The Relationship between English Teachers' Mindsets and Their Perception of Self-Efficacy in High Schools

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Abstract **-** The present study replicates the study carried out by Yılmaz (2020). While Yılmaz's study was at the level of tertiary education, the present study is at the level of high school.

In socio-cultural, political, and global terms, English is the most important language worldwide. In this context, the demand for learning the English language is constantly increasing, not only in Turkey but also worldwide. In addition, in today's global world, English has become an employment criterion when getting a place in business life. When evaluated within this framework, the importance of learning English increases at the level of formal education. In this context, the dynamics between teacher and student is a subject that is much researched in the related literature. Teachers are one of the most important actors in not only the learning process but also in the educational process. According to research, the students' learning level and the teachers' self-efficacy do have a relationship.

The aim of the study is to determine if there is a relationship between the mindsets of the teachers who work in high schools as English teachers and the belief of self-efficacy and, if so, to explain the relationship. Moreover, the study aimed to find out if demographic characteristics do have any effects on the mindsets and self-efficacy of teachers.

Key Words: Self-Efficacy, English Teachers, Teachers' Mindsets, Perception of Self-Efficacy, Demographic Characteristics

I. INTRODUCTION

The aim of this study is to determine if there is a relationship between the mindsets of the teachers who work in high schools as English teachers and the belief of self-efficacy and if so, to explain the relationship. Moreover, the study aimed to determine if demographic characteristics affect the mindsets and self-efficacy of teachers.

The most efficient way to increase students' academic success is to improve the practices of education and training activities carried out by teachers. For this reason, it is expected that this study will contribute to this issue.

Interaction between teachers and students occurs naturally in classrooms today. An interaction between a teacher and a student is an information exchange that has instructional purposes. It should be understood that this interaction benefits from a shared interest between the parties. As the teacher depends on the student and vice versa, both parties can be considered to be dependent on one another. The teaching styles and mindsets of the teachers impact this interaction and success rates.

Considering the relevant articles, there have been limited studies on the connection between mindset and self-efficacy in Turkey.

That said, the research questions of this study are as below:

Is there a connection between the high school English teachers' mindsets and their apparent self-efficacy convictions in educating?

Does gender, ownership of a certificate, the greatest degree of education, and amount of teaching experience affect the Teachers' Mindset Scale scores of high school English teachers?

Does gender, workplace, the greatest level of education, involvement in teacher education programs, ownership of a certificate, and prior teaching experience affect a high school English teacher's sense of efficacy rating scale and its sub-dimensions differently?

Bandura (1977) is the first to discuss the concept of self-efficacy. In a basic sense, self-efficacy is defined as the belief that individuals have the characteristics that they need to do a job or task successfully (Akkoyunlu & Kurbanoğlu, 2003). Self-efficacy is related to the individual's judgment of being able to organize and achieve the work assigned to him or her. The behaviors of individuals in the face of possible situations and their beliefs about themselves are directly related to the concept of self-efficacy.

Self-efficacy belief is a concept that provides the necessary motivation for the formation and development of the individual's perception of success, and the foundations of self-efficacy are laid in the environments in which the individual grows up. Individuals' learning the necessary steps to succeed and whether they have doubts about success are simultaneously in interaction with the individuals' psychological state and physical health.

When considered within the scope of "Social Cognitive Theory," the individual's perception of self-efficacy has a direct effect on the choices made, the effort to be spent, and the degree of anxiety (Seferoğlu & Akbıyık, 2005). In parallel with the high self-efficacy belief, it positively affects the success and, consequently, the individual. When the opposite situation is considered, demanding work for individuals with low self-efficacy perception is considered a threat, and such individuals have a high tendency to give up (Bandura, 1997).

It is accepted that there are four primary sources of self-efficacy belief. These are as follows:

- Correct and full experiences,

- Experiences that are not direct and have been provided by social models
- Verbal persuasion
- The physical state and the mental state

When these four basic sources are compared within themselves, it is accepted that the most effective source is the experiences of the individual himself.

In parallel with the positive perception of self-efficacy, individuals who are willingly put to work are more resilient and persistent than others. Moreover, these people can perceive more challenging jobs that would improve those (Pajares & Schunk, 2001).

There are many studies conducted on self-efficacy perception and belief. A review of these studies will shed light on the evaluation of the results of the present study, which focuses on teachers' self-efficacy perceptions.

