messages in the text (Apol, 1998, p. 36-37; as cited in Mcdaniel, 2004, p. 475). Teachers can be models in terms of critical reading skill and improve their skills. While doing this, they also need to encourage their students question their words and covered texts.

In Turkey, some descriptive studies have investigated the effects of critical reading on understanding what is read, critical thinking and attitude towards reading (Cam, 2006; Isik 2010; Sadioglu & Bilgin, 2008; Unal, 2006), and some experimental studies have investigated the effects of critical thinking on language skills (Bardakci 2010; Ozcinar, 1996; Ozensoy 2011; Sahinel, 2001). One study that investigated the effects of critical reading and writing on academic achievement and critical reading and writing skills was found (Karabay, 2012). Besides, Akyol (2011) evaluated the efficacy level of 2005 secondary education Turkish curriculum on providing students with critical reading skills. Critical reading was emphasized and activities for improving these skills at all grade levels took place in the 2008 elementary education curriculum, which was put into practice throughout Turkey by the Ministry of National Education. On the other hand, three studies were found in the literature review about determining the critical reading self-efficacy perceptions of pre-service teachers (Karasakaloglu, Saracaloglu & Yilmaz Ozelci, 2012; Kucukoglu, 2008; Topcuoglu Unal & Sever, 2013). However, no studies that investigated the critical reading self-efficacy perceptions according to different variables were found. Reading, comprehending and effectively evaluating what is read and expressed in a written or oral way are prerequisite for learning. In educational environments, reading comprehension and critical evaluation has been the primary way of learning. This way, learning becomes easy for the student who has high reading comprehension and ability to critically evaluate passages. Individuals who are aware of critical reading strategies can read at an advanced level and think about the function of the text. Being able to perform critical reading entails the ability to internalize the text, to question the source of the text and to approach

the text with sampler perspectives. This research is beneficial since it provides information about pre-service teachers' critical reading self-efficacy perceptions.

Critical reading is emphasized and activities aim at improving this skill at all grade levels offered in the new elementary education curriculum put into practice throughout the country by the Ministry of National Education. On the other hand, no research directly dealing with critical reading self-efficacy perception was found in the review of related literature. This study is expected to provide enlightenment in determining the critical reading skill in a reliable, valid way and to contribute to the more qualified critical reading education implementations.

One of the major factors enabling critical reading is readers' sense of self-efficacy (Karasakaloglu, Saracaloglu & Yilmaz Ozelci, 2012). Self-efficacy is one of the key variables in terms of the social cognitive theory. According to Bandura, self-efficacy is an effective qualification to the formation of behaviours and is described as "the judgement of an individual about the capacity of organizing and doing the activities which are necessary to show a particular performance successfully" (Bandura, 1986). The concept is expressed as self-efficacy perception, belief or judgement in the publications related with the concept of self-efficacy. The "self-efficacy" expression is adopted in this study.

Bandura (1997), who states that self-efficacy perception plays an important role in social cognitive theory, describes self-efficacy perception--which he thinks effective on the behaviour--as a quality influence on the formation of the behaviour, individuals' organizing the necessary behaviour in establishing some particular objectives, and his/her own belief about fulfilling capacity of a performance. Similarly, Zimmerman (1995) describes self-efficacy as an individual's belief about his/her skills about organising and performing a job, while Zusho and Pintrich (2003) defines self-efficacy as an individual's own perception about his/her capacity in performing a job and his/her belief about efficacy in fulfilling a job. According to Gurcan (2005), self-efficacy is not a function of individuals' skills; it is their perception of what they can do by using their skills (cited in Ozcelik, 2006, p.6). In other words, self-efficacy that is an individual's own belief about how successful he/she can be in overcoming problems that he/she may face in the future is not a function of an individual's skills; it is a product about the perceptions about the abilities by using his/her skills, coping with different situations, perception, belief and personal perception about skills, and capacity to manage an activity (Senemoglu, 2007).

Bandura (1993) stated that perceived self-efficacy affects the cognitive, motivational, and affective processes. According to Bandura (1986), who explained the contribution of the perceived self-efficacy on the academic development of the individual, students' beliefs about arranging their own learning and their efficacies in learning in academic settings determines their desires, motivation levels and academic achievements while teachers' beliefs about providing and improving the learning influences the learning environments they create and the development of students in academic achievement.

The studies during the last two decades have reported three different types of efficacy related to student achievement: the self-efficacies of the students, the teachers' feeling of efficacy and total efficacies of schools (Goddard, Hoy & Woolfolk Hoy, 2000; Ross, 1994; Tschannen Moran et al., 1998). On the other hand, the studies carried out in Turkey are fairly recent. The measurement of teachers' and pre-service teachers' self-efficacy beliefs in a particular field (science, mathematics, etc.) provides opportunities to understand and predict their behaviours more properly (Bikmaz, 2004). In this context, the perceptions of teachers about the efficacies they have constitute the main focus of this study.

Considering these accounts regarding self-efficacy in terms of "critical reading," it is understood that critical reading ability requires an individual to have a considerable level of self-efficacy concerning the task of reading. When faced with a complex or long text, individuals with high levels of self-efficacy for reading will tend to sustain the task of reading and perform the requirements of critical reading, instead of quitting the reading activity. In this respect, it is believed that individuals first should be provided with critical reading ability, and then develop favourable senses of self-efficacy regarding that ability of critical reading (Karasakaloglu, Saracaloglu & Yilmaz Ozelci, 2012, p. 408).

