THE RELATIONSHIP BETWEEN PRE-SERVICE CLASSROOM TEACHERS' SELF-EFFICACY BELIEFS AND CLASSROOM MANAGEMENT ORIENTATIONS

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ABSTRACT: The purpose of the present study was to explore the relationship between pre-service classroom teachers' self-efficacy beliefs and their classroom management orientations. Data in this study were collected from a total number of 414 pre-service classroom teachers utilizing the Teacher Efficacy Scale (TES) and the Attitudes and Beliefs on Classroom Control Inventory (ABCC). Data analysis indicated no significant differences in personal teaching efficacy (PTE) and general teaching efficacy beliefs (GTE), and classroom management orientations in terms of gender. The results revealed no differences in personal teaching efficacy and general teaching efficacy beliefs, and classroom management orientations between first and fourth year pre-service classroom teachers. PTE and GTE have effect on pre-service teachers' classroom management orientations.

Key words: pre-service classroom teachers, self-efficacy beliefs, classroom management orientations.

ÖZET: Bu çalışmanın amacı hizmet öncesi sınıf öğretmenlerinin öz yeterlik inançları ile sınıf yönetimi yaklaşımları arasındaki ilişkiyi incelemektir. Bu çalışmanın verileri 414 hizmet öncesi sınıf öğretmenlerinden elde edilmiştir. Araştırmanın verileri öğretmen öz yeterlik ölçeği ve sınıf yönetimine yönelik inanç ve tutum ölçeği kullanılarak elde edilmiştir. Bu çalışmada bireysel öğretim yeterliği ve genel öğretim yeterliği ile sınıf yönetimi yaklaşımlarına ilişkin birinci ve dördüncü sınıflarda öğrenim gören öğrencilerin görüşleri arasında önemli bir farklılık olmadığı ve bireysel öğretim yeterliği ve genel öğretim yeterliği ile sınıf yönetimi yaklaşımlarına ilişkin hizmet öncesi sınıf öğretmenlerinin cinsiyetlerine göre anlamlı farklılık olmadığı bulunmuştur. Bireysel öğretim yeterliği ve genel öğretim yeterliği sınıf yönetiminin önemli bir açıklayısı olduğu bulunmuştur.

Anahtar Sözcükler: hizmet öncesi sınıf öğretmenleri, öz yeterlik inancı, sınıf yönetimi yaklaşımı

1. INTRODUCTION

Teachers perceive classroom management to be one of the most enduring and widespread challenges in the classroom (Goyette, Dore, & Dion, 2000). The concept of classroom management includes activities such as organizing the learning-teaching processes, monitoring the behaviors of the students within the classroom and arranging the physical environment of the classroom. In this sense, it can be stated that classroom management directly affects the quality of teaching and learning. In addition, teachers often face student misbehavior in the classroom, which may break down the effectiveness of the learning process. In dealing effectively with student misbehavior, teachers' skills in this area play an important role in determining whether considerable time is wasted or used efficiently for planned teaching activities. Otherwise, teachers have engaged considerable time in intervening with misbehaving students instead of teaching students. Unfortunately, this negatively affects the pupils' learning and the quality of instruction they receive in the classroom. In this regard, the approaches to classroom management widely accepted by teachers should be carefully considered as these can be quite useful in understanding how teachers effectively deal with student misbehavior and carry out their teaching processes.

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Because classroom management issues are generally high on the list of teachers' concerns about education (Martin, Yin, & Baldwin, 1998a), the relationship between teachers' classroom management and self-efficacy beliefs may reveal how an individual's expectation for success impacts classroom management behavior. A teacher's belief in his/her

ability to positively facilitate student learning may affect how the teacher attempts to manage this context (Henson, 2003; Henson & Chambers, 2005).

According to Chambers (2003), identifying classroom management styles of the teachers and determining the factors that influence these variables are important. It may be possible to modify the classroom management approach of teachers who employ stricter approaches, such as the interventionist, and to offer training demonstrating more effective classroom management styles. Such training and education can help teachers become more effective in developing a positive classroom learning environment where students are able to really learn. This applies primarily to pre-service teachers because as they enter the teaching profession, their classroom management and self-efficacy beliefs will affect how they teach and implement certain learning tasks as well as how they manage their classroom. There is a gap in Turkish literature on the relationship between pre-service classroom teachers' self-efficacy beliefs and their classroom management orientations; hence, this study may contribute to the field by providing more information concerning this important topic. Empirical studies provide evidence that teacher education programs are effective in development and enhancement of self-efficacy beliefs of pre-service teachers (Romi & Leyser, 2006). Teacher education programs introduce many effective management strategies to pre-service teachers (Chambers & Hardy, 2005). As pre-service teachers progress through some educational courses such as instructional planning and evaluation, classroom management and practicum courses, their self-efficacy beliefs and classroom management orientations may change (Gencer & Cakıroglu, 2007). Thus, in this study it is wanted to determine whether pre-service classroom teachers' self-efficacy beliefs and classroom management orientation can change through their training period level of the teacher education program. In this way, it may reveal that teacher education program has effect on pre-service teachers' self-efficacy and classroom management orientation. In this respect, the assessment of pre-service classroom teachers' self-efficacy beliefs and their classroom management orientations might provide information about the effectiveness of teacher education programs in Turkey. In this respect, the assessment of pre-service classroom teachers' self-efficacy beliefs and their classroom management orientations might provide information about the effectiveness of teacher education programs in Turkey. In this sense, the correlation between the self-efficacy and classroom management styles of the pre-service teachers became a focus of the study, as well. Therefore, this study examined the relationship between pre-service classroom teachers' self-efficacy beliefs and their classroom management orientations.

2. THEORETICAL BACKGROUND
2.1.Teachers' Self-Efficacy Beliefs

A teacher's self-efficacy belief is defined as "a teacher's judgment of his or her capabilities to bring about desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated" (Tschannen Moran & Woolfolk Hoy, 2001, p. 783). Teachers' self-efficacy is further defined as strengthening their belief that they

have the capacity to influence a student's performance (Brouwers & Tomic, 2003), as well as their learning and success (Denzine, Cooney, & McKenzie, 2005).

