INVESTIGATION OF THE RELATIONSHIP BETWEEN 5TH GRADE STUDENTS' SELF-EFFICACY AND ACADEMIC ACHIEVEMENTS FOR ENGLISH COURSE ACHIEVEMENTS

Abstract: In this study, it is aimed to determine whether the self-efficacy of the 5th grade students related to the acquisitions in the English course differentiates their academic achievements, to examine whether there is a significant relationship between their self-efficacy and their academic achievements, and to determine whether this relationship varies according to some variables. A correlational screening model is used to determine whether there is a relationship between students' English self-efficacy and their academic achievement. There is a significant relationship between English self-efficacy levels and academic achievement in English in terms of students' gender and parental education levels. The common influence of gender and English self-efficacy levels on students' academic achievement in English is significant. There is a significant difference in "understanding language, using language and feeling sufficient" sub-dimensions of the scale developed to determine the English self-efficacy according to the education level of the students.

Keywords: Self-efficacy, English proficiency, academic achievement

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INTRODUCTION

In order to keep up with the developing and changing world, it is inevitable for nations to learn other languages other than their mother tongue. Foreign language is the language that is not actively used for communication in the community, but learned to communicate with other nations, and foreign language learning is the most fascinating ability of human beings (Lightbown & Spada, 2006: 1; Taşkın, 2007: 1).

As in every country, Turkey gave importance to foreign language education. In the foreign language teaching process, the learning environment is very important for language teaching. The main thing is to acquire the language in a real and natural environment. However, when looking at language learning environments in Turkey, teaching is conducted in crowded classrooms, teacher-oriented and exam-based. In this process, it prevents the use of language as a communication tool. In order to eliminate these limitations, real and natural environments should be created whenever possible in foreign language teaching. In addition, foreign language is a skill learned by experiencing. That's why, foreign language teaching activities are carried out by teachers during the foreign language learning process and after completion, the students are left alone with them during the learning process. In order to provide effective learning in this process, students need to know themselves well and be aware of their own learning strategies. Oxford (1999) has defined language learning strategies as certain activities, behaviors or techniques that students use to improve their foreign language skills. Consequently, the learning process always starts with the learner. Regardless of the method or teacher, the learner should know himself well in the learning process. In order for the language learning process to pass actively and effectively, the learner must know his own learning strategy. Language learning strategies are the main factors in determining how and at what level students learn a foreign language (Oxford, 2003: 11). Therefore, when the learner chooses the appropriate learning strategies, these strategies become a useful tool in the learning process. Green (1982: 291) emphasized that when appropriate language learning strategies are used, individuals' proficiency levels and self-confidence increase. Language learning strategies are expressed as cognitive, metacognitive, emotional and social strategies (Oxford, 2003: 235-247). Metacognitive strategies help students organize their own cognition, plan and evaluate their communication (Green, 1982: 291). Purpura (1997: 289) defines strategies that involve planning to learn metacognitive strategies as an "executive" function as a term used in information theory to monitor the production or understanding of someone and evaluate learning, by thinking the learning process as it happens. Cognitive strategies are limited to certain learning tasks. Affective and social strategies that involve a more direct arrangement of learning material have to do with social mediation activity that interacts with others (Brown, 2000: 257). Metacognitive strategies help learners to organize their own cognitions, to focus and evaluate towards communicative competence. It provides affective strategies for students to actively participate in the language learning process and develop the self-confidence necessary for communicative competence. Social strategies help us to understand the feelings of the person in front of us in order to achieve communication competence. Being able to analyze the learning process is important to understand and remember new information and important functions to be good at using the new language using certain memory strategies.

In addition, one of the most important factors to access information is the individual's self-efficacy. In order to be active in the learning process and to produce knowledge, one has to make good use of his / her ability and capacity. At this point, the self-efficacy level of the individual is effective in reaching the information and achieving success. Therefore, the concept of self-efficacy is encountered in the field of education (Adıgüzel, 2017: 150). Self-efficacy belief is the basis of Social Learning Theory developed by Bandura (Bandura, 1977). Self-efficacy is the belief that a person can successfully perform a performance, and it is thought that a certain level of self-confidence is required in order to actively use the skills of the individual (Azar, 2010: 236). Students may think they have more or less proficiency than they need to be able to complete an action. In the study by Yang and Wang (2015: 35), the language

learning strategies of those who received foreign language education at the university examined the relationship between their English self-efficacy and it is determined that there is a positive relationship between them. Shi (2018: 724) examined the use of self-efficacy and language learning strategies of English language learners at the university in the United States. As a result of the study, it is determined that there is a significant relationship between these two. Magogwe (2007: 338), on the other hand, revealed a dynamic relationship between the use of language learning strategies and the belief in proficiency, schooling level (representing age differences) and self-efficacy. As it is seen, self-efficacy belief can affect the academic achievement of the individual by affecting the individual's use of his own learning strategy. In these studies, it is seen that students with high self-efficacy level used cognitive learning strategies more.