The teachers with critical thinking skills are those who are more willing to create a suitable environment for critical thinking, listen and pay attention to the answers rather than the one on his/her mind when a question has more than one answer. They are also open for changes and aim at students' learning to ask questions in addition to giving answers. The efficacy of teachers in this field will affect the learning environment and teaching methods. Teachers have important roles in teaching critical reading skills that already exist in the curriculum. Teachers should have and understand these skills to be able to teach them. Therefore, it becomes necessary to determine to what extent pre-service teachers have these knowledge and skills during teacher training. Determining pre-service teachers' level of critical reading skill is significant, since it may provide ideas for teacher training the institutions on how to train more qualified teachers. While some studies about the critical thinking and reading skills of teachers exist in the literature, no study that investigates the critical reading self-efficacy perceptions of pre-service teachers was found. Therefore, this research is important in revealing the critical reading self-efficacy perceptions of pre-service teachers. The main purpose of this study is to determine the pre-service teachers' critical reading self-efficacy.

In line with this purpose, answers to following questions have been sought:

1. What is the level of pre-service teachers' senses of self-efficacy on critical reading?
2. Do the pre-service teachers' perceived critical reading self-efficacy scores differ significantly according to their genders?
3. Do the pre-service teachers' perceived critical reading self-efficacy scores differ significantly according to their grade levels?

4. Do the pre-service teachers' perceived critical reading self-efficacy scores differ significantly according to their departments?
5. Do the pre-service teachers' perceived critical reading self-efficacy scores differ significantly according to their academic achievements?

## Method

### *Research Design*

In this study, the general survey method, a descriptive research method, was used. "These models are survey arrangements which are carried out on a sample taken from a population or on the whole population in order to reach a judgement about the population which consists of a great number of components" (Karasar, 2006, p. 79). In the present study, one type of survey method, the cross-sectional survey method, was used. Cross-sectional studies include collecting data from different samples from within the general population, especially when the population is very large and accessing the whole population is not feasible (Buyukozturk, Cakmak, Akgun, Karadeniz, Demirel, 2009, p.233). Critical reading self-efficacy perceptions of pre-service teachers will be determined by this research. In line with this purpose, the critical reading self-efficacy perceptions of pre-service teachers were investigated according to different variables (gender, department, grade level and academic achievement).

### *Research Sample*

The study population of the research comprised the first-, second-, third- and fourth-year students studying at elementary education and Turkish language teaching departments of the educational faculty of a state university located in the southeast region of Turkey. Instead of sampling, the entire population was planned to be accessed. As a result, a total of 594 pre-service teachers from the first through fourth grades of classroom teaching, preschool teaching, Science teaching, at social studies teaching programs at the Departments of Elementary Education Turkish language teaching department were accessed during the spring semester of 2012-2013 academic year. Among these pre-service teachers, 394 were female and 200 were male. Out of these pre-service teachers, 155 were first-year students, 167 were second-year students, 156 were third-year students, and 116 were fourth-year students. Of these pre-service teachers, 124 were students in the primary education department, 90 were in social studies education department, 130 were in the science and technology education department, 127 were in the preschool education department, and 123 were in the Turkish education department.

### *Research Instrument and Procedure*

The "Critical Reading Self-efficacy Perception Scale" was used as the data-collection tool. The scale, originally developed by Karabay (2013), consists of two parts. In the first part, there are questions about gender, department/program of study, grade levels, average academic achievement scores, and parent educational

background. In the second part, there are 42 Likert-type items with five answers ranging from “never (1)” to “always (5)”, aiming at determining the critical reading self-efficacy perceptions of the pre-service teachers. The scale consists of three factors: visual, research-investigation and evaluation. The factor loads of the factors ranged between .75 and .48; .68 and .44; .68 and .39, respectively. The Cronbach Alpha internal consistency coefficients are .69, .78, .91, respectively, while it is .91 for the whole scale.

The data was collected by the researchers from the pre-service teachers studying in the primary education, preschool education, science and technology education, social studies education and Turkish education departments of the Faculty of Education at a state university in southeast region of Turkey in March and April during the spring semester of the 2012–2013 academic year. The data were collected in a classroom environment and some explanation was made during the implementation. It took about 10 minutes to complete the scale.

#### *Data Analysis*

The SPSS 20 package program was used to analyze the data. The analysis included descriptive statistics, independent samples t-test and one-way variance analysis (ANOVA). The significance level of the analysis was taken as  $p < .05$ .

### **Results**

In this part, the findings about critical reading self-efficacy perception levels of pre-service teachers studying in the elementary education and Turkish education departments are presented in line with the research questions.

#### *The critical reading self-efficacy perception levels of pre-service teachers*

The mean scores and standard deviation pertaining to the critical reading self-efficacy perceptions of pre-service teachers are analysed it can be said that the perception levels of pre-service teachers about critical reading self-efficacy are above the intermediate level ( $\bar{X} = 158.6$ ,  $Sd = 19$ ).

#### *The critical reading self-efficacy perception levels of pre-service teachers according to gender*

The mean scores of the critical reading self-efficacy perception levels of pre-service teachers show that the mean scores of female students ( $\bar{X} = 160.78$ ) are higher than those of male students ( $\bar{X} = 155.43$ ). This difference was tested by t-test to determine significance, and it was revealed that there was a statistically significant difference in favour of female students between the perceptions about critical reading self-efficacy according to gender [ $t(592) = 3.201$ ;  $p < .05$ ].

#### *The critical reading self-efficacy perception levels of pre-service teachers according to departments*

One-way variance analysis results of the critical reading self-efficacy perception levels of pre-service teachers according to departments are presented in Table 1.