One of the scales used in evaluating teachers' self-efficacy beliefs is Gibson and Dembo's Teacher Efficacy Scale (TES). The study by Gibson and Dembo (1984) and other studies on the concept of teachers' self-efficacy beliefs have revealed two factors (de laTorre-Cruz & Casanova-Aries, 2007). The first represented the teacher's sense of general teaching efficacy (GTE) and reflected the belief that an individual teacher's ability to bring about desired outcomes is limited by external factors such as home environment and family background. The second factor represented the teacher's sense of personal teaching efficacy (PTE) and belief in their ability to bring about positive student and learning outcomes (Gibson & Dembo, 1984).

The studies carried out on teachers' efficacy as a significant factor underlying learning and teaching have focused on the relationship between teachers' behaviors and student outcomes. Research has shown that teacher efficacy, or the extent to which a teacher believes he or she is capable of producing effects on student performance, has positive effects on teachers' effort and persistence in the face of difficulties (Gibson & Dembo, 1984; Podell & Soodak, 1993), implementing new instructional practices (Evers, Brouwers & Tomic, 2002), teachers' job satisfaction and students' academic achievement and success at school (Caprara, Barbaranelli, Steca & Malone, 2006; Ross, 1992). Teachers' self-efficacy beliefs play a crucial role in affecting and sustaining their commitment to school and their job satisfaction (Evans & Tribble, 1986), and their performance and motivation (Tschannen Moran & Woolfolk Hoy, 2001). Furthermore, self-efficacy beliefs are related to the effort teachers invest in teaching, the goals they set, their persistence when things do not go smoothly and their resilience in the face of setbacks (Tschannen Moran, Woolfolk Hoy, & Hoy, 1998). Based on the results of the above-mentioned studies, it can be said that teachers' high self-efficacy beliefs are factors which positively affect students' learning and thus quality of teaching.

Pre-service teachers' self-efficacy beliefs may vary in terms of their background information. This background information in this study included preservice classroom teachers' gender and level of training period. As some studies have shown (Erdem & Demirel, 2007; Lin, Gorrell & Taylor, 2002; Woolfolk Hoy & Spero, 2005; Cheung, 2006), a pre-service teacher's gender and level of training period are related to the pre-service teacher's self-efficacy beliefs. However, some studies have indicated that there is no significant difference between gender and level of training period, and teacher's self-efficacy beliefs (Gencer & Cakıroglu, 2007; Martin, Yin & Baldwin, 1997; Romi & Leyser, 2006). This study sought to clarify and expand the findings of previous studies involving the relationship between pre-service classroom teachers' gender and level of training period, and their self-efficacy beliefs.

2.2. Teachers' Classroom Management Orientations

Although it is recognized that effective classroom management contributes significantly to students' learning and development, teachers report that classroom management is one of their biggest challenges (Mok, 2005). Classroom management is defined as the efforts of the teachers to effectively coordinate and manage all aspects of classroom activities including student behavior, learning and social interactions (Burden, 2000). According to Doyle (1986), classroom management revolves around teachers' and students' attitudes and actions that

influence students' behaviors in the classroom. The classroom management beliefs of teachers can impact in certain ways any misbehavior of their students. In addition to planning and organizing instruction, teachers should also be adequately prepared to intervene in instances of misbehavior which negatively affect students' learning.

The conceptualization commonly used in the literature for teacher's classroom management styles was developed by Glickman and Tamashiro (1980). They classified beliefs toward discipline on a continuum of control that reflects the extent to which teachers want to exercise control over students. The continuum ranges from non-interventionists at one extreme to interventionists at the other, with interactionalists midway between them (cited in Martin et.al. 1998a). This classification has been utilized in some studies focusing on teachers' classroom management orientations (Chambers, 2003; Martin, Yin & Baldwin, 1998b). This study used the classroom management framework conceptualized by Glickman and Tamashiro to explain pre-service classroom teachers' classroom management orientations.

Interventionists emphasize the external environment and what this does to the human organism to cause it to develop in its particular way (Unal & Uludag, 2008). According to Martin et.al. (1998a), interventionists believe that students learn appropriate behaviors primarily when their behaviors are reinforced by teacher-generated rewards and punishments, and they contend that teachers should exercise a high degree of control over classroom activities. Teachers endorsing the interventionist orientation are considered to be teacher-oriented and tend to take control of the situation by implementing immediate disciplinary tactics to control the behavior. Disciplinary measures used by interventionist teachers to control the environment may include isolation, physically restraining, modeling, and reinforcement (Witcher, Onwuegbuzie, Collins, Witcher, A., Minor & James, 2002). **"**At the other extreme, non-interventionists believe that students have an inner drive that needs to find its expression in the real world" (Martin et al. 1998a, p. 6). Non-interventionists suggest that students should be allowed to exert significant influence in the classroom and that teachers should be less involved in modifying student behaviors (Martin et al. 1998a). Teachers adhering to the non-interventionist orientation are considered student-oriented and tend to employ tactics using minimal teacher power (Witcher et. al. 2002). The goal is for the teacher to demonstrate empathy toward students and to devise compromises in an effort to provide opportunities for students to self-correct the inappropriate behaviors and learn to manage their own behaviors. Tactics used by non-interventionist teachers may include glances and reflective forms of questioning (Unal & Uludag, 2008). "Midway between these two extremes, interactionalists focus on what the individual does to modify the external environment, as well as what the environment does to shape the individual" (Martin et al. 1998a, p.7). Interactionalists believe that students learn appropriate behaviors as a result of encountering the outside world of people and objects (Martin et al. 1998a). Interactionalists suggest that students and teachers should share responsibility for classroom management (Martin et al. 1998a). Interactionalists strive to find solutions satisfactory to both teacher and students, employing some of the same techniques as non-Interventionists and interventionists. Tactics used by interactionalist teachers may include directive as well as non-directive statements or questioning (Unal & Uludag, 2008).

Pre-service teachers' classroom management orientations may vary in terms of their background information. This background information in this study included preservice classroom teachers' gender and level of training period. There is a discrepancy in the

research. Some studies have shown that there is a significant difference between gender and level of training period, and teachers' classroom management orientations (Celep, 2000; Martin & Yin, 1997), but other finding on opposing result or no difference (Shin & Koh, 2007; Yılmaz & Cavus, 2008). Thus, the results of this study may reflect the uniqueness of the Turkish situation.

