THE RELATIONSHIP OF SELF-EFFICACY OF PRE-SERVICE TEACHERS

WITH THEIR CLASSROOM MANAGEMENT READINESS AND

IMPLEMENTATION

GÖRSEV İNCEÇAY

YEDİTEPE UNIVERSITY

2009

The Relationship of Self-efficacy of Pre-service Teachers with Their Classroom Management

Readiness and Implementation

Thesis Submitted to the

Institute of Educational Sciences for the Degree of

Master of Arts

in

English Language Teaching

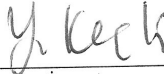by

Görsev İnceçay

Yeditepe University

2009

T.C.
YEDİTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

KONU: THE RELATIONSHIP OF SELF-EFFICACY OF PRE-SERVICE TEACHERS
WITH THEIR CLASSROOM MANAGEMENT READINESS AND
IMPLEMENTATION

ONAY:

Yrd. Doç. Dr. Yeşim Keşli
_____
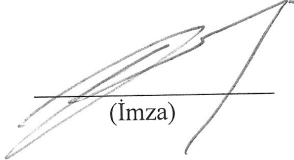(Danışman)

_____
(İmza)

Prof. Dr. Ayşe S. Akyel
_____
(Üye)

_____
(İmza)

Doç. Dr. Derin Atay
_____
(Üye)

_____
(İmza)

TESLİM EDEN   : Görsev İnceçay
TEZ SAVUNMA TARİHİ : 29.07.2009
TEZ ONAY TARİHİ   : 29.07.2009

iii

ABSTRACT

In this study, main aim was to study both the efficacy of pre-service teachers and its relation to their readiness to manage their classrooms. The effect of practicum on participating pre-service teachers' perceptions and implementation was also aimed to be explored. Moreover, the relationship between pre-service teachers' perceptions and implementation in real teaching environment was investigated. In order to explore these aims both qualitative (reflective journal and interview) and quantitative research methods (observation and questionnaire) were administered to get clear and in depth results.

For the purposes of the study, thirty-six fourth year pre-service teachers participated in this study. The pre-service teachers were administered a survey which was adapted from Baker's (2002) 'teacher readiness scale' to measure their readiness for managing challenging classroom behaviors. In addition, their sense of efficacy was measured by a five point Likert-type subscale (Tschannen-Moran & Woolfolk Hoy, 2001). In order to explore their readiness in a detailed way, the students were asked to keep reflective journals on their classroom management after their practicum. To support the qualitative data from journal entries, semi-structured interviews were held with the participating students. Finally, randomly selected ten students were observed during their practicum twice, to explore their readiness in the real teaching environment.

The analysis of the quantitative data results of the study revealed that there is a significant relationship between the pre-service teachers' classroom management efficacy and their readiness to manage the challenging classroom behaviors. Furthermore, the analysis of which aim is to see the impact of practicum on pre-service teachers' classroom management efficacy and readiness demonstrated that the practicum period had a positive impact on pre-service teachers' efficacy and readiness regarding classroom management. However, no

significant difference was found in the implementation of classroom management skills of pre-service teachers in real teaching environment. In other words, the practicum did not have a positive effect on pre-service teachers' classroom management skills in real teaching environment. Lastly, the analysis of qualitative data revealed that pre-service teachers perceived their practicum as effective but insufficient for their classroom management skills' improvement because of time limitation, other responsibilities, inadequate feedback sessions and having to teach three levels in six class hours.

ÖZET

Bu çalışmadaki temel amaç hizmet öncesi öğretmenlerin yeterliklerini ve sınıf yönetimi açısından hazır olma durumlarının araştırılmasıdır. Bu amacın yanısıra öğretmenlik uygulaması döneminin çalışmaya katılan hizmetöncesi öğretmenlerin algıları ve uygulamaları üzerindeki etkisi de araştırılarak ve hizmet öncesi öğretmenlerin gerçek öğretim alanındaki uygulamalarıyla algıları arasındaki ilişki sorgulanmıştır. Bu amaçları gerçekleştirebilmek ve derinlemesine sonuçlar alabilmek için hem niteliksel hem de niceliksel araştırma yöntemleri kullanılmıştır.