**Table 1.**

*Descriptive Statistics and One-way Variance Analysis about the Critical Reading Self-efficacy Perception Levels of Pre-service Teachers According to Departments*

Departments	N	$\bar{X}$	S	F	p	Scheffe-f
Elementary Education (EE)	124	157.69	20.21			
Social Studies Education (SSE)	90	154.92	20.49	5.566	.000	TE□EE
Science Education (SE)	130	158.72	19.03			TE□SSE
Pre-school Education (PE)	127	156.73	19.48			TE□PE
Turkish Education (TE)	123	165.83	16.34			

According to Table 1, it is seen that the mean scores of critical reading self-efficacy perception levels of pre-service teachers studying in the departments of social studies education and preschool education are lower than of pre-service teachers studying at the other departments. One-way variance analysis was used to find out if this difference was significant. The results of the analysis show that there are statistically significant differences between the critical reading self-efficacy perception levels of pre-service teachers according to departments [F (4;589)=5.566;  $p < .01$ ]. The results of a post hoc Scheffe-f test show that there is a statistically significant difference between the departments of Turkish education, elementary education, social studies education and preschool education in favour of the department of Turkish education.

*The critical reading self-efficacy perception levels of pre-service teachers according to grade levels*

One-way variance analysis results of the critical reading self-efficacy perception levels of pre-service teachers according to grade levels are shown in Table 2.

**Table 2.**

*Descriptive Statistics and One-way Variance Analysis About the Critical Reading Self-efficacy Perception Levels of Pre-service Teachers According to Grade Levels*

Grade levels	N	$\bar{X}$	S	F	p
1 <sup>st</sup> grade	155	159.61	20.22	.595	.619
2 <sup>nd</sup> grade	167	158.44	16.85		
3 <sup>rd</sup> grade	156	160.18	19.01		
4 <sup>th</sup> grade	116	157.28	22.07		



Table 2 shows that the mean scores of pre-service teachers' critical reading self-efficacy perceptions are closer to each other. One-way variance analysis was used to find out whether the difference between the scores was significant. The results of the analysis revealed that there is no statistically significant difference between the self-efficacy perceptions of pre-service teachers about critical reading according to the grade levels at which they are studying [ $F(3;590)=.595; p>.05$ ].

*The critical reading self-efficacy perception levels of pre-service teachers according to academic achievements*

The results of the analysis about the self-efficacy perception levels of pre-service teachers about critical reading according to academic achievements are given in Table 3.

**Table 3.**

*Descriptive Statistics and One-way Variance Analysis About the Critical Reading Self-efficacy Perception Levels of Pre-service Teachers According to Academic Achievements*

Academic achievements	N	$\bar{X}$	S	F	p	Scheffe-f
1.99 and below (1)	72	154.54	20.42	4.381	.013	3>1
2.00-2.99 (2)	362	158.41	18.63			
3.00 and above (3)	160	162.26	20.17			

Table 3 introduces that the mean scores of pre-service teachers about critical reading self-efficacy perceptions increase as the grade point averages go up. One-way variance analysis was used to determine whether the difference between the averages was significant. The results of the analysis revealed there was a significant difference between the critical reading self-efficacy perceptions of pre-service teachers according to grade point average [ $F(2;591)=4.381; p<.05$ ]. According to the post hoc Scheffe-f test results, there was a statistically significant difference between the groups that had a 3.00 and above grade point average and the groups that had a 1.99 and below grade point average, in favour of the group with a 3.00 and above grade point average.

### Discussion and Conclusions

Teachers are expected to have critical reading skills since they are also expected to teach this skill to students. In this context, this study aimed to determine the critical reading self-efficacy perceptions of pre-service teachers and to investigate these perceptions according to some variables. One of the findings that was obtained

in line with this purpose is that the critical reading self-efficacy perception levels of pre-service teachers are above the intermediate level.

A factor effective on critical reading is the attitude of the individual towards reading and the subject. According to the social learning theory of Bandura, this attitude is described as a case obtained by learning and which causes biasness during the decision-making process that directs an individual's behaviours. If an attitude towards an object or an event is positive, the probability for these decisions to be positive is high. If the attitude is negative, there is possibility for the decisions to be negative (Ulgen, 1997). In this context, it is remarkable that the critical reading self-efficacy perception levels of pre-service teachers are above the intermediate level.

Kucukoglu (2008) defined in his study that a great majority of pre-service teachers studying English language teaching hold positive attitudes towards reading and perceived themselves as adequate in regard to critical reading. In a similar vein, Topcuoglu Unal and Sever (2013) found out that prospective Turkish language teachers had high levels of self-efficacy related to critical reading. According to the result of the studies carried out by Kurum (2002), Cetin (2008), Besuluk and Onder (2010), which aimed to determine the critical thinking tendencies of pre-service teachers, the pre-service teachers have intermediate-level critical-thinking tendencies. Gelen (1999) and Yesilpinar (2011) found out that the teachers and pre-service teachers perceive themselves adequate in teaching critical thinking skills to their students. It can be said that the results obtained in this study are consistent with those of other studies in the field.

The high self-efficacy levels of pre-service teachers can be explained with Bandura's social cognitive theory. Bandura claims that self-efficacy perception should be considered as an individual's capacity or being organized and fulfilling this to show a particular achievement. In a report prepared by the Denmark Institute of Technology in November 2006, it was argued that the individuals who were the subject to the implementation assessed themselves higher than they were actually in the self-efficacy measurement tools (Haahr & Hansen, 2006). In this context, it must be remembered that the individuals can be subjective when they assess themselves.