2.3. The Relationship Between Pre-Service Classroom Teachers' Self-Efficacy Beliefs and Classroom Management Orientations

Pre-service classroom teachers' classroom management and self-efficacy beliefs continue to interest researchers in educational research studies, because these variables are related to teachers' classroom behaviors and their attitudes and behaviors toward students. Studies examining teacher attitudes have found that they are apprehensive, reluctant and minimal tolerant of children with behavior difficulties in their classroom (Idol, 1997). Teachers report feeling poorly equipped to deal with misbehavior, often pointing to their lack of experience and professional preparation (Martin, Linfoot, & Stephenson, 1999). Although it is likely that confidence is one of many variables that influence teachers' effectiveness in classroom management, there is a growing body of research indicating that teacher confidence is an important mediator in managing student misbehavior (Martin et al. 1999).

Studies have found a negative correlation between teachers' confidence and their use of effective behavior management techniques (Woolfolk & Hoy, 1990). For instance, less confident teachers are more likely to become angered and threatened by misbehavior, use inappropriate management techniques (Martin et al. 1999), and frequently refer students to other school personnel (Martin et al. 1999). In comparison, confident teachers believe that difficult students are teachable (Buell, Hallam, Gamel-Mccormick & Scheer, 1999) and use proactive approaches to behavior management (Cartledge & Johnson, 1996). It has been posited that teachers who fail to handle disruptive behaviors with confidence may precipitate or exacerbate behavior problems (Martin et al. 1999). Given the findings, it appears that teachers most effective in dealing with misbehaviors are those teachers most confident in their ability to teach difficult students (Giallo & Little 2003).

Teachers' self-efficacy is the one of factors related to teachers' classsroom management orientations. Teachers' self-efficacy beliefs correlated with their classroom management orientations (Emer & Hickman, 1991; Henson, 2003). Henson (2003) postulated that the relationships between teachers' classroom management and self-efficacy beliefs may provide ways in which their expectations for success impact classroom management behavior. Teachers' with a higher sense of efficacy tended to favor more humanistic and less controlling classroom management orientation when handling their students' behaviors (Henson, 2003; Woolfolk & Hoy, 1990) and also used more positive behavior management strategies (Emmer & Hickman, 1991).

Teacher self-efficacy has been found to be an important link with effective classroom management, and teaching and learning (Gibson & Dembo, 1984; Tschannen-Moran, Woolfolk Hoy, & Hoy, 1998). Students of efficacious teachers have outperformed students of other teachers on a variety of achievement tests (Ross, 1992). Regarding classroom management behaviors, efficacious teachers persevere with struggling students and criticize less after incorrect student answers (Gibson & Dembo, 1984). They are also more likely to agree that a low SES student should be placed in a regular education setting and less likely to refer students for special education (Podell & Soodak, 1993). Teachers with high efficacy

tend to experiment with methods of instruction, seek improved teaching methods and experiment with instructional materials (Allinder, 1994). Woolfolk and Hoy (1990) found a significant correlation between teachers' self-efficacy and pupil control ideology, finding that the more efficacious the pre-service teachers the more humanistic they were in terms of control. Henson (2003) found that the more efficacious teachers were less interventionist regarding classroom management beliefs.

In Turkey, Gencer and Cakiroglu (2007) explored the correlation between classroom management and self-efficacy of pre-service teachers in science education. Turkish science pre-service teachers with higher personal teaching self-efficacy and science teaching outcome efficacy (STOE) beliefs showed less tendency toward the interventionist orientation on the ABCC inventory people management subscale. On the contrary, pre-service teachers with higher science teaching self-efficacy and STOE had more interventionist orientations on the instructional management subscale of the ABCC inventory.

Based on above-mentioned the results of studies, pre-service classroom teachers with higher efficacy levels who believe in their ability to have a positive effect on their students' learning may be possible non-interventionist regarding classroom management orientations. The above studies revealed that there were relationships between self-efficacy beliefs and classroom management orientations. Most of the studies have been conducted out of the country, yet Celep (2000), and Gencer and Cakiroğlu (2007) conducted the relevant studies in Turkey. Celep (2000) focused on in-service teachers, while Gencer and Cakiroglu (2007) worked with pre-service science teachers. However, up to now, no study had been conducted with pre-service classroom teachers in Turkey. In Turkey, particularly in rural areas, primary school classroom teachers (grades one to five) conduct all courses in the curriculum. The primary school years are commonly considered to be important for students' individual and instructional development, and teachers' self-efficacy beliefs greatly impact their teaching activities. For these reasons, the relationship between the classroom management orientations and self-efficacy beliefs of the pre-service teachers was investigated in this study.

2.4. Aims of This Study

This study addressed two aims. First, this study aimed to examine the differences between male and female, and first and fourth year pre-service classroom teachers regarding their self-efficacy beliefs and classroom management orientations. Second, this study sought to explore the relationship between pre-service classroom teachers' self-efficacy beliefs and classroom management orientations.

3. METHOD
3.1. Participants

The sample of this study consisted of 133 first year and 281 fourth year , totally 414 pre-service classroom teachers studying in Faculty of Education at a university in Western Black Sea Region of Turkey. Of pre-service classroom teachers, the samples are at the age of 18 to 23. Pre-service classroom teachers in the sample were 58.5% female, and 41.5% male.

3.2. Instruments

ABCC (Attitudes and Beliefs on Classroom Control): To measure teachers' interventionist, non-interventionist, and interactionalist orientations, Martin et.al. (1998a) developed the Attitudes and Beliefs on Classroom Control (ABCC) Inventory. The ABCC is

extensively used to measure teachers' classroom management orientations (e.g. Henson & Chambers, 2005; Martin & Shoho, 1999; Martin, Yin, & Mayall, 2006; Shin and Koh, 2007). This instrument measures teachers' beliefs and attitudes toward classroom management in three broad dimensions, instructional management (14 items), people management (8 items), and behavior management (4 items). Instructional Management includes activities such as establishing daily procedures, allocating materials, and monitoring students' independent work. People management pertains to teachers' beliefs about students as persons and what teachers do to enable them to develop. Behavior Management is any pre-planned intervention aimed to prevent student misbehavior. On a continuum of control each subscale assessed the degree of teacher power over students (Martin et al. 1998a) ranging from interventonist to interactionalist to non-intervantionist. The ABCC is a four-point Likert scale which is scored as follows: Four points "describes me very well", three points "describes me usually", two points "describes me somewhat", and one point "describes me not at all".