Çalışmanın amaçları doğrultusunda, 36 hizmet öncesi öğretmen katılımcı olarak kullanılmıştır. Zorlayıcı sınıf davranışlarıyla başa çıkmaktaki hazır olma durumlarının ölçülmesi için katılımcılara Baker'ın (2002) ölçeğinden uyarlanan bir anket uygulanmıştır. Bunun yanısıra, katılımcılara 5'lik Likert türünde hazırlanmış yeterlik anketinin sınıf yönetimi başlıklı alt ölçeği uygulanmıştır (Tschannen-Moran & Woolfolk Hoy, 2001). Hazır olma durumlarının detaylı bir şekilde incelenebilmesi için öğretmenlik uygulamalarından sonra sınıf yönetimleri hakkındaki düşüncelerini yansıtan belge tutmaları istenmiştir. Bu belgelerden elde edilen verilerin desteklenmesi için araştırmaya katılan hizmet öncesi öğretmenlerle öğretmenlik uygulaması sonrası görüşmeleri yapıldı. Son olarak, gerçek öğretmenlik ortamındaki hazır olma durumlarının incelenmesi ve öğretmenlik uygulaması sürecinin bu konu üzerindeki etkisinin incelenmesi için rastlantısal olarak seçilmiş on katılımcı öğretmenlik uygulamaları sürecinde bir defa başta bir defa da sonda olmak üzere iki kere gözlemlenmişlerdir.

Niceliksel verinin analizi hizmetöncesi öğretmenlerin sınıf yönetimi açısından yeterlikleri ve hazır olma durumları arasında kayda değer bir ilişki ortaya çıkarmıştır. Bunun

yanısıra, öğretmenlik uygulaması sürecinin hizmetöncesi öğretmenlerin sınıf yönetimi açısından yeterlikleri ve hazır olma durumları üzeride olumlu etkisi olduğu kanıtlanmıştır. Ancak, gerçek sınıf ortamında sınıf yönetimleri yeteneklerinin gelişimi üzetrinde öğretmenlik uygulaması sürecinin bir etkisi gözlemlenmemiştir. Son olarak, niteliksel verilerin analizi, hizmetöncesi öğretmenlerinin öğretmenlik uygulaması sürecinin sınıf yönetimi yeteneklerinin gelişimi üzerinde etkili fakat yetersiz gördükleri sonucu elde edilmiştir. Bunun nedenleri olarak zaman yetersiziliği, hizmet öncesi öğretmenlerin yerine getirmesi gereken diğer sorumluluklar, yetersiz dönüt seansları ve sadece altı saatlik uygulamalarda üç farklı seviyede ders vermek durumda olmaları gibi nedenler belirtilmiştir.

ACKNOWLEDGEMENTS

There have been many people that I felt appreciation for during this challenging process which requires both motivation and lots of guidance.

I am extremely grateful for having the ongoing and endless guidance of my advisor Assist. Prof. Yeşim Keşli. She was not only an advisor but always a mentor with her tremendous guidance. "Thank you very much for being with me and sharing your expertise".

I would like to express my sincere acknowledgement to the head of our department Prof. Dr. Akyel for giving me the confidence to believe that I can reach my goals. "It is hard to define the value of the experience that I gained from your lessons. Thank you Dr. Akyel."

I am grateful for the endless efforts of my committee members. Assist. Prof. Yeşim Özek always inspired me with her wide experience in research and helped me to find the right track. Assist. Prof. Zeynep Kocoğlu was always with me whenever I needed her valuable ideas and suggestions. I am thankful to Josh Dollar; he really helped me great with his valuable proofreading.

I owe my special thanks to Assoc. Prof. Derin Atay who is one of the most important persons to make me think of entering this life-long journey with great encouragement. She is the one that I have taken as a role-model from the very beginning of my BA years.

I would like to express my utmost appreciation to the research assistants of the Foreign Language Department at Yeditepe University; Evrim Eveyik Aydın, Aslı Bağışlayıcı and Ayşegül Nergis. They always supported and believed in me with their constructive criticisms. My colleagues Enisa Mede and Hatime Çiftçi always shared their thoughts and experiences with me. They were the ones who really showed great patience against me during this challenging process. Thank you!

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

Mastery of classroom management is believed to be an essential factor of effective teaching. Teachers' effective classroom management practice is related to how efficacious the teachers feel regarding classroom management. Ashton and Webb (1986) defined this relation and they mentioned that teachers, who have high expectations for themselves and their students, are able to educate students with success and academic achievement. On the other hand, teachers whose efficacy beliefs are lower, deal with activities that are not academic and easily criticize students when they fail (Gibson and Dembo, 1984). Teachers with low efficacy beliefs are also observed to apply strict rules to manage the classroom and rely on extrinsic encouragement to make the students study (Ashton and Webb, 1986). Unfortunately, many pre-service and novice teachers express that they are not confident and competent enough to teach and help students learn. In order to help pre-service teachers increase their efficacy beliefs and confidence, researchers suggest that student teaching should be paid more attention since it is the major step in deciding to start this profession. If they are given enough chance to apply the theory into practice, the probable negative results as a result of low efficacy, can be avoided (Hoy and Woolfolk, 1990). As Bandura (1993) stated, teachers are more likely to engage in the tasks and perform in a successful way when they feel confident and competent. In other words, having enough self-confidence and high efficacy result in being able to manage the classroom in a better way.

