

*Full Length Research Paper*

# Experienced and Novice Iranian Teachers' Perceptions as to the Effect of Intrinsic Factors on Teacher Efficacy

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Accepted 25 July, 2012

The present study was conducted to investigate the perceptions of experienced and novice teachers as to the effect of intrinsic factors (motivation, self- concept, anxiety, autonomy) on teacher efficacy. To this end, 53 experienced teachers who had more than 10 years of experience in teaching and 46 novice teachers who had less than 3 years of experience in teaching participated in the study. A 4-part questionnaire (each part measuring the perceptions of the teachers about one of the intrinsic factors) was administered to all participants. To analyze the obtained data, the responses of the participants to each part of the questionnaire were analyzed separately. A Mann Whitney U procedure was used to compare the views of experienced and novice teachers with regard to each part. Results indicated that there were significant differences between novice and expert teachers as to the effects of anxiety and autonomy on teacher efficacy. However, the views of experienced and novice teachers did not differ significantly when it came to the effect of these factors on teacher efficacy.

**Keywords:** motivation, self- concept, anxiety, autonomy, teacher efficacy, teaching experience

## INTRODUCTION

In today's modern society, with an increasing number of teachers with different characteristics and perspectives about teaching, teacher knowledge plays a significant role in classrooms. It can affect teachers' choice of appropriate strategies during the teaching process. Furthermore, teachers can be different from each other based on the experience they have attained during teaching. In accordance with this reality, experienced teachers have a tendency to use strategies which are approved based on their experience. Novice teachers with less experience in teaching think differently. They may be eager to apply new strategies which could be contrary to others' ways of teaching, such as the innovation of modern strategies based on their personal thought and creation of ways that help them to progress.

A number of studies have been conducted on teacher perceptions with regard to various aspects of language teaching/learning process. For instance, Clark and

Peterson (1984) investigated teachers' thought processes (teachers' planning, teachers' interactive thought and decision, teachers' attribution, and teachers' implicit theories) and their relationship to teachers' actions in the classroom. They offer a model of teacher thought processes and actions which may facilitate the understanding of how the processes of teaching work.

According to Dunkin (2002), teachers' conception of teaching is likely to be a subjective assessment including their judgments about the effectiveness of teaching, their estimates of personal influence upon students, and criteria by which they evaluate their own teaching and an objective assessment based on the application of scientific methods.

Moreover, teachers' beliefs about their own teaching can be concerned with teachers' perceptions of self-efficacy, which are developed by some powerful influences like experiences of teachers during teaching.

In an empirical investigation, Schunk (1990) compared low and high efficacy teachers and found that teachers with low efficacy were not so certain about their capabilities and the effects they had on students' learning. But teachers with higher efficacy helped students in challenging classroom situations. According to Woolfolk and Spero (2005), some aspects of efficacy increase during teaching while others may decline.

In the present study, the perceptions of experienced and novice teachers as to the effect of intrinsic (motivation, self- concept, anxiety, and autonomy) factors on teacher efficacy will be investigated.

## Review of Literature

### Experienced and novice teachers

There are several studies attempting to describe characteristics of teacher knowledge (Carter, 1990; Tschannen-Moran, Woolfolk and Spero, 1998). Two key ideas about teacher knowledge are personal practical knowledge and pedagogical content knowledge. Connelly and Clandinin (1988) formulated personal practical knowledge by combining ideas about teachers' practical knowledge (Ariogul, 2007; Gholami, 2007) and personal knowledge (Lampert, 1985). Accordingly, teachers' knowledge of classroom is not an objective and preexisting knowledge to be acquired; rather, it is transient and subject to change. Basically, personal practical knowledge is personal experience both inside and outside the classroom. Personal knowledge includes not only cognitive matters, but also affective factors. Bloom (1992) has made reference to the relationship between cognitive and affective factors.