The adaptation process of the ABCC inventory to Turkish included a validity and reliability study. ABCC was translated in Turkish by two translators whose native language was English. It was translated back by two translators whose native language was Turkish and whose second language was English. These versions were compared with the original. It is shown that these translations are similar. Factor analysis was performed to confirm underlying dimensions of the ABCC inventory. A principal component analysis using varimax rotation revealed three factors. An inspection of the scree plot for this analysis also supported the three factors of ABCC. These three factors of the ABCC inventory accounted for 29.50 % of the variance in the respondents' scores (12.95 % for instructional management, 9.55 % for people management, and 7 % for behavior management). The instructional management scale has 14 items with loadings ranging from .368 to .670, the people management scale has 8 items with loading ranging from .324 to .617, and the behavior management scale contains 4 items with loading ranging from .407 to .703. High scores on three subscales of the ABCC inventory reflect more interventionist management beliefs while low scores reflect less interventionist management beliefs.

In order to assess the internal consistency of the ABCC inventory, Cronbach's coefficient was utilized. Reliability coefficients for the three scales were found to be .67, .60, and .48 for instructional management, people management, and behavior management, respectively.

TES (Teacher Efficacy Scale): The Teacher Efficacy Scale was used to examine preservice classroom teachers' sense of efficacy. The TES was developed by Gibson and Dembo (1984) and was the first significant attempt to empirically develop a data collection instrument to tap into this potentially powerful variable in teachers. The result of Gibson and Dembo's study was a 16-item instrument consisting of two uncorrelated subscales: Personal Teaching Efficacy (nine items) and General Teaching Efficacy (seven items). TES is a five-point Likert-type scale, ranging from strongly disagree to strongly agree.

The adaptation process of the TES inventory to Turkish included a validity and reliability study. TES was translated in Turkish by two translators whose native language was English. It was translated back by two translators whose native language was Turkish and whose second language was English. These versions were compared with the original. It is shown that these translations are similar. The factor analysis conducted on the TES scale using the present study yielded PTE (9 items, load values of the items ranged from .39 to .69), and GTE (7 items, load values of the items ranged from .40 to .72) factors. A detection of the

scree plot for this analysis also supported the two factors of the TES which did account for 27.94 % of variance on the TES (17.18 % for PTE, and 10.76 % for GTE). After reverse scoring of negatively worded 6 items, high scores on the GTE indicate the lower the level of confidence on the pre-service teachers in their ability to overcome the any negative influences presented by the environment or home of the student. The Cronbach alpha coefficient of reliability for the PTE was .67 and for the GTE was .56.

3.3.Data analyses

Data of this study were analyzed using statistical Package for the Social Sciences (SPSS). To examine the relationship between pre-service classroom teacher's gender, their level of training period (beginning and ending), and pre-service classroom management orientations, it was calculated a 2x2 analysis of variance (ANOVA) for the each of TES two subscales and each of ABCC three subscales. Pearson correlations were performed to explore whether a relationship exists between pre-service classroom teachers' self-efficacy and their classroom management orientations. The predictions of teachers' efficacy beliefs on the classroom management orientations were tested by utilizing multiple regression analysis.

4. RESULTS

The results of the ANOVAs for PTE and GTE indicated that the main effect for gender (PTE: F = 3.031, p > .05; GTE: F = .532, p > .05), and level of training period (PTE: F = 80.684, p > .05; GTE: F = .446, P> .05) were not statistically significant. Male pre-service classroom teachers (PTE: M = 32.64, SD = 3.93; GTE: M = 22.19, SD = 2.44) did not score significantly lower or higher on PTE and GTE than did female (PTE: M = 32.07, SD = 3.94; GTE: M = 22.24, SD = 2.27). First year pre-service classroom teachers (PTE: M = 31.31, SD = 3.63; GTE: M = 22.15, SD = 3.13) did not score significantly lower or higher on PTE and GTE than did fourth year pre-service teachers (PTE: M = 32.78, SD = 3.99; GTE: M = 22.30, SD = 2.27). Also, there was no a statistically significant interaction (PTE: F = .139, p > .05; GTE: F = 2.794, p > .05), suggesting no a relationship between pre-service teachers' PTE and GTE and the combination of the teachers' gender and level of training period (see Fig. 1, Fig. 2).
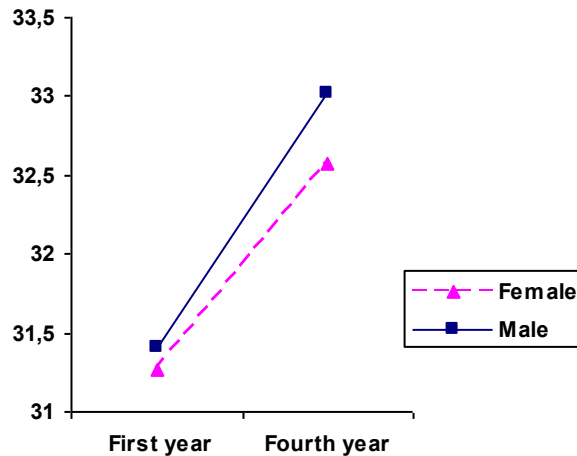

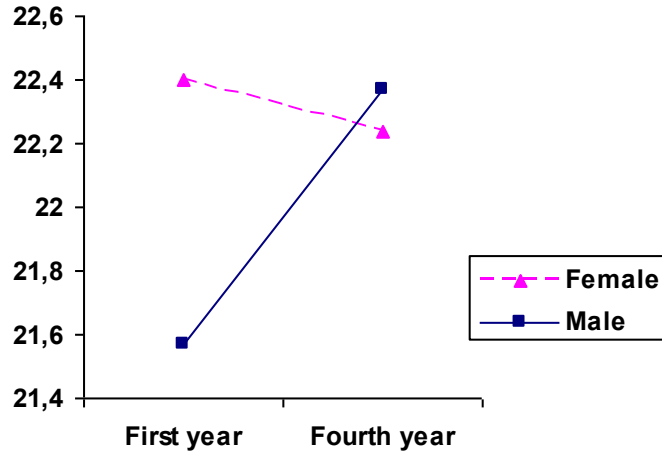Fig. 1. Gender and level of training period on PTE

