PROSPECTIVE EFL TEACHERS' PERCEPTIONS OF CLASSROOM MANAGEMENT AND MISBEHAVIOUR

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ABSTRACT

The purpose of this small scale study was to determine pre-service teachers' perceptions of classroom management, misbehaviour, and of their own ability to teach in relation to classroom management. Semi-structured interviews were conducted before and after teaching practice with eleven EFL (English as a Foreign Language) student teachers. Findings suggest that they have a narrow conception of classroom management, often focusing one aspect of it. Additionally, their confidence to teach seem to vary as well as their concerns about issues related to their teaching and class management.

Keywords: *Classroom management; perceptions; pre-service teachers; misbehaviour; teaching concerns;*

INTRODUCTION

One of the greatest challenges for any teacher – pre-service, beginning or experienced – is to maintain order in the classroom in order for effective teaching to occur. The term classroom management refers to the actions and strategies teachers use to establish order in classrooms (Doyle, 1986). Classroom management is "the most common concern cited by pre-service, beginning and experienced teachers as well as being the focus of media reports, professional literature and school staff room conversations" (McCormack, 1997: 102). Crow (1991: 2) also establishes that "the research history is clear and consistent, novice teachers are inundated by classroom management problems and concerns." It has also been established in the literature that pre-service teachers placed in the practicum for the first time often feel overwhelmed (Lanier and Little, 1986) and have a tendency to place classroom management at the centre of their practice, often at the expense of pupil learning (Hoy & Rees, 1977). Although classroom management and behaviour management aspect in particular appears to be one of the most problematic areas for teacher candidates, research shows that student teachers do not feel prepared enough to handle this component (Rickman & Hollowell, 1981).

In relation to this, present study investigated eleven student teachers' developing conceptions of classroom management before and after a sheltered 10-week field experience in Turkish secondary schools. More specifically, the study attempted to identify how they perceived classroom management and misbehaviour before their exposure to challenges in class and how their perceptions evolved over the period of their field experience.

Research on Classroom Management

In the late 1960s and early 70s, research focusing on student behaviour in classroom usually put the emphasis on discipline aspect (Jones & Jones, 1998). It was because in those days, the

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emphasis in psychology was on personal growth and awareness. It was important to understand students' problems. To achieve this, most of the methods focused on helping students understand themselves better and working cooperatively in class to develop more productive behaviour. After Kounin's (1970), Brophy and Evertson's (1976), and Emmer, Evertson, Anderson's (1980) influential works, there was a change in the approach to classroom management. The emphasis was not on what teachers did in response to student misconduct anymore but rather on how teachers presented or contributed to students' misbehaviours. As a result, research on classroom management after 1970s often focused on three aspects of classroom management, namely: (1) teachers' organisational and management skills, (2) instructional skills and (3) teacher-student relationship.

Due to its importance, classroom management has been the centre of interest of much research on pre-service teachers' learning to teach ranging in focus on student teachers' knowledge/perceptions of classroom management (Weinstein, 1989; Calderhead & Robson, 1991; Winitzky & Kauchack, 1995; Silvestri, 2001; Cothran, Kulinna, & Garrahy, 2003) to concerns, anxieties and confidence (Fuller, 1969; Hart, 1987; Pigge & Marso; 1988; O'Connor & Taylor, 1992; O'Connell, 1994; Mau, 1997) and to sense of self-efficacy (Bandura, 1977, 1997; Tschannen-Moran & Woolfolk-Hoy, 2001; Friedman & Kass, 2002). There are also studies which aimed to identify the differences between novice and experienced teachers' beliefs in relation to classroom management (Martin & Baldwin, 1995; Irwin & Nucci, 2004).