Pedagogical content knowledge (Shulman, 1986) means knowledge about specific subject matter content and how to teach that content. It includes a set of goals, a sequence of lessons in the course, and is also related to how we can present them to what students already know. The possibility to distinguish pedagogical content knowledge (PCK) from subject-matter knowledge has been the subject of much controversy (Tschannen-Moran et al., 1998). Following Sulman's definition of pedagogical content knowledge, Garritz (2010) focuses on the affective domain of teaching and learning in pedagogical content knowledge (PCK) and acknowledges the absence of affective factors in most scientific domains.

The differences between expert and novice teachers relate to complexity and sophistication of their thoughts about teaching. Experts tend to be more analytical, more aware of complexity and have more enriched conceptual repertoires regarding teaching than novices (Dunkin, 2002)

Regarding teacher knowledge in the classroom,

experienced teachers are differentiated from novice teachers from a variety of aspects. Barnett and Hodson (2001) view teacher knowledge as including classroom knowledge, professional knowledge, academic and research knowledge and pedagogical content knowledge (PCK). Brillinger (2004) describes the continuous sequence of teaching skill from novice to expert in four stages: Novice, Experienced, Competent and Expert. According to Brillinger (2004), direct teaching of curriculum, not regulating the amount of content, covering sufficient curriculum, ignoring or not paying attention to the learners' prior knowledge are the main characteristics of novice teachers. Experienced teachers, on the other hand learn to "bait and switch" (P. 5), move to the direct teaching of curriculum, regulate the amount of content but do not adjust the flow to allow more/less when possible, and use recall questions to uncover prior learning of students.

Angell and Scott (2005) investigated the framework relating to three aspects of professional practice: knowledge base, pedagogical action and fundamental influences. Pedagogical action refers to the knowledge base (subject content, curriculum, pupil reasoning and teaching strategies) which is the same to novice and expert teachers. The categories are related to Shulman's categories including content knowledge. Similarly, Hogan et al, (2003) compared novice and expert teachers following Shulman's categories (content knowledge, pedagogical content knowledge, and pedagogical knowledge). Accordingly, experts were found to plan both long-term (overall curriculum) and short-term (lesson plan), while novices tended to focus on short-term planning. The strategies that are planned by expert teachers to teach specific skills are more than the ones used by novice teachers. Unlike expert teachers who perceive of the class as comprised of unique individuals, novice teachers see the class as a whole. Student achievement is very important for expert teachers, while novice teachers pay more attention to class interest.

The role of experience in learning is emphasized in experiential learning theory. Kolb, Boyatzis, and Mainemelis (2001) claim that if pre-service teachers are to be effective, they need ability in four different areas: concrete experience (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE).

Tsui (2003) compared novice and expert teachers in the preactive and interactive phases of teaching. She believes that in the preactive phase, expert teachers differ from novice ones in four main characteristics: 1- In the planning process, expert teachers exercise more autonomy but novice teachers' planning is limited to rules and models. 2- The planning of expert teachers is more efficient than novice teachers; however, expert teachers spend much less time planning. 3- Expert

teachers are much more flexible in planning because they can change their plans according to context. 4- Expert teachers use a rich and integrated knowledge base. In the interactive phase also expert and novice teachers differ from each other (Tsui, 2003) from three aspects. The first aspect is efficiency in processing of information in the classroom. Expert teachers have the ability to transmit information. The second point is that expert teachers are able to select information in processing. The third point is that expert teachers consider students' need and respond to a variety of events in the classroom.

Other effective factors in the development of pedagogical expertise are time and experience. Experts should consider the domain specific knowledge through lengthy experience which is contextualized. Before entering the classroom, experts need to 1) thoroughly understand the content they will teach, and 2) plan one or more activities to teach that content (Berliner 2004).

During the stage of development, practical knowledge starts to build and is acquired slowly throughout a teacher's career (Van Driel et al, 1998). Practical knowledge is action-oriented knowledge and is generally acquired without direct help from others. Furthermore, practical knowledge is personal and context-bound, providing teachers with the skills to succeed in their particular teaching contexts.