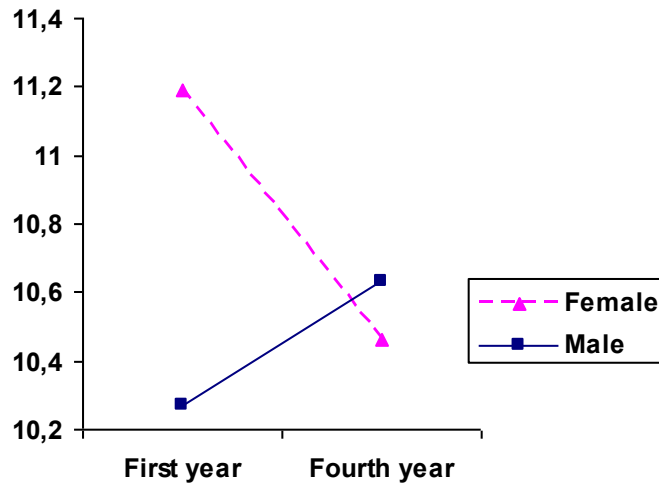Fig. 2. Gender and level of training period on GTE

Fig. 3. Gender and level of training period on Behavior Management

The results of the ANOVAs for the each of ABCC subscales indicated that the main effect for gender (Inst. M.: $F = 1.738$, $p > .05$; Peo. M.: $F = 8.705$, $p > .05$; Beh. M.: $F = .480$, $p > .05$) and level of training period (Inst. M.: $F = .076$, $p > .05$; Peo. M.: $F = 3.852$, $p > .05$; Beh. M.: $F = .112$, $p > .05$) was no statistically significant. Male pre-service classroom teachers (Inst. M.: $M = 41.06$, $SD = 4.08$; Peo. M.: $M = 24.88$, $SD = 3.07$; Beh. M.: $M = 10.55$, $SD = 1.87$) did not score significanty lower or higher on the three subscales of ABCC than did female teachers (Inst. M.: $M = 41.47$, $SD = 4.56$; Peo. M.: $M = 25.08$, $SD = 2.22$; Beh. M.: $M = 10.74$, $SD = 1.79$). In addition, first year pre-service classroom teachers (Inst.

M.: M = 41.36, SD = 4.87; Peo. M.: M = 24.92, SD = 3.52; Beh. M.: M = 10.91, SD = 2.10) did not score significantly lower or higher on three subscales of ABCC than did fourth year pre-service teachers (Inst. M.: M = 41.28, SD = 4.11; Peo. M.: M = 25.01, SD = 2.42; Beh. M.: M = 10.54, SD = 1.67). The results of the ANOVA for behavior management indicated that there was a statistically significant interaction (F = 7.177, p < .05), suggesting a relationship between pre-service teachers' behavior management beliefs and the combination of the teacher's gender and level of training period (see Fig. 3). First year female pre-service classroom teachers obtained a significantly higher mean score (M = 11.19, SD = 2.06) on the behavior management subscale than did fourth year female pre-service teachers (M = 10.46, SD: 1.54, t = 3.107, p < .05). However, the results of the ANOVAs for instructional management and people management revealed no statistically significant interaction regarding pre-service teacher's gender and level of training period (Ins. M.= F: .860, P> .05; Peo. M.= .052, P> .05) (see Fig. 4, Fig. 5).
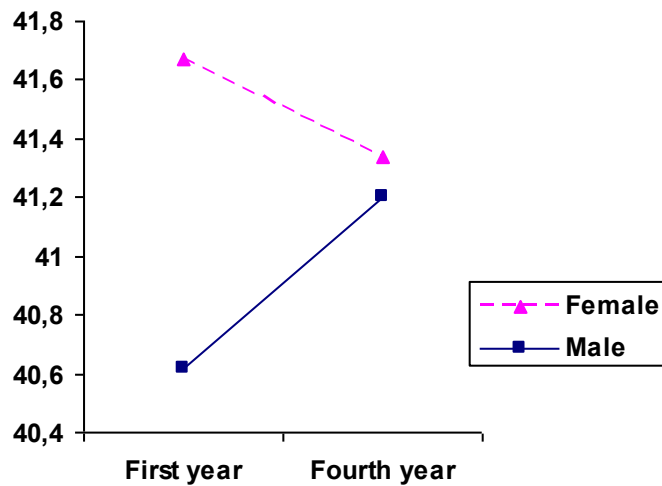

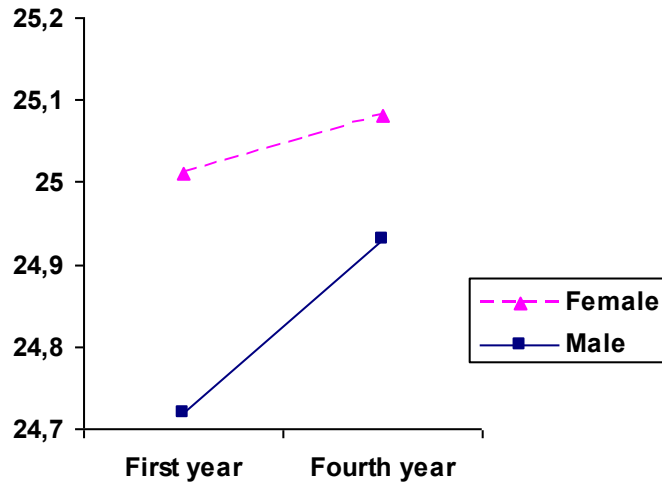Fig. 4. Gender and level of training period on Instructional Management

Fig. 5. Gender and level of training period on People
Management

Pearson correlations and multiple regressions were performed to explore whether a relationship exists between pre-service classroom teachers' efficacy beliefs and classroom management orientations (see Table 1). The results of correlation shows that PTE significantly and positively correlated with the instructional management subscale (r = .245, p<.05), people management subscale (r = .218, p<.05), and behavior management subscale (r r = .216, p<.05) of the ABCC inventory. Correlation analysis revealed that there was a significant positive correlation between GTE and instructional management (r = .525, p<.05), people management (r = .507, p<.05), and behavior management (r = .446, p<.05). Results of regression revealed that PTE and GTE have effect on the instructional, people and behavior management. PTE and GTE explained 29%, 29%, and 25% of the variance in instructional, people and behavior management, respectively.