It has been reported that teacher candidates go through some developmental stages (e.g. Bronfenbrenner, 2000) during which teaching concerns arise (Fuller, 1969; Kagan, 1992). Studies have shown that teacher candidates' concerns encompass a wide range of issues from meeting the needs of students to limitations and frustrations associated with teaching. Some researchers labelled these constraints as survival issues, teaching situation concerns, and concerns about pupils (Evans & Tribble, 1986; Fuller, 1969; Fuller and Brown, 1975; Pigge & Marso, 1997). Among the concerns identified, survival issues are claimed to emerge prior to teaching concerns and are pertained to one's adequacy as a teacher, classroom management, possessing sufficient and adequate knowledge, and meeting the expectations of parents and supervisors (Haritos, 2004). Examples of teaching situation concerns are methods, limitations, and frustrations associated with teaching, planning instruction, and teaching oversized classrooms. Concerns about pupils are related to meeting the cognitive, social and emotional needs of one's students. Although some studies have supported the notion that teaching concerns arise successively as developmental stages (Fuller, 1969; Kagan, 1992), others argue that the emergence of pre-service teachers' concerns is complex and cannot be reduced to a universal linear progression (Bullough, 1997), and such concerns are regarded as context specific (Ghaith & Shaaban, 1999).

Pre-service Teachers and Classroom Discipline
Although classroom management encompasses a wide range of teacher behaviours, research often focuses on pupil misbehaviour or classroom discipline aspect (Fernandez-Balboa, 1991; Brophy & McCaslin, 1992). This emphasis on misbehaviour (or behaviour problems), as explained above, can be justified by the research results showing that this aspect of classroom management is the prime cause for new teachers leaving the profession (Morton et. al., 1997) and that behaviour problems encountered not only appear to be related to the anxiety levels of student teachers (Hart, 1987). Among other types of causes of anxiety for student teachers, dealing with misbehaviour ranks quite high (Blasé, 1986; Morton et. al., 1997). Moreover, studies showed that misbehaviours and ways of dealing with them were often indicated among the most important problems by teachers and/or teacher candidates (e.g. Veenman, 1984; Elam, Rose and Gallup, 1993; Edwards, 1993; Brock and Grady, 1996).

Additionally, discussion on misbehaviour in the literature has ranged from such areas as types and/or causes of misbehaviours (Markham, 1987; Wheldall & Merrett, 1988; Johnson, Oswald & Adey, 1993; Evertson et al., 1997), to teacher strategies/approaches in dealing with misbehaviour (Brophy & Rohrkemper, 1981; Rosen et al., 1990; Atici, 1999) and to those of preventive (proactive) strategies (Gettinger, 1988).

Turkish Studies on Classroom Management and Misbehaviour
Majority of the studies conducted in Turkish context mainly focused on, behaviour management (or more specifically misbehaviour) component of classroom management. In a study by Akkök et al. (1995), for example, primary school teachers were asked to report on disciplinary problems in and outside of the classrooms. While speaking out of turn, being extremely noisy and complaining about friends to teachers unnecessarily were mentioned as the most frequently occurring misbehaviours, verbal and physical punishment were reported as the most widely used strategies along with discussing the problem with the misbehaving child and using signals. In a survey study, Mahiroğlu and Buluç (2003) attempted to establish the existence and level of corporal punishment applications in secondary schools. Data were gathered via questionnaires from 200 graduates of secondary schools attending a faculty in a Turkish university. In spite of the fact that physical punishment banned at all levels of Turkish National Education system, the findings of the study revealed the widespread use of corporal punishment at schools which participants of the study attended to. The researchers claimed that the use of corporal punishment was the result of lack of effective classroom and teaching management.

In relation to misbehaviours, Sadık (2000) also identified the disruptive behaviours observed by primary school teachers in their classrooms. The results showed that the most common problems encountered were failing to complete the tasks, eating some food during the lessons, and not doing the task given by the teacher. It was also found that although the teachers claimed that they spent too much time handling these problems, they still encountered misbehaviours in their classrooms majority of which, they thought, were due to family background, friends, and overcrowded classrooms.