### **Teacher efficacy**

Many studies have been conducted in the area of self-efficacy and teacher efficacy (Evers et al, 2002; Fives et al, 2005; Rotter, 1990; Tschannen-Moran and Hoy, 2001). According to Rotter (1990), teacher efficacy is the extent to which teachers believe that they can control the reinforcement of their actions within themselves (internal control of reinforcement) or in the environment (external control of reinforcement). Student motivation and performance are two significant reinforcements for teaching behaviors. Rotter also notes that factors under teachers' control have greater impact on the result of teaching than factors in the environment or in the students (factors beyond the influence of teachers).

Bandura (1977) has defined teacher efficacy as a type of self-efficacy in which people construct belief about their capacity to perform at a given level of attainment. This type of self-efficacy is future-oriented and influences thought patterns and emotions. According to this theory, efficacy may be easily influenced early in learning, so the first years of teaching could be critical to the long-term development of teacher efficacy.

Teachers' sense of efficacy is related to student outcomes such as achievement, motivation, sense of

efficacy and teachers' behavior in the classroom. A strong sense of efficacy makes teachers open to new ideas, more eager to experiment with new methods on the basis of students' need, have greater levels of planning and organization and less critical about students' errors (Tschannen-Moran et al., 1998).

There are two factors concerning teacher efficacy. The first factor is personal teaching efficacy which is one's own feelings of competence as a teacher. The second factor is in question, but is often called general teaching efficacy. Some researchers, like Riggs and Enochs (1989), call the second factor an outcome expectancy, which means people assess the consequences of the performance level they expect to achieve.

Efficacy beliefs of novice teachers are related to stress and commitment to teaching, as well as satisfaction with support and preparation. Novice teachers who have a high sense of teacher efficacy find greater satisfaction in teaching, have a more positive reaction to teaching, and experience less stress. Efficacious beginning teachers rate the quality of their preparation higher and the difficulty of teaching lower than those who are less efficacious. Efficacy beliefs of experienced teachers seem resistant to change. Evidence suggests that input during initial training has a different impact than input received after teachers are in the field (Tschannen-Moran et al., 1998).

### **Intrinsic factors**

Intrinsic factors (beliefs) are inherent, relating to the essential nature of a person. The significant point about intrinsic factors in teaching is their dependency on personal beliefs. What teachers think about their abilities in classroom and what personal problems they confront while teaching students are significant. The focus of this study is on the effect of intrinsic factors like motivation, self- concept, anxiety, and autonomy on teacher efficacy.

### **Teacher efficacy and motivation**

According to Brown (2000), motivation is an influential personality factor in second language acquisition. Vallerand, et al. (1992) also assert that "one of the most important psychological concepts in education is certainly that of motivation". From Ofoegbu's (2004) perspective, teacher motivation relates to teachers' desire to take part in the pedagogical processes of school environment, especially to control students in the classroom.

According to Bishay (1996) and Schunk (1990), improvement in teacher motivation has benefits for

students as well as teachers. Peck et al, (1977) claim that there is a correlation between teacher motivation and student self-esteem. They believe that teachers with strong positive attitudes about teaching have strong effect on student self-esteem. Accordingly, students can assess teachers' effectiveness in their teaching performance.

Ofoegbu (2004) studied the role of teacher motivation (the tendency of teachers to take part in the educational process) for classroom effectiveness and students' improvement. Regarding the fact that teachers can be motivated both intrinsically (for their own satisfaction) or extrinsically (for example, more salary as a reward for their performance in the classroom), motivation also plays an important role in teachers' effectiveness.