In this study, the critical reading self-efficacy perceptions of pre-service teachers were investigated according to some variables such as gender, academic achievement, the department at which they study, and their grade levels. The other findings obtained in this study in parallel with this are that the critical reading self-efficacy perception levels of pre-service teachers differ according to gender, the department at which they study and academic achievement, but do not differ according to grade levels at which they study. The critical reading self-efficacy perceptions of pre-service teachers were in favour of female teachers according to gender and were in favour of teachers who had a 3.00 or above grade point average according to academic achievement. Unal (2006) and Cam (2006) found there was a moderate significant relationship between critical reading and reading comprehension and female students read more critically. According to the results of PIRLS 2002 Progress in International Reading Literacy, the reading achievement of

female students is higher than that of male students. Similarly, Ozisik (1997) and Karakus Taysi (2007) also found out that the reading achievement of female students were higher than that of male students. When it is considered that the measurement of pre-service teachers' beliefs about self-efficacy in a particular field provides opportunities to understand their behaviours more correctly, it can be thought that individuals who have high self-efficacy perception on a particular field are more successful in solving the problems they face.

It was found that the critical reading self-efficacy perceptions of pre-service teachers are in favour of the teachers who study at the Turkish Education Department according to the departments where the pre-service teachers study. When the undergraduate curriculum of the Turkish Education Department was analyzed, it was seen that critical reading took place under the title of reading types in the "Comprehension Technique II: Reading Education" course in the sixth semester. In the scope of this course, the knowledge and awareness of the pre-service teachers towards the critical reading increase.

Hayran (2000), Kokdemir (2003), Cigri and Yildirim (2005), Sadioglu and Bilgin (2008) determined that the perceptions of pre-service teachers about critical thinking and reading differed statistically according to gender, and that difference was in favour of female pre-service teachers. Doganay et al. (2007) observed that the critical reading skills of university students differed statistically according to gender and department where they studied. The result of the study carried by Zayif (2008) showed there was a statistically significant difference in the critical thinking tendencies of pre-service teachers according to gender and that difference was in favour of female pre-service teachers and there were statistically significant differences according to the departments and grade levels at which they studied. No significant difference between the academic achievements and critical thinking tendencies of pre-service teachers was found, except the sub-dimension of "Curiosity". Otherwise Tumkaya, Aybek and Aldag (2009), observed in their study that the critical thinking skills of university students no differed statistically according to gender at which they studied. The studies of Akbiyik (2002) and Kokdemir (2003) revealed that the self-efficacy perceptions of pre-service teachers about critical thinking and reading differed statistically according to academic achievements. When the studies that investigated the relationship between self-efficacy perceptions and academic achievements are analyzed, they reveal a significant relationship between them (Andrew, 1998; Lent, Brown & Larkin, 1984; Barry, Zimmerman & Kitsantas, 2005). It can be said that the results of this study are consistent with the ones of the other studies in the field.

Consequently, this study found the critical reading self-efficacy perceptions of pre-service teachers to be above the intermediate level. Furthermore, the critical reading self-efficacy perceptions of pre-service teachers differed according to gender, the departments were they studied and academic achievements, while they did not differ according to the grade levels at which they studied.

### Recommendation

Based on the findings of this study, it can be said that necessary regulations in the curriculum of all departments of the Faculty of Education should be done as teaching the critical thinking and reading skills to teachers are prerequisite for teaching them to students.

When the self-efficacy beliefs of pre-service teachers provide opportunities to understand their behaviours more correctly are considered, it can be said that the self-efficacies of teachers on special fields are greatly important. It becomes necessary to improve the self-efficacy perception in teacher training when the self-efficacies for the implementations in teacher training are considered. In this context, it can be recommended to determine the levels of self-efficacy beliefs and problem-solving skills of pre-service teachers at education faculties and research how to improve these skills.

### References

- Akbiyik, C. (2002). *Eleştirel düşünme eğilimleri ve akademik başarı [Critical thinking tendencies and academic achievement]* (Unpublished master's thesis). Hacettepe University, Ankara.
- Akyol, A. (2011). *2005 İlköğretim ikinci kademe Türkçe dersi öğretim programında eleştirel okuma [Critical reading in 2005 curriculum of Turkish course in secondary stage of elementary education]* (Unpublished master's thesis). Afyon Kocatepe University, Afyon.
- Andrew, S. (1998). Self-efficacy as a predictor of academic performance in science, *Journal of Advanced Nursing*, 14(6), 436-442.
- Bandura, A. (1986). *Social foundation of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning, *Educational Psychologist*, 28(2), 117-148.
- Bandura, A. (1997). *Self efficacy: The exercise of control*. New York: W.H. Freeman and Company.
- Bardakci, M. (2010). Muhakeme yanlışları hakkında farkındalık yaratmanın eleştirel okuma gelişimi üzerine etkisi [*The effect of awareness raising about judgement errors on the improvement of critical reading*] (Unpublished doctoral thesis). Gazi University, Ankara
- Barry J., Zimmerman, B. J., & Kitsantas, A. (2005). Homework practices and academic achievement: The mediating role of self-efficacy and perceived responsibility beliefs, *Contemporary Educational Psychology*, 30(4), 397-417.