In the context of English Language Teacher (ELT) education, Demirden (1994) conducted a survey study with various groups of people such as teachers, counsellors working in schools, misbehaving students, and administrative people. Along with many other important findings, the researcher determined the inadequacy of emphasis on classroom management in teacher education programmes.

Another study by Turanlı and Yıldırım (2000) investigated how English learning students expected their teachers to manage the classes. The findings of the study suggested a set of classroom management behaviours that teachers should display in relation to emotional, instructional and managerial dimensions.

A qualitative study was conducted by Daloğlu (2002) to identify the perceptions of TEFL (Teaching of English as a Foreign Language) teachers with different amount of experience on such aspects of classroom management as lesson planning, time management, beginning the lesson, motivating the students and student behaviours. Findings showed that novice teachers appeared to have difficulty in instructional management aspect with regard to motivating students to participate in the lessons. A correlation between the amount of teaching experience and the difficulty in coping with student misbehaviours was also identified.

In a comparative study of decision-making skills of cooperating teachers and student teachers of English, Osam and Balbay (2004) found that while timing and classroom management were major motives for student teachers to make changes in their plans, cooperating teachers were more concerned about discipline problems. Especially in relation to classroom management, student teachers were found to make instant decisions more often.

Other examples of studies are comparison of teachers' and primary school students' views on misbehaviours, (Dağdelen, 1999) and views of classroom teachers on types and causes of misbehaviours encountered and strategies they use (Sayın, 2001).

Importance of Research into Pre-service Teachers' Conceptions of Classroom Management and Misbehaviour

Studies on social-cognitive aspect of student teacher learning suggest that "teachers are active thinkers, decision makers, reflective practitioners, information processors, problems solvers, and rational human beings" (Pintrich, 1990: 827). Research findings also show that classrooms are complex organisational contexts and that teachers' (novice or expert) beliefs, values and preconceptions inform and influence what they say and do in classrooms (Brown & Cooney, 1982; Munby, 1982; Clark & Peterson, 1986; Clark & Yinger, 1987; Guillame & Rudney, 1993; Johnson, 1994). Moreover, those beliefs, preconceptions, and values play a crucial role in student teachers' learning to teach. In other words, those beliefs act as a "filter" through which instructional judgments and decisions are made (Nisbett & Ross, 1980; Pajares, 1992; Chant 2002; Chant et al. 2004). In relation to this, Clandinin and Connelly (1986) suggest that teachers develop practical strategies by integrating their preconceptions (in other words their personal biographies) with their interpretations of classroom situations. It is also established in the literature that understanding student teacher and teacher beliefs is crucial for improving teaching practices and teacher education programmes (Kagan, 1992) as studies report significant relationship between teacher personality factors and their orientation to classroom management (Halpin, Halpin, & Harris, 1982). Finally, Doyle (1995: 33) maintains "research on how pre-service teachers learn to manage classrooms is less well-developed than research on classroom practices."

Within this background of concern for pre-service teachers' ability to manage classrooms, importance and role of understanding pre-service teachers' beliefs, perceptions and values, and the relative scarcity of research in the field of English language teaching especially in relation to student teacher learning, the present study examined pre-service teachers' (1) perceptions of classroom management, misbehaviour and its causes, (2) perceptions of their own ability to teach in relation to classroom management.

THE STUDY

Participants and Context

Eleven student teachers in their fourth and last year of education in the English Language Teaching Department of Cukurova University volunteered to participate in the study. Four were female and seven were male. Their ages ranged between 28 and 22. All the participants had some teaching experience either as private tutor or kindergarten teacher, ranging in duration from 3 months to 3 years. The programme they attended was a four-year programme including courses on language improvement, English literature, linguistics, and professional education and English Language Teaching methodology. In their final year, students were placed in schools for the field expeirence during which they were expected to perform some observation tasks and practice teaching.