Canrinus and Fokkens-Bruinsma (2011) investigated pre-service teachers' motivation and its relationships with teaching self-efficacy. They concluded that the pre-service teachers' motives did not significantly change over the course of the year. Also, no changes were found in the pre-service teachers' classroom self-efficacy. No significant relationships were found between the pre-service teachers' perceptions of their learning environment and the change in their motivation and self-efficacy.

### **Teacher efficacy and anxiety**

Anxiety as an affective variable plays an important role in second language acquisition. Research on second language acquisition has indicated that foreign language anxiety is not only fairly common among students (Foss and Reitez, 1988; Horwitz et al., 1986) but also can have a significantly negative impact on learners' language performance (Gardner and MacIntyre, 1993). Anxiety can be experienced at various levels (MacIntyre and Gardner, 1991). Some studies (Grös et al., 2007; Kabcoff et al., 1997) make a distinction between trait anxiety (characteristic of personality that endures over time and manifests across a variety of situations) and state anxiety (transitory emotional state experienced in some particular situation). Situation specific anxiety can be seen as an alternative to state anxiety in a given context. Among studies of trait, state, and situation specific anxiety, MacIntyre and Gardner (1991) suggest that the more meaningful and consistent results have emerged from students with situation specific anxiety.

Gardner (1985) suggests causal models that contain a construct related to anxiety. The models consider the simultaneous influence of several variables, including attitudes and motivation. The result of his study revealed that anxiety, as an important factor in language learning, causes poor performance in foreign language by increasing state anxiety. It also showed

that anxiety is one of the best predictors of success in second language learning.

According to Trujillo and Hadfield (1999), experiences of the pre-service elementary teachers about general test anxiety and their negative experiences are the same. Teaching anxiety is related to teaching activities that are experienced during the preparation and execution of classroom activities (Peker, 2009), which is a significant problem for a number of post-secondary educators.

Previous studies have indicated that there is a relationship between stress and self-efficacy, in general, and teacher stress and teacher efficacy in particular (Fives et al., 2005). The result of the study by Fives, Hamman, and Olivarez suggests that there is an inverse relationship between efficacy and stress. It means that as stress decreases, efficacy, either self-efficacy or teacher efficacy, increases.

### **Teacher efficacy and autonomy**

According to Basikin (2006), teacher autonomy refers to teachers' ability to control curriculum, textbook, and instructional activities. Based on what Lamb (2008) states, autonomy of teachers helps them organize learning in new ways freely and experience the demands of learning autonomously, including the learning of other languages, learning how to teach, or self-management of one's own classroom practice. In addition, s/he can be in a position to facilitate the development of learner autonomy.

As to the role of teacher in learner autonomy, Little (2001) holds that the development of learner autonomy depends on the development of teacher autonomy. One aspect of teacher autonomy is the extent to which teachers have the capacity to improve their own teaching based on reflection or research findings. Autonomy can be viewed from different perspectives. For example, one may be autonomous in the sense of being capable of self-direction/self-development, or in the sense of being free of constraints which are different from those which relate to the notion of teacher-learning, where the focus is on the capability of making decisions regarding one's own professional learning needs, or indeed the freedom to do so (Lamb, 2008).

Suggestions are put forward to encourage student teachers to become more autonomous. It is assumed that teachers' awareness of autonomous learning can increase their own self-governing capacity, which may contribute to higher achievement and motivation. It is argued that this development among student teachers may have a positive effect on the development of autonomous learning among their future students (Sert, 2006).

Basikin (2006) reiterates the role of efficacy in teacher education and its effect on teacher autonomy. He notes that a high sense of efficacy is necessary for ESL teachers to become autonomous. The sense of efficacy is specifically important in spoken and written English, efficacy for instructional strategy, efficacy for classroom management, and efficacy for student engagement.

### **Teacher efficacy and self-concept**

Baumeister (1999) defines self-concept as the individual's beliefs about himself or herself. Then, he explains the formation of the self-concept in young children. A question is posed about whether self-concept is stable or whether it changes frequently. There is no agreement on this because self-concept is very complex. The entire structure of self-concept remains rather stable but its parts (one's mind at a given moment, which is called spontaneous self-concept) may fluctuate. These changes occur only on the surface of self-concept.