When examined within the scope of the related literature in education, Lunenburg (2011) claims that the perception of self-efficacy affects the individual learning process and performance. Self-efficacy is an important predictor of improving teacher quality and, simultaneously, students' academic achievement. One of the points that should be underlined at this point is that one of the unique features of the concept of self-efficacy is that it is task- and context-specific (Bandura, 1997). Ignat and Clipa (2010) describe this feature of the concept of self-efficacy as considering individuals' beliefs about their own abilities in certain situations as their motivation toward the desired goal. In other words, self-efficacy is domain specific. When the related literature is examined, we see that there are studies evaluating that the perception of self-efficacy differs in various fields, such as mathematics (Toland & Usher, 2016), biology (Baldwin et al., 1999), and literature. The main results of these studies are; field-specific self-efficacy perception, academic performance, and motivation relationship.

The second point that should be considered within the scope of the unique characteristics of self-efficacy is that self-efficacy belief and perception are multidimensional. Bandura (1997) states that self-efficacy should be measured with a multidimensional assessment method rather than a one-dimensional scale within the scope of its domain-specific feature. In this framework, many researchers have developed multidimensional tools for measuring self-efficacy (Tschannen-Moran & Woolfolk-Hoy, 2001). "Teachers' Sense of Efficacy Scale," developed by Tschannen-Moran & Woolfolk-Hoy (2001), is one of the most frequently used tools in measuring self-efficacy in research conducted within the scope of educational sciences. This scale is conceptualized within the scope of different dimensions, especially teachers' self-efficacy beliefs and teaching strategies, their competence in classroom management, and their competence for student participation.

The third characteristic of self-efficacy: Self-efficacy belief is not equivalent to individuals' objective and rational evaluations of themselves but to their perceptions of their performance and abilities. Perceived self-efficacy does not mean the skills that individuals have. Perceived self-efficacy is the belief in existing skills and what can be done under different conditions (Bandura, 1997).

The social cognitive theory comes first among the most influential theories regarding teachers' self-efficacy perceptions (Bandura, 1997). Teachers' beliefs about their feelings of self-efficacy is defined by Tschannen-Moran and Woolfolk-Hoy (2001) as a teacher's perception of his or her own abilities to ensure desired student participation and to produce learning outcomes, even for students who are difficult or require motivation. Many studies in the related literature reveal that there is a significant relationship between teachers' self-efficacy beliefs, cognitive achievement, and

student-oriented outcomes (Caprara et al., 2006; Guo et.al, 2012).

Ashton and Webb (1986) revealed that there is a relationship between teachers' self-efficacy beliefs and motivation. In addition to the studies revealing the relationship between self-efficacy and student participation (Borton, 1991), there are studies showing that student participation and attitude towards school are related to teacher self-efficacy beliefs (Ross, Hogaboam-Gray & Hannay, 2001; Miskel, McDonald & Bloom, 1983).

Self-efficacy senses are good predictors of analyzing the behaviors of teachers (Gibson & Dembo, 1984). According to the research, it is a general conclusion that the self-efficacy sense of the teachers' does have a relationship with students' level of achievement, and the relationship is positive (Bandura, 1997; Goddard et al., 2000). The level of efficacy beliefs of teachers and the success level of the students do have a relationship and social elements (i.e., job satisfaction or motivation of teacher)

According to the studies, academic standards also affect teachers' self-efficacy. Teachers who have higher academic standards have a higher level of sense about their self-efficacy than teachers who do not. In addition, teachers with a higher proficiency level can create a safer atmosphere for their students, and such teachers support students' entrepreneurship level. Also, teachers with higher proficiency levels can create expertise for their students (Bıkmaz, 2004).

If teachers have a higher sense of efficacy, they are more able to solve the problems they face and not give up on the road to their goals. They even do not give up even if they fail. These kinds of teachers are more flexible than the others, plan better, center their students in the educational processes, and have more durable strategies (Goddard et al., 2004).

General orientation skills in educational processes are also affected by the perception level of teachers' self-efficacy. Teachers with lower perception levels prefer to be supervised during the orientation processes. However, teachers with a higher perception level do not need any supervision and try to develop their students' academic and internal development without supervision (Woolfok & Hoy, 1990). It should be noted that teachers' level of belief about self-efficacy has an important effect on academic achievement (Bandura, 2002).