Design

In order to collect data, semi-structured, open-ended interviews were conducted. Each participant was interviewed twice. First set of interviews were conducted at the beginning of teaching practice period, at the time when they had the opportunity to make some observations in real classroom settings. Second set of interviews were carried out on the completion of the practice teaching, after they had the chance to practice their teaching skills in a real classroom atmosphere. All interviews were digitally recorded. The in-depth interviews elicited student teachers' perceptions of classroom management, misbehaviour, and own ability in relation to class management. During the interviews, the following aspects of language teaching were addressed: classroom management and factors that influence it; misbehaviour and its causes; types of misbehaviours observed and experienced during teaching practice; strategies observed and used when dealing with misbehaviour during teaching practice; degree of readiness, motivation and confidence to teach and perceived sense of efficacy. In line with these, the study addressed the following research questions:

1. How do student teachers perceive classroom management, misbehaviour and its causes?
2. How do student teachers feel about their classroom management skills and starting to teach before and after teaching practice?
3. What strategies do student teachers use when dealing with misbehaviours during teaching practice?
4. Are there any changes in confidence and readiness to teach and in their perceived sense of efficacy in relation to classroom management before and after teaching practice? And if so, what are the changes?

Analysis

A total of 13 hours and 40 minutes interviews were carried out with the participants and were recorded. Verbatim transcriptions were made and analysed by systematic observation of data as described by Miles and Huberman (1994). After getting familiar with the data by repeated readings of transcriptions and highlighting of all sections relevant to the research questions, recurring themes, issues and topics were arranged, labels were assigned to, and the most meaningful parts of the data were extracted (Coffey & Atkinson, 1996). Later, the codes that went together were clustered (Miles & Huberman, 1994), and relevant excerpts were retrieved and re-organised. To preserve the anonymity of the participants, they were given a code number (for example, ST3) and were referred to by that. Finally, a constant and recursive process of testing was employed according to the applicability of codes to the data, their level of specificity or abstraction, and their ability to clearly identify the attributes which distinguished one category of data from another (Patton, 1990). The analysis process was a complex and recursive series of segmentation, categorisation and interpretation, with frequent back-tracking and re-definition of categories of analysis (ibid.).

FINDINGS

Student Teachers' Perceptions of Classroom Management

The interview data revealed that majority of the student teachers viewed classroom management as a set of behaviours (both verbal and nonverbal) and approaches used by the teacher in order to organise the classroom, to deliver the lesson content, to create a harmony in the classroom. For example, one student teacher indicated: "to me, classroom management comprises of the whole set of methods employed by teachers in order to be able to give what students need from the teacher, to make them open to input and to ensure and maintain harmony of the class." (ST3)

When looked at the definitions of classroom management made by student teachers, two main themes emerged: classroom management as *prevention/organisation strategies* and classroom management as *strategies dealing with misbehaviours* (reactive or corrective strategies).

Students whose definitions fell into the category of *prevention/organisation strategies*, considered classroom management as a set of procedures applied by the teacher to ensure the continuation of lesson in harmony.

With regards to the second theme, classroom management as *strategies dealing with misbehaviour*, some students indicated that they viewed classroom management as strategies used by teachers to deal with breakdown of class order and discipline. An example as such is as follows:

> "I view class management as a set of planned and careful reactions given by the teacher to unwanted student behaviours." (ST8, Interview I)

Student Teachers' Perceptions of Misbehaviour and its' Causes and Their Future Plans for Dealing with Misbehaviour

As to the student teacher perceptions of misbehaviour, all of the participants gave similar explanations. What was common in their definitions was: *behaviours hindering flow of lesson* or *behaviours spoiling order of lesson*. Participants gave the following examples for misbehaviours likely to occur in classes: "talking out of turn when not supposed to talk", "indifference towards lesson", "breakdowns/interruptions", and "lack of concentration".