- Besoluk, S., & Onder, I. (2010). Öğretmen adaylarının öğrenme yaklaşımları, öğrenme stilleri ve eleştirel düşünme eğilimlerinin incelenmesi [The investigation of pre-service teachers' learning approaches, learning styles and critical thinking tendencies]. *İlköğretim Online*, 9(2), 679- 693.
- Bikmaz, H. F. (2004). Sınıf öğretmenlerinin fen öğretiminde öz yeterlilik inancı ölçeğinin geçerlik ve güvenirlik çalışması [The validity and reliability of self-efficacy belief scale in the science education of elementary education teachers]. *Milli Eğitim Dergisi*, 161.
- Buyukozturk, S., Kilic-Cakmak, E., Akgun, O. E., Karadeniz, S., & Demirel, F. (2009). *Bilimsel araştırma yöntemleri [Scientific research method]*. Ankara: Pegem Akademi.
- Cadiero Kaplan, K., & Smith, K. (2002). Literacy ideologies: critically engaging the language arts curriculum, *Language Arts*, 79, 372-381.
- Cam, B. (2006). *İlköğretim öğrencilerinin görsel okuma düzeyleri ile okuduğunu anlama, eleştirel okuma ve Türkçe dersi akademik başarıları arasındaki ilişki [The relationship of elementary school students' between their visual reading levels, reading comprehension, critical reading and academic achievements at Turkish course]* (Unpublished master's thesis). Eskişehir Osmangazi University, Eskişehir.
- Cetin, A. (2008). *Sınıf öğretmeni adayların eleştirel düşünme gücü [The critical thinking power of pre-service elementary education teachers]* (Unpublished master's thesis). Uludağ University, Bursa.
- Decker, N. C. (1993). Teaching critical reading through literature. *ERIC Document Reproduction Service*, No: ED363869
- Demirel, O., & Sahinel, S. (1999). Çoklu zeka kuramı ve düşünme becerileri ile ilköğretim dördüncü sınıf Türkçe Dersinde tümleşik dil becerilerinin geliştirilmesi [The development of integrated language skills in elementary 4th grade Turkish course through multiple intelligence theory and thinking skills]. *Dil Dergisi*, 80, 19-31.
- Doganay, A., Tas, M.A., & Erden, S. (2007). Üniversite öğrencilerinin bir güncel tartışmalı konu bağlamında eleştirel düşünme becerilerinin değerlendirilmesi [The evaluation of critical thinking skills of university students about a current controversial topic]. *Kuram ve Uygulamada Eğitim Yönetimi*, 52, 511-546.
- Flemming, L. E. (2011). *Reading for thinking* (sevent edition). Boston: Houghton Mifflin Company

- Gelen, I. (1999). *İlköğretim okulları dördüncü sınıf öğretmenlerinin sosyal bilgiler dersinde düşünme becerilerini kazandırma yeterliliklerinin değerlendirilmesi* [The evaluation of the teaching efficacies of elementary education teachers at 4th grade level about teaching thinking skills in social studies course] (Unpublished master's thesis). Çukurova University, Adana.
- Goddard, R. D., Hoy, W. K., & Woolfolk Hoy, A. (2000). Collective teacher efficacy: its meaning, measure, and effect on student achievement. *American Education Research Journal*, 37, 479-507.
- Gurcan, A. (2005). Bilgisayar özyeterliği algısı ile bilişsel öğrenme stratejileri arasındaki ilişki [Relationship between computer self-efficacy and cognitive learning strategies]. *Eğitim Araştırmaları Dergisi*, 19, 179-193.
- Hayran, I. (2000). *İlköğretim öğretmenlerinin düşünme beceri ve işlemlerine ilişkin görüşleri* [The opinions of elementary education teachers about thinking skills and operations] (Unpublished master's thesis). Afyon Kocatepe University, Afyon.
- Haahr, J. H., & Hansen, M. E. (2006). Adult skills assessment in Europe: Feasibility study. *Policy and business analysis final report*. Copenhagen: Danish Technological Institute.
- Hoy, A. W., & Spero, R. H. (2005). Changes in teacher efficacy during the early years of teaching: A comparison of four measures. *Teaching and Teacher Education*, 21(4), 343-356.
- Isik, H. (2010). *Lise öğrencilerinin eleştirel okuma seviyeleri ve eleştirel okuma seviyeleri ile eleştirel düşünme eğilimleri ve okuma sıklıkları arasındaki ilişki* [The relationship between high school students' critical reading levels, critical thinking levels and reading frequencies] (Unpublished master's thesis). Eskişehir Osmangazi University, Eskişehir.
- Ipsiroglu, Z. (1989). *Düşünmeyi öğrenme ve öğretme* [Learning and teaching how to think]. İstanbul: Afa Yayıncılık
- Karabay, A. (2012). *Eleştirel okuma-yazma eğitiminin Türkçe öğretmeni adaylarının akademik başarılarına ve eleştirel okuma- yazma düzeylerine etkisi* [The effect of critical reading-writing education on pre-service teachers of Turkish of academic achievements and reading-writing levels] (Unpublished doctoral thesis). Çukurova University, Adana.
- Karabay, A. (2013). Eleştirel okuma öz-yeterlik algı ölçeğinin geliştirilmesi [The development of critical reading self-efficacy perceptions scale]. Çukurova Üniversitesi Bilimsel Araştırma Projesi, Proje No: EF2012BAP16.