As the studies on self-efficacy level in foreign languages are few in our country, this study is aimed to be carried out in order to examine whether there is a significant relationship between individuals' English self-efficacy levels and their academic achievement in English.

IMPORTANCE AND PURPOSE OF THE RESEARCH

The aim of this study is to determine whether there is a significant relationship between these two concepts by determining the English self-efficacy levels and academic achievement of the 5th grade students in secondary school. In addition, based on this main purpose, it is determined whether the relationship determined varies according to some variables. Self-efficacy is the belief that students will be able to use their skills at the time of being prepared for and changing the situations (Yılmaz, Yiğit & Kaşarcı, 2017: 372). Self-efficacy level has a significant impact on learning. In addition to the great impact of students' self-efficacy levels on their learning processes, it has been observed in studies that self-efficacy levels increase their motivation towards students' language learning (Genç, Kuluşaklı and Aydın (2016: 53). For example, students with high levels of self-efficacy have higher success rates than others. That's why, students' self-efficacy levels should be increased throughout the language learning process. Therefore, this study is important for addressing the relationship between self-efficacy and academic achievement.

PROBLEM STATEMENT

Is there a significant relationship between English self-efficacy levels of the 5th grade students and their academic achievement in English in terms of various variables (gender, mother and father education level) ?

SUBPROBLEMS

1. Is there a significant relationship between English self-efficacy levels and academic achievement scores of the fifth grade students in secondary school?

2. Is there a significant relationship between English self-efficacy levels and academic achievement scores of the fifth grade students in secondary school in terms of gender?

3. Is there a significant relationship between English self-efficacy levels and academic achievement scores of the fifth grade students in secondary school in terms of mother's educational levels?

4. Is there a significant relationship between English self-efficacy levels and academic achievement scores of the fifth grade students in secondary school in terms of father's educational levels?

5. Is there a significant difference between the English academic achievement scores of the fifth grade students in secondary school according to their level of English self-efficacy and a common effect of gender?

6. Is there a significant difference between the English academic achievement scores of the fifth grade students in secondary school according to a common effect of English self-efficacy levels and mother's education levels?

7. Is there a significant difference between the English academic achievement scores of the fifth grade students in secondary school according to a common effect of English self-efficacy levels and father's education levels?

METHOD

In this study, the correlational screening model is used to determine whether the fifth-grade students' self-efficacy affect their academic achievement. In correlational screening models, it is aimed to determine the variation and degree between variables (Karasar, 2008: 77). In this model, it is dealt with how the opinions are distributed among individuals. In this study, this model has been used to describe the current situation of the fifth-grade students' English self-efficacy by looking at some variables.

SAMPLE

The working universe of the research consists of the fifth-grade students in secondary school providing education and training service in Karabük. There are 19.989 students in the fifth grade in the secondary schools in Karabük. The sample of the study consists of 650 students studying in 12 secondary schools determined by the appropriate sampling method in the districts of Central District, Safranbolu and Eflani in Karabük. Since a total of 18,689 students in the study universe are located in these districts, the number of students has been taken into consideration in the selection of the districts. The sample size table of Çılgı (1994: 25) is first examined for the number of samples, and it is decided that the sample number should consist of at least 644 people for 20,000 samples. Accordingly, 650 students are reached for the sample size of the research.

DATA COLLECTION TOOL AND PROCESS

In the study, A "Personal Information Form" was prepared by the researcher, consisting of questions about gender, mother's education and father's educational levels. A 38-item "English Self-Efficacy Perception Scale" prepared by the researcher was used to measure the participants' self-efficacy perceptions in English. In order to determine the academic success of the participants in English, an English test with a first and second term units was prepared by the researcher.