As to the causes of misbehaviours, almost all of the participants emphasised student related factors: "students' personal/health problems", "unsuccessful students", "students may not like the lesson", "know-it-all students", "lack of concentration" and so on. In addition to these, some of the participants were also aware that teacher related factors could also cause misbehaviours in class. Among the participants, five student teachers mentioned such teacher related factors as "psychology of teacher", "teachers who do not like teaching", "teachers who are not competent at teaching", "teachers' injustice", and "teachers who treat students badly."

In addition to definition and causes of misbehaviours, participants were also asked about their future plans for dealing with misbehaviours immediately before they started observations and practice. Interestingly, all of the student teachers mentioned *preventive strategies* firstly. Five of the student teachers talked about importance of stating ground rules at the beginning of the term. One student teacher believed:

> "Teachers have big responsibilities. To prevent misbehaviours, teachers should try to attract students' attention by bringing variety of materials into class and by choosing topics according to student interest." (ST1, Interview I)

One particular student teacher talked about giving reinforcement for good behaviour and giving "constructive" punishments for some misbehaviour. Another student teacher strongly believed in the importance of dealing with misbehaving students after the lessons. Finally, one of the student teachers said that if misbehaviour occurred against all the precautions taken, then she would seek help from more experienced teachers.

Readiness to Teach: Student Teacher Confidence in Classroom Management and Teaching

Eight of the student teachers said that they were very eager and motivated to become a teacher during the interviews conducted before teaching practice. Among the participants, seven indicated that they felt confident about their knowledge of subject matter (English). Only one

student teacher said that she was a bit concerned about her knowledge of English grammar but she believed that she would overcome this problem by studying before teaching. Three student teachers explained that they were worried about their weaknesses in terms of speaking English. In relation to the teacher education programme they were enrolled in, they complained that there was too much emphasis on English grammar and that they "were taught excessively, unnecessarily about [English] grammar."

Among all, only two of them had concerns about their own classroom management skills. As ST3 put it:

> "I feel ready to teach when I look at teaching from subject matter knowledge and professional knowledge aspects. When it comes to practice, I don't know…I say I can teach, but I don't feel ready yet when... I am afraid of classroom management bit. I don't know much about it. I have some concerns." (Interview II)

They also felt that they needed time and more practice in order to feel more confident. One particular student teacher said that he did not feel ready but did not see this as an obstacle. Another said that he was not eager to start at all and that he did not feel ready to teach. He continued:

> "I am not eager at all. I don't want to become a teacher, it's not because I won't be able to teach. I feel worn out because of the attitude of the society towards teaching as a profession. Teachers don't get what they deserve economically. They get a very low salary. It is so sad but I'll be a teacher only if I cannot find another job. …I don't feel ready 'technically.' I feel ready about forming a good relationship with my students because I am a student at the moment and my memories about studentship are fresh in my mind. So this is an advantage. This will help me understand my students."
> (ST 6, Interview II)

Overall, eight of the participants out of eleven placed a heavy emphasis on the need to obtain more experience through practice teaching.

Types of Misbehaviours and Management Strategies Observed During Field Experiences
In the second set of interviews, participants were asked about the types of misbehaviours they encountered during their practicum. Talking out of turn when not supposed to talk, noise, lack of motivation, students talking among themselves, some outside factors (e.g. noise), students shouting or interrupting others during a discussion session with the teacher, passive students (students who do not participate in the lessons) were examples of misbehaviours observed in teaching practice schools.

As to the management strategies observed, the participants mentioned giving verbal warning, shouting, humiliating, ignoring, signal interference (i.e. such gestures as frown, raised eyebrows, a shake of the head and so on), and threatening. They explained their disapproval of teachers' management strategies, humiliating and threatening in particular.

One of the student teachers said that he had seen two types of management strategies and these provided him with two models: one which he should avoid when he became a teacher, one which he would remember and adapt to his teaching. He further explained:

> For example, Teacher A was quite good. As far as I understand, she had well established ground rules. She could silence the students with her look without spoiling the flow of the lesson, without causing further problems. But the other teacher was shouting at students, especially at the hyperactive student, on top of her voice. Even I was scared. She was getting mad badly. I mean maybe she was right to get angry but it

isn't the right reaction I think, because it won't be efficient, it wasn't efficient! (ST7, Interview II).