Personality self-concept may be defined as an association between the concept of self and personality describing individual and stable characteristics of the person (Asendorpf et al., 2002). Schnabel (2004) distinguishes between explicit and implicit personality self-concept. Explicit representation refers to the ways information is processed reflectively with deliberate thinking and automatic bias. On the other hand, representation of information in an impulsive way contributes to an implicit one. In short, explicit and implicit representations are considered as interacting entities that have different ways of transcribing information from the associative store.

According to Craven and Yeung (2008), self-concept is one of the most important constructs in social sciences and education. Sanchez and Roda (2003) point out that there is no fixed definition of self-concept regarding its multi-dimensional nature, but it is generally defined as a component of personality development (physical, social, emotional). In their study, Sanchez and Roda found a close relationship between academic self-concept and academic performance.

Yeung and Wong (2004) examined the self-concept of teachers of art and music in Hong Kong to enhance the competencies of teachers with no training in subject areas. A positive self-concept in the subject area is necessary for effective teaching of that subject. The examination showed that teachers' self-concept which was specific to a relevant subject was higher than that of an irrelevant subject; the art teachers had strong art self-concept and the music teachers needed to have strong music self-concept to be effective teachers (P. 6).

Ferla et al, (2009) study on self-efficacy and self-

concept of students in math domain yielded three important results. The first one was that the construct of self efficacy differs from self-concept even though they have been studied within the same domain. The second result was the strong effect of students' academic self-concept on their academic self-efficacy beliefs, and the last one was that academic self-concept can predict affective and motivational variables and academic self-efficacy can predict academic achievement.

To conclude, although there are a number of studies that explore the relationship between extrinsic/intrinsic factors and teacher efficacy, they are few, and there are gaps about the effect of these factors on teacher efficacy. In order to partially fill these gaps, this study aims to investigate the differences between experienced and novice teachers' perceptions as to the effect of intrinsic factors on teacher efficacy. More specifically, this study is an attempt to answer the following research question:

Is there any significant difference between the perceptions of experienced and novice teachers as to the effect of intrinsic factors on teacher efficacy?

## **METHOD**

### **Participants**

In the present study, a sample of 140 Iranian teachers (both males and females) teaching English in institute and schools was selected. The number of teachers was then reduced to 99 teachers. 17 participants were excluded because they did not complete their questionnaire or whose proficiency level did not match that of the other participants. Another 24 participants were removed because they had between 3 to 10 years of teaching experience. Then, teachers were divided into 2 categories: 53 experienced teachers who had more than 10 years of experience in teaching and 46 novice teachers who had less than 3 years of experience in teaching.

### **Materials and instruments**

To conduct the present study, two instruments were employed. They were as follows:

- 1- A general proficiency test (advanced level)
- 2- An intrinsic factors questionnaire

### **A general proficiency test**

A general proficiency test was administered to see whether or not the participants had the same level of proficiency in English. It was a three-part, 30 -item

multiple-choice test containing 10 grammar items, 10 vocabulary items requiring the selection of a synonym or completion of a sentence, and 10 sentences each containing an error to be identified and corrected. A sample of test is available in [www.english-test.net](http://www.english-test.net).

### **Intrinsic factors questionnaire**

To obtain the perceptions of the participants as to the effectiveness of intrinsic factors on teacher efficacy, a four-part written questionnaire was developed by the researchers and given to both novice and experienced teachers. The questionnaire consisted of 4 parts and each part contained 20 items. It measured novice and experienced teachers' perceptions as to the effect of intrinsic factors on teacher efficacy. Each item was in multiple choice format and was scored on a Likert scale. The validity of the questionnaire was estimated through Cronbach's alpha, which turned out to be .78. Each learner was required to complete the questionnaire by choosing among 5 alternatives ranging from strongly agree to strongly disagree (see the Appendix).

