

SELF-EFFICACY ON STANDARDS OF EDUCATION TECHNOLOGY OF THE TEACHERS WORKING AT ELEMENTARY EDUCATION INSTITUTIONS

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Abstract

This study aims to reveal self-efficacy of the teachers working at elementary education institutions on Standards of Education Technology and the factors affecting this. The sample of the study consists of 150 classroom teachers and 150 secondary school teachers working at elementary education institutions in Aşkale, Aziziye and Yakutiye in province Erzurum. At the end, it was realized that teachers' self-efficacy on Standards of Education Technologies was satisfactory. Besides, it was identified that teachers' self-efficacy on Standards of Education Technologies did not show a discrepancy up to institution type. As to professional seniority, the fact that the teachers having 6-10 years professional seniority had the highest level of self-efficacy while those having over 20 years professional seniority had the lowest level drew attention. Additionally, It was presented that gender factor did not make any meaningful difference about teachers' self-efficacy on Standards of Education Technology. By the way, teachers' self-efficacy on Standards of Education Technology varied up to Teachers' educational status: The teachers having a master degree got higher scores than the ones having a bachelor's degree. Lastly, it was observed that teachers' self-efficacy on Standards of Education Technology varied up to their situation of getting any job training activity on information technologies. The teachers having participated in a job training activity on information technologies obtained higher scores than those who had not.

Keywords: Education technology, NETS-T, self-efficacy.