Strategies Employed by Student Teachers to Manage Misbehaviour
Student teachers were also asked about behaviour management strategies they used during teaching practice. Majority of the student teachers said that they did not face serious misbehaviours when they were teaching. This is not surprising as classroom teachers usually warn their students before the lessons and tell them to behave well when the trainee teacher is teaching. Secondly, student teachers usually teach only a part of the lesson and they usually do settling kind of activities with students. Thirdly, as the students in classes know that trainee teachers are being evaluated they, most of the time, do their best to help this 'fellow' student.

Even though student teachers did not face with serious student misbehaviours, talking out of turn, student disinterest, noise, non-disruptive off task behaviours, and disruptive talking were given as examples of misbehaviour encountered when teaching.

In order to maintain appropriate student behaviour, student teachers used various strategies: ignoring it altogether, giving verbal (e.g. call on the student during the lesson, send an I-message) and non-verbal warning (e.g. giving such signal interference as making eye contact, shaking a hand or finger, using touch control, roaming about the classroom, or proximity control) talking with the student(s) after the lesson were other strategies used by the participants during their practice teaching. Additionally, two of the participants said that they had to shout at the disruptive students several times.

When student teachers were asked from where/how they had learned about these strategies some said that they had done these things instinctively. In line with this, ST10 said:
> Ignoring [misbehaving students]…I think I just did it instinctively. If I had focused on that problem at that moment, I would have disturbed other students…and if I had punished that student, others would have felt uneasy too. All the other strategies that I used, all of them were decided there and then. I mean it's not like: "if this happens I'll do this." Of course my previous education is effective as well. Maybe it's in my subconscious. I react accordingly. Whatever comes to my mind, I do it… (Interview II)

In addition to their "instincts", teachers observed, methodology related courses offered at the university and reflection were other sources of inspiration for the coping strategies employed by the student teachers.

Changes in Confidence to Teach in Relation to Classroom Management
Each student teacher felt differently about this question. Some student teachers pointed out that although initially they did not feel confident or ready about starting to teach, after teaching practice they both felt confident and ready. Out of eleven, only three student teachers felt less or not very confident to teach on the completion of their teaching practice. On the other hand, nine student teachers claimed to feel efficient to teach and three not efficient.

The changes in student teachers' perceived sense of efficacy, confidence and readiness are well explained by ST7:
> To be honest, right at the beginning of teaching practice I thought that I would do very well but when I started I saw that it wasn't so easy. After a while I saw development in my teaching and then I thought that all of that resulted from being inexperienced in teaching. That's why being unsuccessful in teaching did not affect me negatively. It

was good to see in what areas I needed improvement. I saw that I could be even better when I had a real class, when I had my very own students…Initially I was confident because I didn't know. Well, I was very foolish. I thought: 'it's easy, I am graduating from university. What do they [students in practice school] know anyway? But when I had bad lessons I was questioning myself all the time. I felt very bad. I didn't lose confidence but I lost my sense of efficacy. Now I feel better. What I learned is this: I can still make mistakes. The change in my confidence and sense of efficacy is like U shape, it was high at the beginning, and it fell down and went up again. I now believe that I need more time to feel completely efficient. But I am confident. I am ready to teach. I need more experience. (Interview II)

What is interesting to see is that students' sense of efficacy, confidence, readiness and eagerness seem to be independent of each other. Some felt that they were ready to teach but this did not seem to guarantee that they were feeling confident. Some felt efficient but still not ready to teach; others felt confident and ready but not efficient. This complication is reflected in what the following participant says:

Technically, in terms of how to teach grammar or writing or listening, I do not feel that I am ready to teach. There are many other things to overcome. In terms of creating a positive atmosphere in classroom, or better understanding of students, I feel ready. Psychologically I am ready to teach, but I know that I have a lot to learn about different aspects of teaching. (ST5, Interview II)

In addition to their feelings, participants were also asked about the factors contributing to their feelings with regards to confidence, readiness or sense of efficacy. Positive feedback from peers, students in teaching practice school, and cooperating teachers and teachers from university, good teaching performances, positive accomplishments, and observations of "unsuccessful" teachers in schools and comparisons were mentioned as factors reinforcing or contributing to their sense of efficacy, confidence or readiness to teach.