- Karakus, K. E. (2007). *İlköğretim beşinci ve sekizinci sınıf öğrencilerinin hikâye ve deneme türü metinlerindeki okuduğunu anlama becerilerinin karşılaştırılması (Kütahya ili örneği)* [The comparison of elementary education fifth and eighth graders' reading comprehension in story and essay texts (sample of the province of Kütahya)] (Unpublished master's thesis). Gazi University, Ankara.
- Karasakaloglu, N., Saracaloglu, S. A., & Yilmaz Ozelci, S. (2012). Sınıf öğretmeni adaylarının eleştirel okuma öz-yeterliklerine ilişkin algıları [Primary school teachers' critical reading self-efficacy perceptions]. *Mustafa Kemal Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 9(19), 405- 422.
- Karasar, N. (2006). *Bilimsel araştırma yöntemi [Scientific research method]*. Ankara: Nobel Yayın Dağıtım.
- Kokdemir, D. (2003). *Belirsizlik durumlarında karar verme ve problem çözme [Decision-making and problem-solving in ambiguous situations]*. (Unpublished doctoral thesis). Ankara University, Ankara.
- Kucukoglu, H. (2008). *İngilizce öğretmen adaylarının eleştirel okumaya yönelik öz-yeterlik algıları [The critical reading self-efficacy perceptions of English Language Teaching pre-service teachers]* (Unpublished master's thesis). Dicle University, Diyarbakır.
- Kucukyılmaz, A., & Duban, N. (2006). Sınıf öğretmeni adaylarının fen öğretimi öz-yeterlik inançlarının arttırılabilmesi için alınacak önlemlere ilişkin görüşleri [The views of elementary education pre-service teachers' about the precautions that can be taken to improve the science education self-efficacy beliefs]. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 3(2), 1-23.
- Kurum, D. (2002). *Öğretmen adaylarının eleştirel düşünme gücü [The critical thinking power of pre-service teachers]* (Unpublished master's thesis). Anadolu University, Eskişehir.
- Kurum, D. (2003). Eleştirel düşünme ve öğretimi [Critical thinking and training]. *Anadolu Üniversitesi Eğitim Fakültesi Dergisi*, 13(2), 141-158.
- Lent, R. W., Brown, S. D., & Larkin, K. C. (1984). Relation of self-efficacy expectations to academic achievement and persistence. *Journal of Counseling Psychology*, 31, 356-362.
- McDaniel, C. (2004). Critical literacy: A questioning stance and the possibility for change. *International Reading Association*, 472-481.
- Ozcelik, H. (2006). *İlköğretimde çalışan öğretmenlerin bilgisayar öz-yeterlikleri: Balıkesir ili örneği [Self-efficacies of elementary school teachers about computers: Sample of the province of Balıkesir]* (Unpublished master's thesis). Anadolu University, Eskişehir.



- Ozcinar, H. N. (1996). *Enhancing critical thinking skills of preparatory university students of english at intermediate level [Enhancing critical thinking skills of preparatory university students of english at intermediate level]* (Unpublished doctoral thesis). Middle East Technical University, Ankara.
- Ozensoy, A. U. (2011). *Eleştirel okumaya göre düzenlenmiş sosyal bilgiler dersinin eleştirel düşünme becerisine etkisi [The effect of social studies course arranged according to critical reading on the critical thinking skill]* (Unpublished doctoral thesis). Gazi University, Ankara.
- Ozişik, A. (1997). *İlköğretim altıncı sınıflarda Türkçe öğretiminde yeni teknikler kullanarak metin anlamayı geliştirme [Improving the reading comprehension by using new techniques in elementary school sixth grade Turkish education]* (Unpublished master's thesis). Marmara University, İstanbul.
- Ross, J. A. (1994). Beliefs that make a difference: the origins and impacts of teacher efficacy. Paper presented at the Annual Meeting of the Canadian Association for Curriculum Studies, June.
- Sadioglu, O., & Bilgin, A. (2008). The relationship between critical reading skills of elementary school students and their gender and the educational level of their parents. *Elementary Education Online*, 7(3), 814-822.
- Senemoglu, N. (2007). *Learning improvement and teaching*. Ankara: Gönül Publication.
- Sahinel, S. (2001). *Eleştirel düşünme becerileri ile tümdeşik dil becerilerinin geliştirilmesi [The improvement of critical reading skills and integrated language skills]*. (Unpublished doctoral thesis). Hacettepe University, Ankara.
- Topcuoglu Unal, F., & Sever, A. (2013). Türkçe öğretmen adaylarının eleştirel okumaya yönelik özyeterlik algıları [Sense-efficacy perceptions of Turkish teacher candidates' for critical reading]. *Dil ve Edebiyat Eğitimi Dergisi*, 6, 33-42.
- Tschannen-Moran, M., Woolfolk Hoy, A., & Hoy, W. K. (1998). Teacher efficacy: its meaning and measure. *Review of Educational Research*, 68, 202-248.
- Tumkaya, S., Aybek, B., & Aldag, H. (2009). An investigation of university students' critical thinking disposition and perceived problem solving skills. *Eurasian Journal of Educational Research*, 36, 57-54.
- Ulgen, G. (1997). *Educational Psychology, concepts principles, methods, theories and applications*. Ankara: Kurtiş Printing Press.
- Unal, E. (2006). *İlköğretim öğrencilerinin eleştirel okuma becerileri ile okuduğunu anlama ve okumaya ilişkin tutumları arasındaki ilişki [The relationship between the critical reading skills of elementary school students and their reading comprehension and attitudes towards reading]*. (Unpublished master's thesis). Eskişehir Osmangazi University, Eskişehir.