Table 1. Correlations and Regression Analysis of TES Factors on ABCC Subscales

	PTE			GTE			
	r	β	T	r	β	T	
Instructional M.	.245	.134	3.165*	.525	.495	11.613*	R: .541, R^2: .292 P: .000
People M.	.218	.103	2.415*	.507	.507	11.867*	R: .539, R^2: .291 P: .000
Behavior M.	.216	.112	2.556*	.446	.446	10.653*	R: .503, R^2: .253 P: .000

The results showed that the higher the beliefs of PTE and GTE, the more pre-service classroom teachers were oriented towards the interventionist orientation on instructional management, people management, and behavior management of the ABCC inventory. Pre-

service classroom teachers with high PTE and GTE beliefs were more interventionist on the three subscales of the ABCC inventory.

5. DISCUSSION

An unexpected result in this study was a positive and significant correlation between the pre-service classroom teachers' PTE and GTE beliefs and people management, instructional management, and behavior management. Also, PTE and GTE have effect on pre-service teachers' classroom management orientations. The findings are inconsistent with the results of previous studies which indicate that teachers who believe they can successfully instruct students tend to employ a non-interventionist style toward classroom management (Gencer & Cakiroğlu, 2007; Gordon, 2001; Henson, 2003; Woolfolk & Hoy, 1990). Consistent with the findings of Chambers, Henson and Sienty (2001) and Ekici (2006), pre-service classroom teachers who are confident in their ability to influence their students' learning believe in strict classroom control. This result is supported by the findings of Gursimsek and Goregenli (2004) which indicated that pre-service teachers who are more satisfied with their profession have higher control tendencies than the teachers who are less satisfied. Pre-service teachers believe they are efficacious by controlling the student's behavior and teaching them. This goes along with the common belief in Turkey whereby paternalism is closely associated with authoritarianism (Aycan & Kanongo, 2000). Under the implication of paternalism, the teachers who are superior or more powerful in the classroom make decisions on behalf of the students for their own good. The students are expected to obey these rules. In this sense, in Turkey it is quite natural that decisions about student behavior are to be made by the teachers. This result shows that cultural factors play an important role in Turkey. Another surprising finding of this study was the pre-service teachers with higher scores of GTE had more interventionist tendencies. Pre-service classroom teachers who are less confident about overcoming the obstacles imposed by the environment of their pupils will have more interventionalist attitudes when controlling the pupils' behavior in the classroom.

No significant differences were found for the PTE and GTE scores and classroom management orientations between first and fourth year pre-service classroom teachers. Results from the previous studies indicated that classroom management courses and teaching experience exerted effects on classroom management approaches (Hoy & Woolfolk, 1990; Chambers & Hardy, 2005), but some research revealed that these factors had no impact on these variables (Martin et al 1998b; Martin et al. 2006). In this study, the fourth year pre-service teachers had completed their classroom management course and teaching practice, while the first year pre-service teachers had not started their practice teaching experience and classroom management course, yet. Consistent with the results of this study, Gencer and Cakiroglu (2007) found no difference between third year and fourth year pre-service teachers' beliefs regarding instructional and human management. This study has revealed that the teaching practice and classroom management courses within the teacher's education program in Turkey had insignificant effects on the classroom management styles of the pre-service teachers. In addition, the results of this study revealed no significant differences in PTE and GTE between first and fourth year pre-service classroom teachers. Previous research revealed an inconsistent result in the PTE and GTE between beginning and ending pre-service teachers. Contrary to the results of this study, Woolfolk Hoy and Spero (2005) found that self-efficacy beliefs of pre-service teachers continue to increase during teacher education program.

Similar to this study, Gencer and Cakıroglu (2007), and Yılmaz and Cavas (2008) found that completing teaching practice course and additional educational courses were not a significant factor on pre-service teachers' self-efficacy beliefs. Based on the results, it can be stated that the teacher training program in Turkey does not contribute to improving pre-service teachers' confidence in skills in instructional planning and application.

In the study, there were no significant differences between the classroom management orientations and self-efficacy of the pre-service teachers in terms of gender. There is a discrepancy among the findings of previous research. For example, while some studies reported classroom management orientation changes in terms of gender (Celep, 2000; Martin &Yin, 1997; Martin et al. 2006), others have found no change in classroom management orientations relating to gender (Martin et al. 1997; Shin & Koh, 2007). In the literature, males are more authoritarian, controlling and stricter compared to females (Martin et al. 1997). Surprisingly, many researchers reported that females are more authoritarian and stricter than men (Celep, 2000; Martin et al. 2006). However, the results of this study suggested that the combination of gender and level of training period had relationship to behavior management subscale of ABCC. First, female pre-service classroom teacher had higher mean score on the behavior management beliefs than fourth, female pre-service classroom teachers. First, female pre-service teachers tendend to favor a more interventionist orientation regarding behavior management than fourth, female pre-service teachers. First, female pre-service teachers might believe pre-planned intervention aimed to prevent student misbehavior than fourth, female pre-service teachers. In addition, the results of this study revealed no significant differences in self-efficacy beliefs between males and female pre-service classroom teachers. These results corroborate the results of the some previous studies (Gencer & Cakıroglu, 2007). However, the findings of some studies revealed that there is a significant differences in self-efficacy beliefs between males and females pre-service teachers. Ekici (2006), and Cheung (2006) found that female teachers higher self-efficacy beliefs than male teachers. Based on the results of this study, we suggest that the factor of gender is probably not influential on teachers' self-efficact beliefs.