Thoughts of Students Teachers Regarding the Areas They Need to Improve Before Starting to Teach

Participants felt differently about the areas they needed to improve before they were assigned to teach. One said she needed to improve use of board (ST3) while another was having problems with timing (ST1). Two of them thought that they needed to learn how to make smooth transitions between activities (ST1 and ST3). Some of the other areas that they thought they needed to improve were: materials development, subject matter knowledge (knowledge of English grammar in particular), teaching of skills (writing skill and grammar in particular), and so on. Among the areas mentioned, the need to learn about materials development and to improve subject matter knowledge were the most frequently mentioned ones.

When looked at the areas mentioned, it is possible to see that majority of them are related to instructional management aspect of classroom management. Only four student teachers touched on the behaviour management component: three of them (ST2, ST3, and ST7) were worried about how to handle breakdowns, disruptive behaviours and about developing ground rules. Another student (ST11) expressed a need to improve her communication skills. It seemed that participants were mostly concerned with content (i.e. what they are going to teach) rather than its delivery (i.e. how they are going to teach).

DISCUSSION

The data obtained suggest that participants have a rich store of initial knowledge and beliefs about classroom management, its various aspects, and causes of misbehaviours, how to prevent and deal with them. This quality correspond with those earlier identified by, for example, Cabaroglu and Roberts (2000), Cabaroglu (1999), Pajares (1992), Nisbett and Ross (1980).

Additionally, in line with the literature, participants' knowledge of classroom management can be classified into the areas of organisational and management skills, instructional skills, and teacher-student relationship (Jones & Jones, 1998) at group level analysis. However at individual level analysis, the data reveal the narrowness of their conceptions of classroom management. While some participants perceive it as prevention/organisational strategies (proactive strategies), others mostly regard it as strategies dealing with misbehaviours (reactive or corrective strategies) only.

In the literature, prevention strategies are emphasised over corrective strategies when dealing with student behaviour. However, as is clear from the findings, student teachers often opted for low level, initial corrective (reactive) management strategies rather than preventative (or proactive). This finding is similar to the findings from Bromfield (2006) and Reupert and Woodcock (2010).

Definitions and description of types of misbehaviours provided by the participants appear to be similar to those of reported in the literature both in Turkey and other countries (Akkök et al., 1995; Mau, 1997; Turnuklu & Galton, 2001). Moreover, in line with findings of previous research, participants of the present study attributed the sources of misbehaviours mainly into three categories: student related, teacher related and environmental factors (Jones & Jones, 1998; Freiberg et al., 1995; Atici, 1999).

Additionally, talking out of turn when not supposed to talk, making noise (for example, by students talking among themselves), some outside factors (e.g. noise), students shouting or interrupting others during a discussion session with the teacher, lack of motivation and passive students (i.e. students who do not participate in the lessons) were mentioned by the participants of study as the most frequently observed and encountered misbehaviours in teaching practice schools. In a similar manner, talking out of turn and being extremely noisy (Akkök, Askar, & Sucuoglu, 1995; Altınel, 2006), daydreaming and doing nothing (Cabaroğlu & Altınel, 2010; Altınel, 2006) were reported as the most frequently encountered misbehaviours in Turkish schools.