Bandura (1989) claims that social and economic problems and the society in which teachers have grown also have an effect on educational processes. Because of this, the self-efficacy level of teachers also becomes an important factor. If the level of self-efficacy of the teacher is adequate, it will be a positive effect in minimizing the harmful effects of the social and economic environment. A lower level of self-efficacy causes bad performance. If the teachers have a lower level of self-efficacy, they will have a more stressful life and will not be able to fulfill their duties during the educational process (Bandura, 1997; Goddard et al., 2004).

As a result, self-efficacy level and the teachers' belief level on their self-efficacy have a relationship with academic success, motivation level, and the skills that are used during the class.

As stated before, there are four main sources of the perception of self-efficacy. Among these resources, the most influential of them is the experiences. If the experience of a human being is finalized with success, then this experience has a reward effect and directly affects similar behaviors in the future (Lunenburg, 2011). In this context, self-efficacy perception affects the students' performances.

Students' perceptions of their academic abilities are briefly defined as self-efficacy perceptions. The important indicators of students in terms of academic success and career planning are shown in this way. According to related studies, self-efficacy perception level is thought to be more effective than

subjective evaluations in determining academic performance (Zengin, et.al, 2013).

According to the research, students' self-efficacy level and the perception of the ability to be successful have a relationship. Course success, academic performance, the self-efficacy perception are strong factors in increasing students' motivation through the education process.

Teachers' perceptions about their own abilities and their skills play an important role in the teaching process. Also, teachers' self-efficacy beliefs also have an important effect on the educational processes (Yeşilyurt, 2013). Some research results indicate that the self-efficacy perception of teachers and the achievement and motivation level of students do have a relationship (Midgley, et.al., 1989; Woolfolk, et.al., 190). Research also shows that students' self-esteem is also affected by teachers' self-efficacy perception (Cheung & Cheng, 1997).

Similarly, trying to implement instructional innovations with teachers' self-efficacy perceptions predicts the need to spend more time on teaching (Czerniak & Lumpe, 1996). In addition, this perception prevents unwanted student behaviors in the classroom and prevents having classroom management skills (Enochs et al., 1995; Henson, 2001; Woolfolk & Hoy, 1990; Woolfolk et al., 1990). Many studies in the academic literature include studies showing that effective teacher characteristics such as professional commitment are interrelated (Caprara et al., 2006; Üstüner, Demirtaş, Cömert & Özer, 2009).

Teacher self-efficacy perception generally reflects the teacher's judgment about whether he can create the desired results in the student with the skills he has (Tschannen-Moran & Woolfolk Hoy, 2001) and his belief about his own ability in matters such as planning, organizing, and preparing activities to achieve educational goals (Skaalvik & Skaalvik, 2010).

In a study, Schwarzer and Hallum (2008) found that teachers who think that they have low self-efficacy face job stress more, and the job burnout of these teachers are higher than those who have high levels of self-efficacy perception (Huber et al., 2016). Teachers who do have high self-efficacy beliefs have a better ability to create a better life target for the children. Besides, teachers who do not have enough level of self-efficacy are not able to support their students' cognitive development. So, teachers' self-efficacy perception does have an effect on students' predictable success and also on the perception of students' success level (Pajares, 2002).

II. MATERIALS AND METHODS

The study collected the necessary data through a questionnaire. The data collected through the questionnaire were analyzed using the SPSS v25 program. Pearson Correlation Analysis and Multiple Regression Analysis were conducted to examine the relationships between the mindset scores of English teachers and their perceived self-efficacy beliefs. Then, a comparison was made in terms of the demographic characteristics of the participants to find out about the mentality of the English teachers and their perceived self-efficacy belief scores. Kruskal Wallis H Test and the independent samples t-test were used to determine whether there was a statistically significant difference. The sample group of this research consisted of 100 teachers who voluntarily chose to participate in the study. The research is limited to the answers given by 100 teachers who accepted to participate in the study.

III. RESULTS

There is a positive relationship between Teachers' Mindset and the Student Engagement, there is a positive relationship between Teachers' Mindset and Instructional Strategies, there is a positive relationship between Teachers' Mindset and Classroom Management, there is a positive

relationship between Teachers' Mindset and Self-Efficacy.