### **Procedure**

Having selected the participant of the study, a general proficiency test was administered to make sure that there were no significant differences among teachers in terms of their proficiency level. To homogenize the participants, their scores on the general proficiency test were summarized, and the mean and standard deviation were computed. The scores of those who had achieved more than one standard deviation away from (above or below) the mean were excluded from all subsequent analyses. Having made sure that the participants were homogeneous, they were divided into two groups of experienced and novice teachers. For the purpose of the present study, those who had more than ten years of teaching experience were considered as experienced and those who had less than three years of teaching experience were regarded as novice. Then, the already constructed 4-part questionnaire was administered to all participants. The obtained data were summarized, analyzed and prepared for further statistical analyses. To analyze the obtained data and to answer the research questions, the responses of the participants to each part of the questionnaire were analyzed separately. Since the obtained data were not interval, a Mann Whitney U procedure was used to compare the views of experienced and novice teachers with regard to each part.

## **RESULTS AND DISCUSSIONS**

### **RESULTS**

This study attempted to see the differences between experienced and novice teachers' perceptions as to the effect of intrinsic factors on teacher efficacy. To compare novice and experienced teachers' perceptions, the Mann Whitney U procedure was run four times.

The first Mann Whitney U procedure was run to compare experienced and novice teachers' perceptions as to the effect of motivation on teacher efficacy. Table 1 illustrates the results of the descriptive and test statistics. Based on Table 1, the novice group has higher mean rank (mean rank = 52.38) than experienced group (mean rank = 46.95). In addition, the Z-value is not statistically significant (Sig = .34,  $p > .05$ ). Therefore, the differences between experienced and novice groups are not significant.

The second Mann Whitney U procedure was run to compare experienced and novice teachers' perceptions about the effect of self-concept on teacher efficacy. Based on Table 1, experienced group has higher mean rank (mean rank = 53.38) than novice group (mean rank = 45.12). Z-value is not statistically significant (Sig = .15,  $p > .05$ ).

The third Mann Whitney U was used to see whether or not the differences between experienced and novice teachers' perceptions as to the effect of anxiety on teacher efficacy is significant. As Table 1 shows, the novice group has higher mean rank (mean rank = 55.89) than experienced teachers (mean rank = 43.85). Moreover, Z-value is significant (Sig = .036,  $p < .05$ ). This means that there is a significant difference between novice and experienced teachers.

Table 1 also shows that 4 percent of the differences between experienced and novice teachers are accounted for by the independent variable, anxiety. This means that the remaining 96 percent of the variance in the independent variable is left unaccounted for.

The fourth Mann Whitney U was used to investigate how the perceptions of experienced and novice teachers differ regarding to the effect of autonomy on teacher efficacy. As Table 1 shows, Z-value is statistically significant (Sig = .001,  $p < .05$ ). It is concluded, therefore, that there is a statistically significant difference in the autonomy scores of experienced and novice teachers. In addition, Table 1 shows that 11 percent of the differences between experienced and novice teachers are accounted for by the independent variable, autonomy. This means that the remaining 89 percent of the variance in the independent variable is left unaccounted for.

**Table 1.** Descriptive and Test Statistics for intrinsic factors

	<b>Group</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>
Motivation	experienced	52	46.95	2441.50
	Novice	46	52.38	2409.50
Z = -.94 Sig. = .34 $\eta^2 = .009$				
Self-concept	Group	N	Mean Rank	Sum of Ranks
	experienced	52	53.38	2775.50
	Novice	46	45.12	2075.50
Z = -1.43 Sig. = .15 $\eta^2 = .02$				
Anxiety	Group	N	Mean Rank	Sum of Ranks
	experienced	52	43.85	2280.50
	Novice	46	55.89	2571.50
Z = -2.09 Sig. = .036 $\eta^2 = .04$				
Autonomy	Group	N	Mean Rank	Sum of Ranks
	experienced	52	58.34	3033.50
	Novice	46	39.51	1817.50
Z = -3.27 Sig. = .001 $\eta^2 = .11$				