When encountered with misbehaviour, trainee teachers indicated that they used such strategies as ignoring, giving verbal and non-verbal warning, and talking with disruptive student after the lesson. The strategies used by student teachers are mild and less intrusive in nature. With respect to the types of intervention strategies used by student teachers, it has been reported that verbal warning was one of the most frequently preferred type of intervention strategy (e.g. Cabaroğlu & Altınel, 2010; Altınel, 2006; Turkec, 1986). The types of strategies used by the participants of the present study demonstrate that they do not focus on corrective strategies per se but more on initial corrective management strategies. The literature highly emphasises the importance of prevention over corrective strategies when dealing with student behaviour.

With regards to teaching concerns, the data revealed that participants of this study had a wide range of concerns both before and after teaching practice. These concerns were related to survival issues (e.g. adequacy of classroom management skills and possessing adequate

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knowledge), teaching situation (e.g. how to teach passive voice or writing), and students (e.g. establishing a good communication with them). These qualities correspond with the findings from those earlier identified by Fuller & Bown, 1975; Evans & Tribble, 1986; Pigge & Marso, 1997. Additionally, even though participants' classroom management routines were not yet developed, their concerns mostly seemed to focus on knowledge and teaching of subject matter. This is in agreement with the findings of Hayes et al. (2008), Grossman and Richert, (1988) and Shulman, (1987) who reported similar results. Moreover as in the case of ST7, who was unrealistically optimistic about teaching before teaching practice, some of the student teachers reported changes in their confidence to teach before and after teaching practice. This finding confirmed the claim of Weinstein (1989) and O'Connell (1994) that novice teachers' beliefs and unrealistic optimism about teaching "had broken in the face of the reality" (O'Connell, 1994). Additionally, the most commonly and frequently mentioned concern by the participants was the issues related to the content of the lesson (i.e. subject matter knowledge). In two other studies, it has been reported that teacher candidates tend to conceptualise subject knowledge as content knowledge and prioritise this above other types of knowledge (.e.g. Hayes et al. 2008; Ryan, 2000). Hayes et al. (ibid) explained that prioritisation of content knowledge over other types of knowledge may be due to the experiences during the initial teacher education.

Finally, depending on the accounts of the student teachers about the changes in their perceived efficacy and confidence to teach, it seemed that majority of the participants felt both efficient (or more efficient) and confident (or more confident) on the completion of their field experiences. On the other hand, there was a decline in the confidence and sense of efficacy of some students (three for the first, two for the latter). In relation to this, the findings of the previous research about the changes in perceived efficacy are also discrepant: while some of the studies report an increase (e.g. Wenner, 2001), others report no change or a decline (e.g. Lin & Gorrell, 2001). Tschannen-Moran and Hoy (2001) attribute the discrepancy in the findings to the measurement tool (or instrument) employed in the studies. Gencer and Cakiroglu (2007: 673) postulate that efficacy beliefs of student teachers "are more likely to decline as a result of student teaching due to their vulnerability to pressures or teaching when confronted with the realities and complexities of the teaching task."

CONCLUSION

Research into the changes of first year teachers' thinking suggests that "teachers' conceptions of management can hinder as well as aid in teacher development" (Martin, 2004: 407). Additionally, teacher conceptions can be used as a means to interpret classroom events (ibid.). Therefore, it seems crucial to understand better how teachers, beginning teachers and teacher candidates frame their management decisions.

The cross-sectional data obtained at two different times (i.e. before and after 10-week teaching practice period) suggest the need to expose student teachers to *preventative* classroom strategies. Another additional area that needs addressing during initial teacher education seems to be the prioritisation of content knowledge. Student teachers need to be taught that student learning should be placed at the heart of their teaching. If not, student teachers will not develop a full range of knowledge required for becoming, what Rossi and Cassidy (1999) called, "knowledgeable teachers".

The accounts of student teachers given in this paper are not intended to be representative due to the limitations imposed by the size of the sample. However, the enriched understanding of student teachers' perceptions in relation to classroom management and misbehaviour may be

used to illuminate further research on field experience with students in other programme contexts. Nevertheless, the study does indicate some trends worthy of further exploration by a larger sample.

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