Studies related to teacher efficacy have also provided necessary evidence for the relationship between teacher efficacy and readiness (Giallo and Little, 2003, Housego, 1990). In these studies the results show that the feeling of being ready is necessary in the

development of confidence in a teacher's ability to perform good and efficacious behavior in the classroom.

Unfortunately, to the knowledge of the researcher two studies on pre-service teacher efficacy in the field of teaching English as a Foreign Language (EFL) in Turkey have been found (Atay, 2007; Sahin, 2007). However, the number of studies on the same subject is high in different fields like science teaching (Sarıkaya, 2004; Savran-Gencer and Cakiroglu, 2007; Yılmaz and Huyuguzel-Cavas, 2008).

In a review of teacher efficacy done by Tschannen-Moran et al. (1998), assessment of teaching competence is suggested as the first and major part which has to be taken into consideration in order to increase the efficacy levels of teachers. In addition, Baker (2002) indicates that a teacher's ability which is referred to as 'readiness' to do his/her profession is related to the level of that teacher's efficacy.

The present study aims to broaden the research on teacher efficacy to the field of pre-service teacher education in Turkish EFL context. Due to the fact that classroom management is one of the important difficulties that pre-service teachers might come across in their real teaching, the level of their readiness and efficacy regarding this issue is believed to be very significant in terms of their implementation in real teaching.

1.1. Purpose of the Study

The starting point of the present study depends on the personal experience of the researcher about struggling with overloaded classrooms and challenging student behaviors during pre-service years which affected initial teaching years negatively. In addition, the purpose of this study is to get a better understanding of the relationship between the pre-service teachers' self-efficacy and readiness regarding classroom management. In addition, the study aims to investigate the impact of the practicum period on the participating pre-

service teachers' efficacy and readiness levels regarding classroom management and their implementation of classroom management skills in a real teaching environment. Moreover, with the help of the qualitative data, namely post-practicum interview and reflective journals written by the participants, the perceptions of the pre-service teachers' on the effectiveness of the practicum on their classroom management skills have been analyzed.

Lastly, by gathering information on perceptions of efficacy and readiness from pre-service teachers whose only teaching experience was during their practicum, and learning what pre-service teachers think on their practicum, this research may provide insight into potential reform efforts for pre-service teacher training programs as well as professional development opportunities aimed at enhancing the early teaching experience.

1.2. Research Questions

The following research questions have been developed for this study:

1. Is there a relationship between the pre-service teachers' sense of efficacy and their readiness to manage the classroom and implementation of classroom management strategies in real teaching environment?

2. Is there an impact of the practicum period on the pre-service teachers' efficacy, readiness and implementation in real teaching environment regarding classroom management? If so, how?

3. What are the perceptions of pre-service teachers on the effectiveness of their practicum regarding their classroom management skills?

1.3. Significance of the Study

Teachers' sense of efficacy has been defined as ''the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a

specific teaching task in a particular context'' (Tschannen-Moran, Woolfolk Hoy, and Hoy, 1998, p. 233). The fact that teachers' efficacy beliefs have a profound effect on the educational process proved that in order to investigate the relationship between their practice and beliefs (Pajares, 1992). Pajares (1992) also pointed out that it is necessary to explore the teacher's beliefs about teaching. Moreover, the student teachers' readiness level is another important factor that influences their implementation in real teaching environment. Therefore, the present study is going to broaden the research on teacher efficacy by not only examining the pre-service teachers' efficacy levels in classroom management but also by investigating their readiness levels to manage a classroom and the relation between their perceptions and implementation in the classroom. This study will also fill the gap in Turkish EFL context on this subject by providing information about the EFL pre-service teachers in Turkey.

As a result, not having any studies conducted with the EFL pre-service teachers in Turkey on this topic; this study had important contributions to teacher education programs in the field of EFL in Turkey.

1.4. Definition of Significant Terms

Self-efficacy: The beliefs in one's capabilities to organize and execute an action required produce these purposes (Bandura, 1997).