## DISCUSSION

One of the findings of the present study was that the perceptions of experienced and novice teachers as to the effect of motivation on teachers' efficacy are not different. This result lends support to those of Canrinus and Fokkens-Bruinsma (2011), who found that the pre-service teachers' perceptions and the change of their motivation are not significant. This finding also supports Chinn's (2007) finding that motivation of experienced and novice teachers in teaching is the same. At the same time, this finding is in contrast to those of Nolen et al, (2011), who found that novice teachers' motivation change as they become experienced. At the same time, the findings of the present study support Ohata (2005); Uusimaki and Nason (2004), who found that experienced teachers' anxiety differs from novice teachers' anxiety.

The other finding of present study related to the effect of autonomy and self- concept on teacher efficacy. The finding shows that the perceptions of experienced and novice teachers about autonomy differ from each other. These findings support Freeman's (1998) finding. Although Freeman did not distinguish between experienced and novice teachers, she claimed that the degree of teachers' autonomy in their work is not same. In addition, the finding of present study about the effect of self-concept on teacher efficacy is in line with Baumeister (1999) which indicated that teachers' self-concept is durable and stable.

A number of factors could possibly account for these findings. One of the reasons may be the difference between pedagogical thinking of experienced and novice teachers. For experienced teachers, both teaching and learning are important. Angell et al, (2005) also support this finding.

The other possible reason for such findings may be attributable to the gender differences. In the present study, gender differences were not taken into account. However, studies such as Lee et al, (1995); Laird et al, (2007); Klassen and Chiu (2010); Sturm et al, (2012) emphasize the prominent role of gender differences in teacher efficacy.

The other possible reason could be the participants' level of proficiency. The participants of this were all at advanced proficiency level. At the same time, novice teachers were not so much aware of the teaching strategies and the factors affecting teacher efficacy. That could be why their perceptions differed significantly from those of experienced teachers.

Also, age of teachers can be addressed as another possible factor which may have brought about such findings. It may be supposed that teachers with higher age had more life experiences compared to those with lower age.

The above mentioned areas of conflict are probably indicative for the need for further research. Perhaps what makes this study different from other studies is that the present research was carried out in an EFL context while, most of the mentioned studies were conducted in ESL settings.

## CONCLUSION

The present study attempted to investigate the differences between experienced and novice teachers' perceptions as to the effect of intrinsic factors on teacher efficacy. All in all, the findings seem to suggest that anxiety and autonomy make significant differences in the perceptions of experienced and novice teachers, whereas motivation and self-concept do not differentiate

between experienced and novice teachers, as long as their perceptions about the effect of these factors on teacher efficacy is concerned. The results of the present study, if replicated and confirmed by other studies, can have implications for teachers and teacher educators. A clear understanding of the effect of intrinsic factors on teacher efficacy can help teachers prepare themselves better for their classes and help teacher educators make more informed decisions in training teachers.

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## Appendix Intrinsic Factors Questionnaire

### Section 1: Motivation

item		S.A	A	U	D	S.D
1	I have a satisfactory salary.					
2	I have good job security.					
3	Teaching English is a prestigious profession.					
4	I am allowed sufficient freedom to do what is necessary in performing good teaching.					
5	I am included in my organization's good setting process.					
6	I have sufficient opportunities for contact with professionals in the field of English teaching.					
7	I have a friendly relationship with my students.					
8	I have good relationship with my colleagues.					
9	I have team work at school.					
10	Independence and initiative are rewarded.					
11	I receive frequent enough feedback about the effectiveness of my performance from my students.					
12	My students evaluate me positively.					
13	My job is enjoyable and stimulating.					
14	I will change my career if have the opportunity to do so.					
15	Producing a high quality of work increases my chances for higher pay.					
16	Good job performance will enable me to enjoy more fringe benefits.					
17	When I exert more effort on my job, it increases my chances of being given special awards and recognition.					
18	Producing a high quality of work enhances my chances of promotion.					
19	When I perform my job well, it contributes to my personal growth and development.					
20	A sense of freedom to do what I wish on my job, is desirable to me.					