There is not a statistically significant difference in the Teachers' Mindset for female and male conditions.

There is not a statistically significant difference in the Teachers' Mindset for state high school and private high school conditions.

There is not a statistically significant difference in the Teachers' Mindset for bachelor's degree and master's degree conditions.

There is not a statistically significant difference in the Teachers' Mindset for yes and no conditions.

There is not a statistically significant difference in the Teachers' Mindset for teaching experience conditions.

There is not a statistically significant difference in the Teachers' Sense of Efficacy and for male and female conditions.

There is not a statistically significant difference in the Efficacy in Classroom Management for male and female conditions.

There is a statistically significant difference in the Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Teachers' Sense of Efficacy for state high school and private high school conditions.

Participants who work in private high schools have higher Efficacy in Student Engagement, Efficacy in Instructional Strategies, and Teachers' Sense of Efficacy scores than the ones who worked in state high schools.

There is not a statistically significant difference in the Teachers' Sense of Efficacy and for bachelor's degree and master's degree conditions.

There is no statistically significant difference in the Teachers' Sense of Efficacy and for yes and no conditions.

There is not a statistically significant difference in the Efficacy in Instructional Strategies, Efficacy in Classroom Management, and Teachers' Sense of Efficacy for teaching experience conditions.

There is a statistically significant difference in the Efficacy of Student Engagement for teaching experience conditions.

Participants who have 2 to 5 years of teaching experience have higher Efficacy in Student Engagement scores than the ones who work had 1 to 2 years of teaching experience.

IV. DISCUSSION

Descriptive Statistic

Table 1 below shows the descriptive statistics of the sample group.

Table 1. Descriptive Statistics – Sense of Efficacy Scale

	Min	Max	Skewness	Kurtosis	$\bar{x}$	ss
Efficacy in Student Engagement	14	36	-.429	-.465	27.76	5.43
Efficacy in Instructional Strategies	16	36	-.564	-.103	28.83	4.74
Efficacy in Classroom Management	10	36	-.995	1.240	27.94	5.36
Teachers' Sense of Efficacy Scale*	40	107	-.603	.322	84.53	13.75

* indicates the total score

The mean score of the Efficacy in Student Engagement subscale is 27.76±5.43, the minimum score is 14, the maximum score is 36, the skewness value is -.429, and the kurtosis value is -.465. The mean score of the Efficacy in Instructional Strategies subscale is 28.83±4.74, the minimum score is 16, the maximum score is 36, the skewness value is -.564, and the kurtosis value is -.103. The mean score of the Efficacy in Classroom Management subscale is 27.94±5.36, the minimum score is 10, the maximum score is 36, the skewness value is -.995, and the kurtosis value is 1.240. The mean score of the Teachers' Sense of Efficacy Scale is 84.53±13.75, the minimum score is 40, the maximum score is 107, the skewness value is -.603, and the kurtosis value is 322. As a result, it has been observed that the Sense of Efficacy Scale provides a normal distribution according to the kurtosis and skewness values.

Table 2. Descriptive Statistics – Mindset Scale

	Min	Max	Skewness	Kurtosis	$\bar{x}$	ss
Teacher Mindset Scale*	17	39	-.706	.598	30.07	4.40

* indicates the total score

The mean score of the Mindset Scale is 30.07±4.40, the minimum score is 17, the maximum score is 39, the skewness value is -.706, and the kurtosis value is 598. Table 3 below shows the results of Pearson correlation analysis between English teachers' mindsets and their perceived self-efficacy beliefs.

Table 3. Pearson Correlation – Mindset Scale and Sense of Efficacy Scale

		Teacher Mindset Scale
Student Engagement	**r**	.277**
	p	.005**
Instructional Strategies	**r**	.269**
	p	.007**
Classroom Management	**r**	.334**
	p	.001**
Self-Efficacy Total Score	**r**	.333**
	p	.001**

Table 3 shows that there is a positive relationship between Teacher Mindset Scale and the Student Engagement subscale (r=.277, p<0.01); that there is a positive relationship between Teacher Mindset Scale and Instructional Strategies subscale (r=.269, p<0.01); that there is a positive relationship between Teacher Mindset Scale and Classroom Management subscale (r=.334, p<0.01); and that there is a positive relationship between Teacher Mindset Scale and Self-Efficacy Total Score (r=.333, p<0.01).

