EXTENDED SUMMARY

Concept of self-efficacy for the first time in 1977 was introduced by Bandura and during the subsequent years (1986, 1989) it was conventionally used as behavioral and social learning theory framework. For the skills that people have should be able to use effectively, in the relevant field of self-confidence to hear arguing that "Social Cognitive Theory", it is a key concept of the theory given the name (Wood and Bandura, 1989: 361; Pajares, 2002).

Self-efficacy, an individual's particular performance needed to demonstrate the effectiveness organization and successfully capacity to perform his faith for the situational awareness (Bandura, 1982); perceived observed, not a skill that, under certain conditions an individual's skills with a "can do" question the answers we hear about the internal beliefs (Snyder and Lopez, 2002:278) can be defined as. Öcel's (2002:4), Bandura (1986) and Ford (1992) quoted this concept of life of individuals in controlling events are required to cognitive, motivational and behavioral resources and needed these resources can mobilize the capacity that they had their belief has been changed and so on; initial situation/task-dependent capacity for faith used to indicate the self-efficacy concept, then the lives of individuals in the event of overcoming capable they are on the way to a generalized belief to be considered as started.

The higher sense of self-efficacy, effort, persistence and flexibility is so great. So self-efficacy beliefs of individuals at the end of a strong influence of the amount of its success show (Pajares & Miller, 1994; Wood and Bandura, 1989: 366).

The purpose of this study is to perform adaptation into Turkish, validity and reliability studies of “The Writing Self-Efficacy Scale (WSES)” which was created by Parajes, Hartley and Valiante (2001) to measure writing self-efficacy beliefs of elementary school students. However, this study is intended to detect the relationship between creative writing skills of eighth-grade primary school students and their self-efficacy and relational screening model was used in the study.

The population of the study included the eighth-grade students from the schools of central Ankara (Altındağ, Çankaya, Etimesgut, Gölbaşı, Keçiören, Mamak, Sincan ve Yenimahalle) who received education in the school year of 2010 and 2011. Because the whole of the population could not be reached, 518 eighth-grade students from lower, middle and upper socioeconomic strata (Mamak, Yenimahalle, Çankaya) were used as sample.

The data collected were analysed through SPSS 16.0. To collect data, “Writing Self-efficacy Scale” was adapted to Turkish in the study. Principal component analysis rotated to varimax rotation was used for purpose of obtaining evidence for validity estimates, yielded three factors like original. As a result of the analysis, the 2 sub-factor structure came out as in the original scale. As an evidence for the validity of substance, item-total test correlations have been calculated. What is determined is that item-test correlations range 0.45 and 0.70. The internal consistency coefficient (Cronbach Alfa) which was used for measuring the reliability of the scale was 88 for the total scale and 0.80, 0.84 for the sub-scales, respectively. The test-retest reliability coefficient for the entire scale was 0.90. In the light of these findings, it can be said that the scores obtained from the writing self-efficacy scale-Turkish form are reliable and valid.

The following results relating self-efficacy perception in writing were obtained in the study: Meaningful differences were detected between students' self-efficacy in writing and such variables as gender, educational level of parents, professions of parents, internet access at home, reading newspapers at home, preschool education, going to the cinema and the theatre, and the grades obtained in Turkish course.