6.CONCLUSION AND IMPLICATIONS

Results of the present study provide information about the effectiveness of the teacher education programs in Turkey. In addition, determining classroom management orientations and self-efficacy beliefs of pre-service classroom teachers contributes to understanding the effects of these variables as related to the teacher education programs in Turkey. Results revealed no differences between beginning and ending pre-service teachers' PTE and GTE, and instructional management and people management orientations. On the basis of these results, it is suggested that the teacher training programs should be revised and developed further. Particular attention should be paid to classroom management and teaching skills, both of which are required for a successful student learning experience.

Although the teachers demonstrating high self-efficacy were non-interventionist on classroom management, the results of this study indicated the efficacious Turkish pre-service classroom teachers were more interventionist. That is, pre-service teachers believe that students' behaviors are to be controlled or managed by teachers. This thinking reflects the teacher-centered approach and is commonly accepted in school settings in Turkey because this approach applies external controls to shape student behaviors. In Turkey, the new

elementary curriculum which was implemented in 2005 is grounded in the student-centered approach. Therefore, pre-service classroom teachers, as they prepare for the profession of teaching, are now required to be trained in this approach in adherence with the recently-implemented elementary curriculum. Hence, present-day courses in teacher-training programs are offered based on the student-centered approach and its application in the classroom setting.

The results of this study, that was conducted in Turkey, are inconsistent with the findings of previous studies that were done in other countries with regard to the relationship between teachers' self-efficacy beliefs and classroom management orientations. This study showed that teachers with higher efficacy beliefs scored more interventionist orientations on the three subscales of the ABCC inventory. Whereas, the results of previous studies, that was conducted in other countries, revealed that teachers with higher efficacy beliefs tended to favor non-interventionist classroom management orientations (Henson, 2003; Woolfolk & Hoy, 1990). The one of Turkey's cultural characteristics is paternalism. In a paternalistic relationship, the role of the teacher is to provide guidance, protection, nurturance and care to the student, and the role of the student, in return, is to be loyal and deferent to the teacher (Aycan & Kanungo, 2000). This situation may have a effect on pre-service teachers tend to favor interventionist classroom management orientation. In this regard, based on the results of this study, which are inconsistent with previous studies, it may be suggested that the characteristics of the culture which the study is conducted may have effect on the relationship between teachers' self-efficacy beliefs and classroom management orientations. Accordingly, it might be concluded that the relationship between teachers' self-efficacy beliefs and classroom management orientations are influenced by the unique features of culture.

Results of the present study revealed that GTE and instruction, people and behavior management of the ABCC produced no significant change during teacher education programs. However, this study was limited to a sample of Turkish pre-service classroom teachers. Thus, in order to gather more information, further research should be conducted to determine the duration and effectiveness of teacher training programs and their effects on teaching efficacy beliefs and classroom management.

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GENİŞLETİLMİŞ ÖZET

Hizmet öncesi öğretmenlerin sınıf yönetimi ve öz yeterlik inançları onların öğretmenliğe başladıklarında sınıftaki öğretimi planlama ve öğrencilere yönelik davranışlarını etkileyebilmesi nedeniyle ilgi çeken bir konu olmuştur. Araştırmalarda öğretmenlerin güveni ile etkili davranış yönetimi tekniklerini kullanmaları arasında olumsuz ilişki olduğu bulunmuştur (Woolfolk v.d., 1990). Örneğin az güvene sahip öğretmenler çok muhtemelen istenilmeyen davranışlara yönelik kızgın ve tehditkar olacaklardır (Ashton v.d., 1983), uygun olmayan yönetim tekniklerini kullanacaklar (Martin v.d., 1999). Henson (2003) öğretmenlerin sınıf yönetimi ve öz yeterlik inançları arasındaki ilişkinin bir bireyin başarmak için beklentisinin sınıf yönetimi davranışını etkileyen yöntemleri sağlayacağını ileri sürmüştür. Yükse öz yeterlik inancına sahip olan öğretmenlerin öğrencilerin davranışlarını nasıl yönetecekleri konusunda sınıf yönetimi yönelimlerinde daha az kontrol edici ve daha çok insancıl eğilim gösterecekler ve çok daha olumlu davranış yönetim stratejileri kullanacaklardır (Woolfolk and Hoy, 1990; Emmer and Hickman, 1991). Chambers (2003)'in ifade ettiği gibi öğretmenlerin sınıf yönetimi sitillerini tanımlamak ve onu etkileyen faktörleri belirleyerek hem karışmacı gibi çok katı yaklaşımları kullanan öğretmenlerin sınıf yönetimi yaklaşımlarını değiştirmek hem de etkili sınıf yönetimi yaklaşımlarını kullanabilmelerini sağlamak için neler yapılması gerektiği konusunda bilgi sağlar. Böylece öğrencilerin bireysel yaşamları ve öğrenmelerini etkileyen olumlu bir sınıf öğrenme iklimi geliştirmede öğretmenlerin çok daha etkili olmalarına katkı sağlar. Bu nedenle bu çalışmada öğretmenlerinin öz yeterlik inançları ile sınıf yönetimi yaklaşımları arasındaki ilişki araştırılmıştır. Hizmet öncesi öğretmenlerin sınıf yönetimi ve öz yeterlik inançları öğretime girdikleri zaman yapacakları eylemleri etkileyebileceğinden onların öğretim görevlerini nasıl gerçekleştirecekleri ve sınıflarını nasıl yönetecekleri konusunda fikir verebilir. Bu açıdan da hizmet öncesi öğretmenlerinin öz yeterlik ve sınıf yönetimi stilleri arasında ilişkiyi incelemek önemli görülebilir. Bu nedenle bu çalışmada hizmet öncesi sınıf öğretmenlerinin öz yeterlik inançları ve sınıf yönetimi sitilleri arasındaki ilişki araştırılmıştır.