Table 4 below shows the regression analysis results for predicting Teachers' Mindset Scale scores by Teachers' Sense of Efficacy Scale scores. While constructing the regression model, the 'Stepwise' method was preferred.

Table 4. Regression Analysis – Mindset Scale & Sense of Efficacy Scale

	B	SE	β	t	p
(Constant)	22.39	2.23		10.06	0.000*
Efficacy in Classroom Management	0.27	0.08	0.33	3.51	0.001*
R=.33 R^2=.10 F=12.35 p=0.001*					

As a result of the analysis, a single model was obtained. When the results were evaluated, Efficacy in Classroom Management subscale scores were found as predictors of Teachers' Mindset Scale scores. Efficacy in Classroom Management variable predicted Teachers' Mindset Scale (R=33, R2=.10, p<0.05). The independent variable in the regression model explains %10 of the variance in the Teachers' Mindset Scale.

Table 5 below shows the independent samples t-test results for teachers' mindset scale regarding gender, place of work, education level, attendance to teacher training certificate programs, and teaching experience.

Table 5. Independent Samples t-test – Mindset Scale

		n	M	SD	t	df	p
Teacher Mindset Scale	Male	29	28.83	4.70	-1.82	98	0.071
	Female	71	30.58	4.21			
	State High School	68	30.22	4.45	0.50	98	0.621
	Private High School	32	29.75	4.35			
	Bachelor's Degree	80	30.31	4.23	1.10	98	0.273
	Master's Degree	20	29.10	5.06			
	Yes	42	29.29	5.26	-1.53	98	0.130
	No	58	30.64	3.61			

Table 5 shows that

- There was not a statistically significant difference in the Teachers' Mindset Scale for female and male conditions ($t(98)=-1.82$, $p>0.05$).
- There was not a statistically significant difference in the Teachers' Mindset Scale for state high school and private high school conditions ($t(98)=0.50$, $p>0.05$).
- There was not a statistically significant difference in the Teachers' Mindset Scale for bachelor's degree and master's degree conditions ($t(98)=1.10$, $p>0.05$).
- There was not a statistically significant difference in the Teachers' Mindset Scale for yes and no conditions ($p>0.05$).
- There was not a statistically significant difference in the Teachers' Mindset Scale for teaching experience conditions ($p>0.05$).

Table 6 below shows the results of the Kruskal Wallis H-test, which compares the teaching experience on the teachers' mindset scale.

Table 6. Kruskal Wallis H Test – Mindset Scale

		N	Mean Rank	X^2	df	p
Teacher Mindset Scale	1 to 2 years	4	45.75	0.98	4	0.912
	2 to 5 years	10	48.40			
	5 to 10 years	24	54.33			
	10 to 20 years	36	47.82			
	20 or more years	26	52.21			
	Total	100				

Table 7 below shows the independent sample t-test results of the scale of teachers' sense of efficacy regarding gender, workplace, education level, continuing certificate program, and teaching experience.

Table 7. Independent Samples t-test – Self-Efficacy Scale

		N	M	SD	t	df	P
Efficacy in Student Engagement	Male	29	26.90	5.68	-1.02	98	0.312
	Female	71	28.11	5.33			
Efficacy in Instructional Strategies	Male	29	28.62	4.66	-0.28	98	0.780
	Female	71	28.92	4.81			
Efficacy in Classroom Management	Male	29	27.31	6.41	-0.75	98	0.455
	Female	71	28.20	4.89			
Teachers' Sense of Efficacy Scale	Male	29	82.83	15.43	-0.79	98	0.431
	Female	71	85.23	13.05			
Efficacy in Student Engagement	State High School	68	26.91	5.46	-2.33	98	0.022*
	Private High School	32	29.56	5.00			
Efficacy in Instructional Strategies	State High School	68	28.07	4.67	-2.38	98	0.019*
	Private High School	32	30.44	4.56			
Efficacy in Classroom Management	State High School	68	27.56	5.16	-1.04	98	0.302
	Private High School	32	28.75	5.76			
Teachers' Sense of Efficacy Scale	State High School	68	82.54	13.82	-2.14	98	0.035*
	Private High School	32	88.75	12.79			
Efficacy in Student Engagement	Bachelor's Degree	80	27.36	5.45	-1.47	98	0.144
	Master's Degree	20	29.35	5.22			
Efficacy in Instructional Strategies	Bachelor's Degree	80	28.39	4.88	-1.89	98	0.062
	Master's Degree	20	30.60	3.73			
Efficacy in Classroom Management	Bachelor's Degree	80	27.59	5.38	-1.32	98	0.190
	Master's Degree	20	29.35	5.17			
Teachers' Sense of Efficacy Scale	Bachelor's Degree	80	83.34	13.81	-1.75	98	0.083
	Master's Degree	20	89.30	12.71			
	Yes	42	28.40	5.41	1.01	98	0.315