DATA ANALYSIS

The data obtained in the study are transferred to the computer environment and necessary analyzes are made. Before analysis, the normality of the distribution of data is examined. The sample size is greater than 50 in determining whether the data shows normal distribution or not. Therefore, the Kolmogorov-Smirnov (K-S) test is examined. The calculated p value of less than 1.96 for α=.05 is an indication that the distribution does not deviate excessively from normal. In addition, since the points appear close to 45 degrees in the Q-Q graph, the data are considered to show a normal distribution (Büyüköztürk, 2012: 40-42). Appropriate tests are applied in cases that do not comply with the normal distribution. The methods used in the analysis of the data are as follows:

1. For the first sub-problem, Pearson Product-Moment Correlation is applied to determine whether there is a significant relationship between the English self-efficacy levels of the fifth grade students in secondary school and the English course academic scores due to the normal distribution of the data and the variables are independent from each other (Köklü & Büyüköztürk, 2000: 123-124).

2. Pearson Product-Moment Correlation is applied to examine the relationships between English self-efficacy levels and academic scores of the fifth grade students in secondary school in terms of gender, mother's education and father's education levels related to the second, third and fourth sub-problems.

3. Two Way Analysis of Variance is used to determine the common effect of English self-efficacy levels and gender, mother's education and father's education levels above the fifth grade students' academic achievement scores due to the normal distribution of data on the fifth, sixth and seventh sub-problems and the independence of the variables. The Scheffe test is used to see where this

difference is found as a result of the common effect of the English academic achievement scores of the fifth grade students in secondary school regarding the fifth sub-problem and their self-efficacy level and gender (Koç & Köybasi, 2016: 2052; Olcer, 2017: 152).

FINDINGS

The scales are applied to the fifth grade students in secondary school and the data obtained are transferred to the computer, and appropriate statistical analyzes are performed. The results obtained from these statistical analyzes and their comments are mentioned in this section. Research problems are evaluated with the contribution of the tables.

1. Is there a significant relationship between English self-efficacy levels and academic achievement scores of the fifth grade students in secondary school?

Pearson Moment Product Correlation, which is expressed as 'r', is used to determine whether there is a significant relationship between English self-efficacy levels and academic achievements of English in the fifth grade students due to the normal distribution of their data (Act. Ghoroghi, Hassan and Baba, 2015: 55 Ary, Jacobs & Razavieh, 2010).

The relationship between English self- self-efficacy levels and academic achievement scores of the fifth grade students in secondary school is given in Table 1.

Table 1. Pearson Moment Product Correlation Test Results for the Relationship between English Self-efficacy Levels and Academic Achievement Scores

		English Self-efficacy Levels	Academic Achievement Points
Academic Achievement Points	Pearson Cor.	1	.162**
	Sig (2-tailed)		.000*
	N	650	650
English Self-efficacy Levels	Pearson Cor.	.162**	1
	Sig (2-tailed)	.000*	
	N	650	650

*p<0.05

Pearson's correlation coefficient varies between -1 and +1. Accordingly, the value of -1.00 indicates that if one variable increases, the other variable decreases; The value of +1.00 represents a strong positive relationship between variables (Ghoroghi, Hassan & Baba, 2015: 55). From this point of view, it is determined that there is a positive and low-level relationship between students' English self-efficacy levels and academic achievements ($r=0.162$, $p<0.05$). From this point of view, it can be said that as students' English self-efficacy levels increase, their academic achievement increases.

2. Is there a significant relationship between English self-efficacy levels and academic achievement scores of the fifth-grade students in secondary school in terms of gender?

In terms of gender, the relationship between English self-efficacy levels and academic achievement scores of the fifth-grade students in secondary school is given in Table 2.

Table 2. Pearson Moment Product Correlation Test Results for the Relationship Between Girl and Boy's English Self-efficacy Levels and Academic Achievement Scores

Gender			English Self-efficacy Levels	Academic Achievement Points
Girl	English Self-efficacy Levels	Pearson Cor.	1	.266**
		Sig (2-tailed)		.000*
		N	327	327
	Academic Achievement Points	Pearson Cor.	.266**	1
		Sig (2-tailed)	.000*	
		N	327	327
Boy	English Self-efficacy Levels	Pearson Cor.	1	.045
		Sig (2-tailed)		.423
		N	323	323
	Academic Achievement Points	Pearson Cor.	.045	1
		Sig (2-tailed)	.423	
		N	323	323

*p<0.05

When Table 2 is examined, there is a positive, low-level meaningful relationship between the English self-efficacy levels of the girls and their academic achievement in English (r_{girl}=0,266, p<05); For boys, there is no significant relationship between English self-efficacy levels and their academic achievement in English (r_{boy}=0.045, p>0.05). From this point of view, it can be said that the academic achievement of the girls with high levels of English self-efficacy level may be higher than that of the boys.