### Section 2: Self-concept

item		S.A	A	U	D	S.D
1	I can easily follow the lessons in my English class.					
2	I feel superior to most other teachers.					
3	I do my job with a lot of security.					
4	I feel great responsibility in my work					
5	As a teacher, I feel successful.					
6	I enjoy doing my job more than in the past.					
7	As a teacher, I feel more successful than in the past.					
8	I think that my relationship with the school management has changed in the course of time.					
9	I don't give up easily when encountering difficulty.					
10	I feel hopeless about myself.					
11	I believe that if I work hard, I am able to achieve the academic goals I have set for myself.					
12	I always want my English lessons to end soon.					
13	I have trouble expressing myself when trying to write something.					
14	I can write effectively					
15	Relative to most people, my verbal skills are quite good.					
16	I often have to read things several times before I understand them.					
17	I enjoy doing work for most academic subject					
18	I am not particularly interested in most academic subjects.					
19	I learn quickly in most academic subjects.					

20 I could never achieve academic honors, even if I worked harder.

**item Section 3: Anxiety**

**S.A A U D S.D**

- 1 I am not worried about making mistakes in English class.
- 2 I never feel quite sure of myself when I am speaking in the class.
- 3 In English class, I am so nervous that I forget what I know.
- 4 Even if I am well prepared for English class, I feel anxious about it.
- 5 The more I prepare for an English class, the more confused I get.
- 6 I don't feel pressure to prepare very well for English class.
- 7 I feel shy when speaking English in front of students.
- 8 I get nervous when I speak in classroom.
- 9 I am worried about making mistakes in language class.
- 10 I tremble when I know that I'm going to be called on in language class.
- 11 During language class, I find myself thinking about things that have nothing to do with the course.
- 12 I would not be nervous speaking the foreign language with native speakers.
- 13 I feel confident when I speak in foreign language class.
- 14 I am anxious about being observed by my lecturer while teaching.
- 15 I am anxious about maintaining a good enough standard of preparation.
- 16 I am anxious about class control.
- 17 I am anxious about how to give each learner the attention he/she needs without neglecting others.
- 18 I am anxious about whether or not my lesson plans will be adequate.
- 19 I am anxious about possible problems in the class with individual disruptive learners.
- 20 When I'm on my way to language class, I feel very sure and relaxed.

**item Section 4: Autonomy**

**S.A A U D S.D**

- 1 I am free to be creative in my teaching approach.
- 2 The selection of student-learning activities in my class is under control.
- 3 In my teaching, I use my own guidelines and procedures.
- 4 I have little say over the content and skills that are selected for teaching.
- 5 The scheduling of use of time in my classroom is under my control.
- 6 I have little control over how classroom space is used.
- 7 The evaluation and assessment activities are selected others.
- 8 I select the teaching methods and strategies I use with my students.
- 9 I seldom use alternative procedures in my teaching.
- 10 I encourage learners to practice English outside classroom and with native speakers (if it is possible).
- 11 Teachers should focus on learners' interest and needs.
- 12 I believe learners' involvement in decision on classroom management is so important.
- 13 I identify my own strength.
- 14 I concentrate on general aspect of task.
- 15 I follow up learners' progress.
- 16 Learners should be involved in decision on homework tasks.
- 17 Learners should be encouraged to assess himself/herself, rather than be tested.
- 18 Learners should be involved in deciding the course content.
- 19 It is important to reward learners for good performance.
- 20 It is important to help learners produce their own compositions.