No	58	27.29	5.45			
Yes	42	28.98	5.26	0.26	98	0.795
No	58	28.72	4.38			
Yes	42	27.60	6.37	-0.55	98	0.587
No	58	28.19	4.52			
Yes	42	84.98	15.41	0.27	98	0.784
No	58	84.21	12.53			

It was found that there was not a statistically significant difference in the Teachers' Sense of Efficacy Scale and subscales and subscales for male and female conditions ($p>0.05$).

There was not a statistically significant difference in the Efficacy in Classroom Management subscale for male and female conditions ($p>0.05$).

There was a statistically significant difference in the Efficacy in Student Engagement, Efficacy in Instructional Strategies subscale, and Teachers' Sense of Efficacy Scale for state high school and private high school conditions ($p<0.05$).

Participants who worked in private high schools have higher Efficacy in Student Engagement, Efficacy in Instructional Strategies subscale, and Teachers' Sense of Efficacy Scale scores than the ones who worked in state high schools.

There was not a statistically significant difference in the Teachers' Sense of Efficacy Scale and subscales for bachelor's degree and master's degree conditions ($p>0.05$).

There was no statistically significant difference in the Teachers' Sense of Efficacy Scale and subscales for yes and no conditions ($p>0.05$).

Table 8 below shows the results of the Kruskal Wallis H Test of teachers' sense of efficacy scale scores by teaching experience.

Table 8. Kruskal Wallis H Test – Teaching Experience

		N	Mean Rank	X^2	Df	P
Efficacy in Student Engagement	1 to 2 years	4	25.50	11.01	4	0.026*
	2 to 5 years	10	59.65			
	5 to 10 years	24	50.31			
	10 to 20 years	36	42.43			
	20 or more years	26	62.17			
	Total	100				
Efficacy in Instructional Strategies	1 to 2 years	4	36.00	7.67	4	0.104
	2 to 5 years	10	46.35			
	5 to 10 years	24	41.54			
	10 to 20 years	36	50.89			
	20 or more years	26	62.06			
	Total	100				
Efficacy in Classroom Management	1 to 2 years	4	29.13	5.92	4	0.205
	2 to 5 years	10	42.00			
	5 to 10 years	24	47.77			
	10 to 20 years	36	50.39			

	20 or more years	26	59.73			
	Total	100				
Teachers' Sense of Efficacy Scale Subscales	1 to 2 years	4	28.63	8.62	4	0.071
	2 to 5 years	10	47.75			
	5 to 10 years	24	45.67			
	10 to 20 years	36	47.54			
	20 or more years	26	63.48			
	Total	100				

There was not a statistically significant difference in the Efficacy in Instructional Strategies, Efficacy in Classroom Management subscales, and Teachers' Sense of Efficacy Scale for teaching experience conditions ($p>0.05$).

There was a statistically significant difference in the Efficacy of Student Engagement for teaching experience conditions ($p<0.05$).

Participants who had 2 to 5 years of teaching experience had higher Efficacy in Student Engagement subscale scores than the ones who worked had 1 to 2 years of teaching experience.

V. CONCLUSION

This study looked at how self-efficacy and mindset notions relate to one another and how demographic factors affect these two ideas. According to the findings of the study, teachers who believe in their own abilities also tend to have higher self-efficacy views. Administrators must know about teachers' self-efficacy beliefs in order to demonstrate a more effective management style. They must also take these views into account when planning future changes for professional development. Teachers should also adhere to the most recent research and think that intellect can be enhanced to promote student achievement. Nevertheless, they are unable to show the same level of academic competence to the kids whom they judge to be less intelligent or skilled. Losses in academic achievement are the natural result of this.

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