3. Is there a significant relationship between English self-efficacy levels and academic achievement scores of the fifth grade students in secondary school in terms of mother's educational levels?

The relationship between English self-efficacy levels and academic achievement scores of the fifth grade students in secondary school in terms of mother's education levels is given in Table 3.

Table 3. Pearson Moment Product Correlation Test Results for the Relationship between Students' English Self-efficacy Levels and Academic Achievement Scores in Terms of Mother's Education Levels

Mother's Educational Levels			English Self-efficacy Levels	Academic Achievement Points
Illiterate	English Self-efficacy Levels	Pearson Cor.	1	.234
		Sig(2-tailed)		.261
		N	25	25
	Academic Achievement Points	Pearson Cor.	.234	1
		Sig(2-tailed)	.261	
		N	25	25
Primary school	English Self-efficacy Levels	Pearson Cor.	1	.112
		Sig(2-tailed)		.142
		N	173	173
	Academic Achievement Points	Pearson Cor.	.112	1
		Sig(2-tailed)	.142	
		N	173	173
	English Self- efficacy Levels	Pearson Cor.	1	.064
		Sig(2-tailed)		.418
		N	161	161

Secondary school	English Self-efficacy Levels	Pearson Cor.	.064	1
		Sig(2-tailed)	.418	
		N	161	161
High school	English Self-efficacy Levels	Pearson Cor.	1	.165
		Sig(2-tailed)		.055
		N	136	136
	Academic Achievement Points	Pearson Cor.	.165	1
		Sig(2-tailed)	.055	
		N	136	136
Other	English Self-efficacy Levels	Pearson Cor.	1	.191**
		Sig(2-tailed)		.017*
		N	155	155
	Academic Achievement Points	Pearson Cor	.191**	1
		Sig(2-tailed)	.017*	
		N	155	155

*p<0.05

When Table 3 is examined, a meaningful relationship has not been reached between the English self-efficacy levels and academic achievement of the children of mothers of primary and secondary school and high school graduates who are $r_{illiterate}$=,234; $r_{primary}$=,112; $r_{secondary}$=,064; $r_{highschool}$=,165, p>0.05). On the other hand; when mother's education level is university, master's etc., a positive, low-level relationship is found between the English self-efficacy levels and academic achievement of the students (r_{other} =,191, p<0.05). Accordingly, it can be said that when the education level of the mother increases, students' English self-efficacy levels and academic achievement will increase.

4. Is there a significant relationship between English self-efficacy levels and academic achievement scores of the fifth grade students in secondary school in terms of father's educational levels?

The relationship between English self-efficacy levels and academic achievement scores of the fifth grade students in secondary school in terms of father's educational levels is given in Table 4.

Table 4. Pearson Moment Product Correlation Test Results for the Relationship between Students' English Self-efficacy Levels and Academic Achievement Scores in Terms of Father's Educational Levels

Father's Educational Levels			English Self-efficacy Levels	Academic Achievement Points
Illiterate	English Self-efficacy Levels	Pearson Cor.	1	.319
		Sig(2-tailed)		.197
		N	18	18
	Academic Achievement Points	Pearson Cor.	.319	1
		Sig(2-tailed)	.197	
		N	18	18
Primary school	English Self-efficacy Levels	Pearson Cor.	1	.048
		Sig(2-tailed)		.629
		N	102	102
	Academic Achievement	Pearson Cor.	.048	1
		Sig(2-tailed)	.629	

	Points	N	102	102
Secondary school	English Self-efficacy Levels	Pearson Cor.	1	.070
		Sig(2-tailed)		.398
		N	149	149
	English Self-efficacy Levels	Pearson Cor.	.070	1
		Sig(2-tailed)	.398	
		N	149	149
High school	English Self-efficay Levels	Pearson Cor.	1	.239**
		Sig(2-tailed)		.003*
		N	156	156
	Academic Achievement Points	Pearson Cor.	.239**	1
		Sig(2-tailed)	.003*	
		N	156	156
Other	English Self-efficacy Levels	Pearson Cor.	1	.191**
		Sig(2-tailed)		.017*
		N	225	225
	Academic Achievement Points	Pearson Cor	.147**	1
		Sig(2-tailed)	.027*	
		N	225	225

*p<0.05

According to Table 4, there is no significant relationship between the English self-efficacy levels and academic achievement of the children whose fathers illiterate, primary and secondary school graduates ($r_{illiterate}$=,319; $r_{primary}$=,048; $r_{secondary}$=,070; p>0.05). When father's education level is high school, university, etc., a positive and low level relationship is found between English self-efficacy levels and academic achievement of students with a high level ($r_{high\ school}$=,239; r_{other}=,147, p<0.5). Based on this, if father's education level is high school, university, etc., it can be said that as students' self-efficacy levels increase, their academic achievement increases.