Bu çalışmanın verileri 133 birinci ve 281 dördüncü sınıf olmak üzere toplam 414 hizmet öncesi sınıf öğretmeninden elde edilmiştir. Sınıf öğretmeni adaylarının yeterlik duygularını incelemek için öğretmen yeterlik ölçeği (TES) kullanılmıştır. TES Gibson ve Dembo (1984) tarafından geliştirilmiştir. TES öğretmenlerin öz yeterlik inançlarını ölçmek için bir veri toplama aracı geliştirmek için ilk önemli girişimdir. Gibson ve Dembo'nun çalışması bireysel öğretim yeterliği (9 madde) ve genel öğretim yeterliği (7 madde) olmak üzere birbiriyle ilişkisiz iki faktörden oluşan 16 maddelik bir araçtır. Bu çalışmada öğrencilerin sınıf yönetimi yaklaşımları Martin v.d. (1998) tarafından geliştirilen sınıf yönetimine yönelik inanç ve tutum (Attitudes and beliefs on classroom control (ABCC))ölçeği kullanılarak belirlenmiştir. Ölçek 26 madde ve üç boyuttan oluşmaktadır. Birinci boyut öğretimsel yönetim (14 madde), ikinci boyut insan yönetimi (8 madde) ve üçüncü boyut davranış yönetimi (4 madde)'dir.

Bu çalışmada bireysel öğretim yeterliği ve genel öğretim yeterliği ile öğretimsel yönetim, insan yönetimi ve davranış yönetimi boyutlarında hizmet öncesi öğretmenlerin eğilim gösterdikleri sınıf yönetimi yaklaşımları cinsiyet ve sınıf düzeyi değişkenlerine göre anlamlı bir farklılık göstermediği ortaya çıkmıştır. Korelasyon analizi sonuçları hem bireysel öğretim yeterliği hem de genel öğretim yeterliği ile öğretimsel, davranış ve insan yönetimi arasında olumlu ilişki olduğunu göstermiştir. Regresyon analizi sonuçları bireysel öğretim yeterliği ve genel öğretim yeterliği'nin öğretim, insan ve davranış yönetiminin önemli bir

açıklayıcısı olduğunu göstermiştir. Yüksek bireysel öğretim yeterliğine ve genel öğretim yeterliğine sahip olan hizmet öncesi sınıf öğretmenleri öğretimsel, insan ve davranış yönetiminde çok daha müdahaleci olma eğilimindedirler.

Bu çalışmada elde edilen bir sonuç hizmet öncesi sınıf öğretmenlerinin PTE ve GTE inançları ile öğretimsel, insan ve davranış yönetimi inançları arasında önemli ve pozitif bir ilişkinin olmasıdır. Bu sonuç öğrencilerin öğrenmelerinde etkili olduklarına inanan öğretmenlerin sınıf yönetimine yönelik müdahaleci olmayan yaklaşımı kullanma eğilimine sahip olduğunu gösteren önceki araştırmaların (Enochs v.d., 1995; Gordon, 2001; Henson, 2003; Woolfolk ve Hoy, 1990; Gencer ve Cakiroğlu, 2007) bulgularıyla uyumlu değildir. Chambers, Henson, and Sienty (2001) ve Ekici (2006)'nin sonucuyla uyumlu şekilde hizmet öncesi sınıf öğretmenleri öğrencilerin öğrenmelerini gerçekleştirebileceklerine güven duydukları zaman, onlar sınıfın sıkı şekilde kontrol edilmesi gerektiğine de inanmaktadırlar. Sınıf öğretmenleri etkili olmayı eğitimsel etkinlikleri ve öğrencilerin davranışlarını ve sınıfın düzeninin kendileri tarafından oluşturulması olarak algılamaktadırlar. Yani hizmet öncesi sınıf öğretmenleri öğretimi, öğrencileri, davranışları kontrol altında tutarak kendilerinin yeterli olduklarını düşünmektedirler.

Başlangıç ve son hizmet öncesi sınıf öğretmenlerinin GTE ve sınıf yönetimi yaklaşımları arasında önemli farklılık olmadığı ortaya çıkmıştır. Önceki çalışmaların sonuçlarının bazıları öğretim deneyimi ve sınıf yönetimi öğretiminin sınıf yönetimi yaklaşımlarını etkilediği (Chambers and Hardy, 2005; Hoy and Woolfolk, 1990), bazıları ise etkilemediğini (Martin, Yin and Mayall, 2006; Martin, Yin and Baldwin, 1998b; Sarıtaş, 2005) göstermiştir. Bu çalışmada başlangıcın aksine son öğrenci öğretmenlerin sınıf yönetimi dersini ve öğretim uygulama deneyimini tamamlamışlardır. Bu çalışmanın sonucuyla uyumlu olarak Gencer ve Cakiroğlu (2007) öğretimsel ve insan yönetimi yaklaşımları sınıf düzeyine göre farklılık bulmamıştır. Bu sonuçlara göre Türkiye'de öğretmen eğitimi programında yer alan sınıf yönetimi dersi ve öğretmen uygulama deneyimi hizmet öncesi sınıf öğretmenlerinin sınıf yönetimi yönelimleri üzerinde önemli bir etkiye sahip olmadığı ileri sürülebilir.

Bu çalışmada hizmet öncesi sınıf öğretmenlerinin öğretmen yeterlik inançları ve sınıf yönetimi yönelimleri cinsiyetlerine göre önemli farklılık göstermemektedir. Oysa, bu çalışmanın aksine literatürde sınıf yönetimi yaklaşımlarının cinsiyete göre değiştiği görülmektedir (Celep, 2000; Martin, and Yin, 1997; Martin v.d., 2006). Bu çalışmanın sonucuyla uyumlu şekilde Martin, Yin and Baldwin (1997) ve Shin and Koh (2007) sınıf yönetimi yaklaşımlarının cinsiyete göre değişmediğini bulmuşlardır. Erkeklerin kadınlara göre daha çok kontrol edici, otoriter ve katıdırlar (Martin v.d., 1997). Şaşırtıcı şekilde bir çok çalışmada kadınların erkeklerden daha çok otoriteryen ve kontrol edici oldukları bulunmuştur (Celep, 2000; Martin v.d., 2006). Sınıf yönetimi sitillerinin cinsiyete göre değiştiği konusunda araştırma sonuçları karışıktır. Bu çalışmanın ve önceki çalışmaların sonuçları öğretmenlerin sınıf yönetimi yaklaşımları üzerinde cinsiyetin etkili olamayabileceği ileri sürülebilir.