- Yesilpinar, M. (2011). *Sınıf öğretmenlerinin ve öğretmen adaylarının eleştirel düşünmenin öğretimine yönelik yeterliklerine ilişkin görüşleri* [The views of elementary education teachers and pre-service teachers about the efficacies of critical thinking instruction] (Unpublished master's thesis). Çukurova University, Adana.
- Yıldırım, C. A. (2005). *Türkçe ve Türk dili ve edebiyatı öğretmenlerinin eleştirel düşünme becerilerinin incelenmesi* [The investigation of Turkish and Turkish language and literature education teachers' critical thinking skills] (Unpublished master's thesis). Zonguldak Karaelmas University, Zonguldak.
- Zayıf, K. (2008). *Öğretmen adaylarının eleştirel düşünme eğilimleri* [The critical thinking tendencies of pre-service teachers] (Unpublished master's thesis). Abant İzzet Baysal University, Bolu.
- Zimmerman, B. J. (1995). *Self-efficacy and educational development*. In A. Bandura (Ed.), *Self-efficacy in changing societies* (pp. 202-231). New York: Cambridge University Press.
- Zusho, A., & Pintrich, P. R. (2003). Skill and will: the role of motivation and cognition in the learning of college chemistry. *International Journal Of Science Education*, 25(9), 1081-1094.

## Öğretmen Adaylarının Eleştirel Okuma Öz-Yeterlik Algılarının İncelenmesi

### Atıf:

Karabay, A., Kuşdemir Kayıran, B., & Işık, D. (2015). The Investigation of Pre-service Teachers' Perceptions about Critical Reading Self-Efficacy. *Eurasian Journal of Educational Research*, 59, 227-246  
<http://dx.doi.org/10.14689/ejer.2015.59.12>

### Özet

*Problem Durumu:* Bilginin hızla ve yığılarak ilerlediği 21.yy'da bilgi edinimi bireyler ve toplumlar için önemli bir kazanım haline gelmiştir. Bilginin kullanılabilmesi için onun doğru anlaşılması, yorumlanması ve bununla da kalmayıp bu bilginin doğruluğunun, yararlılığının ve gerekliliğinin de sorgulanması gerekmektedir. Bu becerilerin kazanılmasında okuma etkinliğinin işlevi ve niteliği önem kazanmaktadır. Bireyin, okuma işlemi anlayarak ve zevk duyarak tamamlandıktan sonra yazarın fikirlerini yorumlaması ve bu konudaki başka bilgiler ile karşılaştırarak ileri sürülen fikirleri eleştirmesi gerekir. Öğrencilerin eleştirel okur olmaları için ise öncelikle öğretmenlerin eleştirel okur olmaları gerekmektedir. Eleştirel düşünme becerisine sahip öğretmenler, eleştirel düşünmeye ortam

hazırlamaya daha istekli, sorduğu sorunun tek bir cevabı olmadığına kendi kafasındaki cevabın dışındakileri de önemseyip dinleyen, öğrencinin sadece cevap verebilmesini değil, soru sormasını da öğrenmesini hedefleyen değişikliğe açık öğretmenlerdir. Bu alandaki öğretmen yeterliliği öğrenme ortamını ve öğretim yöntemlerini etkileyecektir. Eğitim programında da yer alan eleştirel okuma becerilerinin öğretimi konusunda öğretmenlere büyük görevler düşmektedir. Öğretmenlerin ise bu becerileri öğretebilmeleri için öncelikle kendilerinin sahip olmaları ve anlamaları gerekmektedir. Bu nedenle öğretmen yetiştirilmesinde, öğretmen adaylarının hangi düzeyde bu bilgi ve becerilere sahip olduklarının belirlenmesi gerekmektedir. Öğretmen adaylarının hangi düzeyde eleştirel okuma becerisine sahip olduklarını belirlemek, öğretmen yetiştiren eğitim kurumlarının nasıl daha nitelikli öğretmen yetiştirecekleri konusunda fikir vermesi açısından önemlidir. Öğretmenlerin eleştirel düşünme ve okuma becerileri ile ilgili araştırmalara rastlanmakla birlikte, öğretmen adaylarının eleştirel okuma öz-yeterlik algılarının incelendiği herhangi bir araştırmaya rastlanmamıştır. Bu nedenle bu araştırma öğretmen adaylarının eleştirel okuma öz-yeterlik algılarını çıkarması açısından önemli olduğu düşünülmektedir.

*Araştırmanın Amacı:* Bu araştırmanın temel amacı, öğretmen adaylarının eleştirel okuma öz-yeterlik algılarını belirlemektir. Bu amaç doğrultusunda problem cümlesi; “Öğretmen adaylarının cinsiyetleri, okudukları program, sınıf düzeyleri ve akademik başarılarına göre eleştirel okuma öz-yeterlik algıları farklılaşmakta mıdır?” şeklinde belirlenmiştir. Bu amaç doğrultusunda aşağıdaki sorulara cevap aranmıştır.

- Öğretmen adaylarının eleştirel okuma öz-yeterlik algıları nasıldır?
- Öğretmen adaylarının eleştirel okuma öz-yeterlik algı ölçeğinden aldıkları puanlar cinsiyete göre anlamlı bir şekilde farklılık göstermekte midir?
- Öğretmen adaylarının eleştirel okuma öz-yeterlik algıları ölçeğinden aldıkları puanlar sınıf düzeyine göre anlamlı bir şekilde farklılık göstermekte midir?
- Öğretmen adaylarının eleştirel okuma öz-yeterlik algıları ölçeğinden aldıkları puanlar öğrenim gördükleri programa göre anlamlı bir şekilde farklılık göstermekte midir?
- Öğretmen adaylarının eleştirel okuma öz-yeterlik algıları ölçeğinden aldıkları puanlar akademik başarılarına göre anlamlı bir şekilde farklılık göstermekte midir?