5. Is there a significant difference between the English academic achievement scores of the fifth grade students in secondary school according to their level of English self-efficacy and a common effect of gender?

Two Way Analysis of Variance is given in Table 5 to see if the effect of English self-efficacy level and gender on the academic achievement scores of the fifth grade students is significant.

Table 5. Descriptive Statistical Results Regarding the English Academic Achievement Scores of the 5th Grade Students in Secondary School According to Gender and English Self-efficacy Level

Gender	Low			Middle			High			Total		
	N	X	S	N	X	S	N	X	S	N	X	S
Girl	48	43.66	21.05	146	49.67	18.74	133	58.94	22.98	327	52.56	21.59
Boy	49	38.53	18.45	166	47.61	21.07	108	44.33	20.58	323	45.13	20.71
Total	97	41.07	19.84	312	48.57	20.01	241	52.39	23.07	650	48.87	21.46

When Table 5 is examined, the average of teh girls with low self-efficacy level is 43.66, the average of the girls with medium self-efficacy level is 49.67 and the average of the girls with high level English self-efficacy level is 58.94. The average of the boys with low self-efficacy level is 38.53, the average of the boys with medium self-efficacy level is 47.61 and the average of the boys with high level English

self-efficacy level is 44.33. Accordingly, as students' self-efficacy levels increase, their academic achievement in English also increases. According to the results, it can be assumed that students who have high self-efficacy level towards English lesson have high success rate in English lesson.

Table 6. Two Way Analysis of Variance (ANOVA) Results of the Usage of the English Academic Achievement Scores of the Fifth Grade Students In Secondary School According to Gender and English Self-efficacy Level

Source of Variance	Total of Squares	Sd	Average of Squares	F	P*	η2
Self-efficacy	7661.814	2	3830.907	8.923	.000	.027
Gender	6707.850	1	6707.850	15.624	.000	.024
SXG	5433.942	2	2716.971	6.328	.002	.019
Error	276497.047	644	429.343			
Total	1851744					

*p<0.05

As seen in Table 6, the common effect of gender and English self-efficacy levels on the English academic achievement of the fifth grade students in secondary school is significant (p<0.05). Hopkins (1997) states that there is a negligible relationship when the effect size value is between .00 and .10. From this point of view, the effect size value is found to be negligible (η2=0.019). Scheffe test is used to determine where gender and English self-efficacy levels are the source of significance on academic achievements in English (Koç & Köybasi, 2016: 2052; Olcer, 2017: 152). Scheffe test results are given in Table 7.

Table 7. Scheffe Analysis Results Regarding the Differences Between English Academic Achievements in Terms of Gender and English Self-efficacy Levels

English Self-Efficacy Levels and Gender	Gender and English Self-efficacy Levels	Average Difference	Sd	P
Low/ Girl	Low Boy	5.13605	4.20794	.914
	Middle Girl	-6.00547	3.44751	.695
	Middle Boy	-3.94779	3.39571	.929
	High Girl	-15.28070	3.48895	.002*
	High Boy	-.66667	359445	1.00
Low/ Boy	Low Girl	-5.13605	4.20794	.865
	Middle Girl	-11.14062	3.42094	.061
	Middle Boy	-9.08385	3.36876	.203
	High Girl	-20.41676	3.46269	.000*
	High Boy	-4.92500	5.47069	.976
Middle/ Girl	Low Girl	6.00457	3.44751	.695
	Low Boy	11.14062	3.42094	.061
	Middle Boy	2.05678	2.35098	.979
	High Girl	-9.27614	2.48372	.017*
	High Boy	5.33790	2.62985	.533
Middle/ Boy	Low Girl	3.94779	3.39574	.929
	Low Boy	9.08385	3.36876	.203
	Middle Girl	-2.05678	2.35098	.979
	High Girl	-11.33291	2.41134	.001*
	High Boy	3.28112	2.56160	.896
High/ Girl	Low Girl	15.28070	3.48895	.002*
	Low Boy	20.41676	3.46269	.000*
	Middle Girl	9.27614	2.48372	.017*

	Middle Boy	11.33291	2.41134	.001*
	High Boy	14.61404	2.68394	.000*
High/ Boy	Low Girl	.66667	3.56896	1.00
	Low Boy	5.80272	3.56896	.755
	Middle Girl	-5.23790	2.62985	.533
	Middle Boy	-3.28112	2.56160	.896
	High Girl	-14.61404	2.68394	.000*

*p<0.05

According to the results of Scheffe Test, between the girls with low level of English self-efficacy level and the girls with high level; between the boys with low level of English self-efficacy and the girls who are high; between the girls with middle level of English self-efficacy and the girls with high level; between the boys with a medium level of English self-efficacy and the girls with a high level; Among the girls with high levels of English self-efficacy and the girls with low self-efficacy and medium self-efficacy, there is a significant difference between the boys with high levels of English self-efficacy and the girls with high (p<.05). Accordingly, the girls with low levels of English self-efficacy (X=43.66) are found to be more unsuccessful than the girls with high English self-efficacy levels (X=58.94). It is determined that the boys with low self-efficacy levels (X=35.53) are more unsuccessful than the girls with high self-efficacy level (X=58.94). It is found that the girls with medium self-efficacy level (X=49.67) are more unsuccessful than teh girls with high self-efficacy level (X=58.94). It is determined that the boys with middle level of self-efficacy levels (X=47.61) are more unsuccessful than the girls with high self-efficacy levels (X=58.94). The girls with high levels of English self-efficacy (X=58.94) have low self-efficacy in English (X=43.66), the girls with middle (X=49.67) and the boys with low self-efficacy (X=38.53), middle (X=47.61) and higher (X=44.33) are found to be more successful.

6. Is there a significant difference between the English academic achievement scores of the fifth grade students in secondary school according to a common effect of English self-efficacy levels and mother's education levels?

Two way variance analysis is given in Table 8 to see if the common effect of English self-efficacy levels and mother's education levels above the English academic achievement scores of the fifth grade students is significant.

Table 8a. Descriptive Statistical Results Regarding the English Academic Achievement Scores of the Fifth Grade Students According to Mother's Education Levels and English Self-efficacy Level

Mother's Educational Levels	Low			Middle			High			Total		
	N	X	S	N	X	S	N	X	S	N	X	S
İlliterate	6	34.66	10.63	13	34.76	13.40	6	48.66	13.48	25	38.08	13.71
Primary School	47	37.87	15.14	88	44.36	19.96	38	44.00	21.90	173	42.52	19.34
Secondary School	14	37.71	18.74	73	42.73	16.99	74	47.02	25.38	161	44.27	21.46
High School	14	55.71	27.05	60	52.86	18.61	74	57.29	19.73	136	55.17	20.06
Other	16	43.00	24.02	78	57.79	20.45	62	59.54	21.93	155	56.95	21.81
Total	97	41.07	19.84	312	48.57	20.01	241	52.39	23.07	650	48.87	21.46

Table 8b. Two Way Analysis of Variance (ANOVA) Results of the Use of the English Academic Achievement Scores of the Fifth Grade Students According to Mother's Education Levels and English Self-efficacy Level

Source of Variance	Total of Squares	sd	Average of Squares	F	P*
Self-efficacy	3705.956	2	1852.978	4.483	.012

Mother's education	16838.907	4	4209.727	10.184	.000
S*M	2803.057	8	350.382	.848	.561
Error	262493.860	635	413.376		
Total	1851744				

*p<0.05

As it can be seen in Table 8b, the common effect of mother education level and English self-efficacy levels on the fifth grade students' academic achievement is not significant (p> 0.05).

7. Is there a significant difference between the English academic achievement scores of the fifth grade students in secondary school according to a common effect of English self-efficacy levels and father's education levels?

Two Way Analysis of Variance is given in Table 9 to see if the common effect of the English self-efficacy levels and father's educational levels above the English academic achievement scores of the fifth grade students is significant.