*Araştırmanın Yöntemi:* Betimsel araştırma yöntemlerinden genel tarama modeli kullanılmış olan bu çalışmada, öğretmen adaylarının eleştirel okuma öz-yeterlik algıları belirlenmiştir. Bu amaç doğrultusunda öğretmen adaylarının eleştirel okuma öz-yeterlik algıları çeşitli değişkenler (cinsiyet, öğrenim gördüğü program, sınıf düzeyi ve akademik başarı) açısından incelenmiştir.

Araştırmaya, 2012-2013 Öğretim Yılı Bahar Yarıyılı'nda, Türkiye'nin güneyinde yer

alan bir üniversite'nin Eğitim Fakültesi İlköğretim Bölümü'nün Sınıf Öğretmenliği, Okulöncesi Öğretmenliği, Fen ve Teknoloji Öğretmenliği, Sosyal Bilgiler Öğretmenliği Ana Bilim Dalları ve Türkçe Eğitimi Bölümü'nde öğrenim gören 594 öğretmen adayı katılmıştır. Bu öğretmen adaylarının, 394'ü kız, 200'ü erkektir. Öğretmen adaylarından 155'i birinci sınıf, 167'si ikinci sınıf, 156'sı üçüncü sınıf ve 116'sı dördüncü sınıf olup; 124'ü sınıf öğretmenliği, 90'ı sosyal bilgiler öğretmenliği, 130'u fen ve teknoloji öğretmenliği, 127'si okul öncesi öğretmenliği ve 123'ü Türkçe eğitimi bölümünde öğrenim görmektedir. Araştırmada veri toplama aracı olarak "Eleştirel Okuma Öz-yeterlik Algı Ölçeği" kullanılmıştır. Araştırmada nicel veriler üzerinde bağımsız gruplar t-testi ve tek yönlü varyans analizi (ANOVA) yapılmıştır.

*Araştırmanın Bulguları:* Araştırmadan elde edilen bulgulara göre öğretmen adaylarının eleştirel okuma öz-yeterlik algıları orta düzeyin üstündedir. Bu çalışmada, öğretmen adaylarının eleştirel okuma öz-yeterlik algısı cinsiyet, akademik başarısı, öğrenim gördüğü program ve sınıf düzeyi gibi çeşitli değişkenler açısından incelenmiştir. Buna paralel olarak araştırmadan elde edilen diğer bulgular da öğretmen adaylarının eleştirel okuma öz-yeterlik algılarının cinsiyete, öğrenim gördüğü programa ve akademik başarıya göre farklılık gösterdiği ancak okuduğu sınıf düzeyine göre farklılık göstermediğidir. Öğretmen adaylarının eleştirel okuma öz-yeterlik algısının cinsiyet açısından kızlar, akademik başarıya göre ise 3.00 ve üstü lehine olduğu bulunmuştur.

Öğretmen adaylarının eleştirel okuma öz-yeterlik algısının öğrenim gördüğü programa göre Türkçe Eğitimi Bölümü lehine olduğu bulunmuştur. Türkçe Eğitimi Bölümü'nün lisans programı incelendiğinde altıncı yarıyılta "Anlama Tekniği II: Okuma Eğitimi" dersinin içeriğinde okuma türleri başlığı altında eleştirel okumanın yer aldığı görülmüştür. Bu ders kapsamında öğretmen adaylarının eleştirel okumaya yönelik bilgilerinin ve farkındalıklarının attığı söylenebilir.

*Araştırmanın Sonuçları ve Önerileri:* Bu araştırmada öğretmen adaylarının eleştirel okuma öz-yeterlik algısının orta düzeyin üstünde olduğu bulunmuştur. Ayrıca, öğretmen adaylarının cinsiyet, öğrenim gördüğü program, akademik başarı açısından eleştirel okuma öz-yeterlik algılarının farklılaştığı, ancak sınıf düzeyine göre farklılaşmadığı saptanmıştır. Bu sonuçlardan yola çıkarak 2005 programıyla birlikte öne çıkan eleştirel düşünme becerisinin öğrencilere kazandırılabilmesi için öncelikle öğretmenlere bu becerilerin kazandırılması ön koşul olduğu düşünüldüğünde Eğitim fakültelerinin her bölümde eleştirel düşünme- okuma becerisini kazandırmaya yönelik ders içeriklerinin düzenlenmesi gerektiği söylenebilir.

Öğretmen adaylarının öz-yeterlik inançları onların davranışlarını daha doğru olarak anlaşılmasına imkan tanıdığı göz önüne alındığında öğretmenlerin özel alanlardaki öz-yeterliliğinin büyük öneme sahip olduğu söylenebilir. Öğretmen eğitimindeki uygulamalar için özyeterliklerin belirlenmesini noktasından hareketle öğretmen eğitiminde öz-yeterlik algısının geliştirilmesine önem verilmesi gerektiği

görülmektedir. Bu bağlamda, eğitim fakültelerinde eğitim gören öğretmen adaylarının öz-yeterlik inanç düzeylerinin ve problem çözme becerilerinin belirlenmesi ve bu becerilerinin geliştirilmesine yönelik çalışmaların yapılması önerilebilir.

*Anahtar Sözcükler:* Eleştirel okuma, öğretmen adayları, öz-yeterlik algısı, öğretmen yetiştirme