Table 9a. Descriptive Statistical Results Regarding the English Academic Achievement Scores of the Fifth Grade Students According to Father's Education Levels and English Self-efficacy Level

Father's Educational Levels	Low			Middle			High			Total		
	N	X	S	N	X	S	N	X	S	N	X	S
İlliterate	3	25.33	14.04	12	43.00	20.03	3	53.33	18.90	18	41.77	20.12
Primary School	35	39.08	15.00	44	42.27	20.58	23	39.30	20.73	102	40.50	18.67
Secondary School	21	33.33	12.73	71	42.11	18.11	58	44.00	24.00	149	41.61	20.12
High School	15	45.60	20.71	81	49.87	19.48	60	55.93	21.56	156	51.79	20.59
Other	23	50.26	27.07	105	55.16	19.37	97	58.30	21.70	225	56.01	21.30
Total	97	41.07	19.84	312	48.57	20.01	241	52.39	23.07	650	48.87	21.46

Table 9b. Two Way Analysis of Variance (ANOVA) Results of the Use of the English Academic Achievement Scores of the Fifth Grade Students According to Father's Education Levels and English Self-efficacy Level

Source of Variance	Total of Squares	sd	Average of Squares	F	P*
Self-efficacy	3623.658	2	1811.829	4.360	.013
Father's Education	19986.291	4	4996.573	12.023	.000
SxF	2067.654	8	258.457	.622	.760
Error	263894.928	635	415.583		
Total	1851744				

*p<0.05

When the results of the analysis are analyzed, the common effect of students' English self-efficacy levels and their father's educational levels on their academic achievement in English is not significant (p>0.05).

DISCUSSION, CONCLUSION AND SUGGESTIONS

The aim of the study is to determine whether the self-efficacy of the fifth grade students' achievements in the English course differentiates their academic achievement and to examine the relationships between their self-efficacy and their academic achievement in English. The findings and the sub-problems of the study are grouped and discussed below in the light of the theoretical framework.

DISCUSSION AND CONCLUSION OF THE FINDINGS ABOUT THE SELF EFFICACY LEVEL OF ENGLISH AND ACADEMIC ACHIEVEMENT SCORES

Pearson Moment Product Correlation is applied to determine whether there is a significant relationship between English self-efficacy levels

and academic achievement of the fifth grade students in secondary school. Accordingly, it is determined that there is a positive and low level significant relationship between English self-efficacy levels and academic achievements ($r=0.162$, $p<0.05$). Accordingly, there is a direct proportion between students' English self-efficacy levels and academic achievement. The reason why the relationship between these two concepts is low is thought to be due to the different self-efficacy of the students who continue education in different secondary schools. In their study, Heidari, Izadi and Ahmadian (2012: 174) found that students' self-efficacy levels are related to their use of memory strategies. Accordingly, it has been determined that students with high levels of self-efficacy use their vocabulary strategies and their academic achievement in English is high. Genç, Kuluşaklı and Aydın (2016: 53) examined the relationship between foreign language students' language learning and their foreign language self-efficacy. As a result of their study, it has been shown that students' self-efficacy levels have a significant impact on the learning process and their English self-efficacy also affect their beliefs about language learning. In this study, it has been reached that students' self-efficacy should be improved. In the light of the studies on English self-efficacy levels and academic achievement scores, it has been determined that there is an increase in the academic achievement of students when they have high self-efficacy level. From this point of view, it can be said that students who have a high level of self-efficacy can use appropriate learning strategies in learning processes depending on their awareness of their own learning and accordingly they can be successful in the process.

DISCUSSION AND CONCLUSION OF COMPARING ENGLISH SELF EFFICACY AND ACADEMIC ACHIEVEMENT BY GENDER

Pearson Moment Product Correlation is used to examine the relationship between English self-efficacy levels and academic achievement of the fifth-grade students in terms of gender and it is determined that their academic achievement is high in English lesson ($r_{girl}=0,26, p<0.05$); ($r_{boy=0,04,}$ $p>0.05$).

Two Way Analysis of Variance (ANOVA) is used to determine the common effect of English self-efficacy levels and genders over the English academic achievement scores. The average of the girs with low self-efficacy level is 43.66, the average of the girls is 49.67 and the average of the girls is 58.94. The average of the boys with low self-efficacy level is found as 38.53, the average of the boys with an average of 47.61, and the average of the boys with a high of 44.33. Accordingly, it is reached that students with high level of English self-efficacy are more successful in English lessons. According to the results of the analysis, it is determined that the common effect of gender and English self-efficacy levels on the academic achievement of the fifth grade students in secondary school is significant ($p<0.05$).

According to the result of Scheffe test applied to determine the source of the difference, it is observed that the girls with low English self-efficacy levels ($X=43.66$) are more unsuccessful than the girls with high English self-efficacy levels ($X=58.94$). It is determined that the boys with low self-efficacy levels ($X=35.53$) are more unsuccessful than the girls with high self-efficacy level ($X=58.94$). It is found that the girls with middle English self-efficacy levels ($X=49.67$) failed more than the girls with high English self-efficacy level ($X=58.94$). It is determined that the boys with medium self-efficacy levels ($X=47.61$) are more unsuccessful than the girls with high self-efficacy levels ($X=58.94$). the girls with high levels of English self-efficacy ($X=58.94$) have low self-efficacy in English ($X= 3.66$), students with medium ($X=49.67$) and low self-efficacy ($X=38.53$), medium ($X=47.61$) and higher the boys ($X=44.33$) are found to be more successful. The reason why English academic achievement is high the girls; it may be due to differences between the development stages of the gender. Studies in the field are examined and studies with similar results and similar results are reached. Meera and Jumana (2015: 28) found that there is no significant difference by gender in their studies in which secondary school students examined the relationship between their English self-efficacy and academic performance. Bonyadi, Nikou and Shahbaz (2012: 116) determined a significant difference in terms of gender self-efficacy and

strategy use according to the results of the study, in which they investigated the existence of a significant difference in their self-efficacy beliefs and strategy use depending on their foreign language learning strategies, their gender and their English studies based on years. Becirovic (2017: 210) determined that the boys are more unsuccessful in the process of learning English than the girls. When the studies conducted are examined, the reason for the higher academic achievement level among the girls may be that the learning skills of the girls develop faster than the boys in terms of development and learning at the age of the study. The reason for the high level of English course success in students with high level of English self-efficacy can be expressed as the students' positive attitude towards the course and their high interest in the course.

DISCUSSION AND CONCLUSION OF COMPARING ENGLISH SELF EFFICACY AND ACADEMIC ACHIEVEMENTS ACCORDING TO PARENTS' EDUCATION LEVELS

Pearson Moment Product Correlation is used to determine whether there is a relationship between English self-efficacy levels and academic achievement scores of the fifth grade students in terms of mother education levels and father education levels. According to the findings, there is no significant relationship between the English self-efficacy levels of the children of illiterate, primary, secondary and high school graduate mothers and their academic achievements ($r_{illiterate}$=,23; $r_{primary}$=,11; $r_{secondary}$=,06; $r_{highschool}$=,16, $p>0.05$); mother's education level is university, master's etc. There is a positive and low level significant relationship between the English self-efficacy level and academic achievement of students who have (r_{other}=,19, $p<0.05$). In other words, as the level of mother education increases, students' self-efficacy levels and academic achievement will increase. As a result of the analyzes made in terms of father's educational levels, there is no significant relationship between the English self-efficacy levels and academic achievement of the children of fathers who are illiterate, primary and secondary school graduates ($r_{illiterate}$=,31; $r_{primary}$=,04; $r_{secondary}$=,07; $p>0.05$); father's education level is high school, university, master's etc. There is a positive and low-level relationship between students' English self-efficacy levels and academic achievement ($r_{highschool}$=,23; r_{other}=,14, $p<0.05$). According to this result, the level of father education is high school, university, graduate, etc. It can be said that as students' self-efficacy level increases, their academic achievement will increase. The reason for this may be that parents whose education level has reached a certain level are conscious about English lessons. Parents who are aware of this consciousness; It can be said that they motivate their children against the lesson and help their children set goals in their own learning and follow their language development.

Two Way Variance Analysis (ANOVA) is applied for the common effect of English self-efficacy levels and mother and father education levels above the English academic achievement scores of the fifth grade students. Accordingly, it is found that the common effect of mother education levels and father education levels and English self-efficacy levels on the fifth grade students' academic achievement in secondary school is not significant ($p>0.05$). Based on the research results, some suggestions of English self-efficacy level related to academic achievement in English are given below:

- English self-efficacy level is determined to be related to English academic achievement. Therefore, teachers, students and parents should be informed about the level of English self-efficacy.
- In-service trainings should be provided to teachers in order to increase student motivation towards the lesson, to prepare the necessary classroom environment and to determine the appropriate techniques in developing English self-efficacy levels.
- Students are more likely to experience the sense of accomplishment during the initial phase of the topics, so students can make quizzes and increase their self-efficacy.

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This work was carried out and completed by Özge TİRAKİ under the consultancy of Gürbüz OCAK. The Examination of Self-Sufficiency and Academic Achievement of Classroom Students 'English Course Achievements' is derived from the master thesis. This work was supported by BAPK (Project No: 17.SOS.BİL.17).