Teacher efficacy: 'teacher's judgment of his or her capabilities to bring out desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated' (Tschannen-Moran and Woolfolk Hoy , 2001,p. 783)

English as a Foreign Language (EFL): This refers to the language usually in the classroom setting, in a context where the target language is not widely used in the community (Lightbown and Spada, 2006, p.198).

A pre-service teacher: An education major at the university or college level in preparation for employment. (Harris and Hodges, 1995, 193).

Readiness: A combination of one's ability and willingness to do a job that indicated a situational need for differing leadership approaches to get that job done (Baker, 2002). For the purposes of this study, term 'willingness' is excluded from the definition and readiness is used by referring to one's ability.

Classroom Management: "arranging the physical and social conditions so that learners have growth-producing experiences" (Feiman-Neimser, 2001, p.17).

1.5. Basic Assumptions

The researcher assumes that each of the subjects participated in the study responded to all the items in the surveys honestly and interpreted the questionnaire items accurately. In addition, it is assumed that purposively selected sample of pre-service teachers was representative of the population considered in the study. Finally, the researcher assumes that the instruments selected for the study were acceptable for collecting the necessary data for the purposes of the study.

1.6. Limitations

The number of the participants may be considered as too small to draw conclusions about pre-service teachers' efficacy and readiness regarding classroom management in general. That is to say the generalizability of the study is limited because of the small number of subjects that participated in the study.

1.7. Organization of the Study

In this part, organization of the study is going to be presented in general. This thesis includes five chapters. In the first chapter, an introduction to the study in which the problem,

background information, purpose and the research questions related to the study are discussed is presented. Moreover, significance of the study, definitions of terms, basic assumptions, limitations and overview of the methodology are explained and discussed in detail.

In the second chapter, a detailed literature review which has guided the study is presented under three main headings including; teacher efficacy, teacher readiness and classroom management.

Chapter III gives detailed information about the methodology of the thesis namely; research design, setting of the study, data collection methods and the procedures of data analysis.

In the fourth chapter, the results of the data analysis and discussion of the findings in relation to the literature review is presented. In the fifth and the last chapter, conclusion, implications, the suggestions for the further study and the limitations are presented. At the end of the thesis, references and appendices are given.

1.8. Overview of the Methodology

1.8.1. Participants

36 students in the senior year in the ELT department of a private university participated in the present study. The students were between 19-21years of age and graduates of various English medium high schools.

1.8.2. Setting

The study was conducted in the ELT department of Yeditepe University, Istanbul during the first and second terms of the 2008-2009 academic year.

1.8.3. Data Collection

Data were collected in five phases. Firstly, classroom management subscale of teachers' sense of efficacy questionnaire consisting of 8 items and with a scale ranging from 1

(nothing) to 5 (a great) is going to be administered to pre-service teachers. The subjects voluntarily participated in the survey, first at the beginning and second at the end of their practicum.

Secondly, the pre-service teachers responded to a readiness survey consisting of 23 items and with a 4 point Likert type scale ranging from 1 (strongly disagree) to 4 (strongly agree) twice. A neutral point was not provided in order to force the pre-service teachers to provide a response that reflected their extent of idea with each item. To be able to see the effect of their practicum on their readiness they were asked to respond once at the very beginning of the practicum and once at the end of their practicum period.

Thirdly, ten randomly chosen pre-service teachers were asked to keep a reflective journal on their classroom management skills after each observed practicum session by following the guideline provided.

Fourthly, ten randomly chosen participants were observed during their practicum twice to see the convergences and divergences between their beliefs and practices. In addition, another aim of observing twice was to investigate the effect of practicum on their implementation regarding classroom management problems. During the observations, the researcher followed an observation guide which was prepared in consistency with the readiness survey.

Finally, randomly chosen observed participants were interviewed with a guide after they finished their practice teaching period to get a better understanding of their perceptions on the effectiveness of their practicum on their classroom management skills.

1.8.4. Instrumentation

Five instruments were used in this study:

1. Teachers' sense of efficacy scale (Subscale about classroom management) (Tschannen-Moran and Woolfolk Hoy, 2001) (see Appendix A)

Tschannen-Moran and Woolfolk Hoy (2001) developed a new measure, named the Ohio State Teacher Efficacy Scale (OSTES), after examining the measures in the literature, and this new measure was examined in three separate studies. In the first study, the original 52 items were reduced to 32 and in the second, the scale was further reduced to 18 items made up of three subscales. In the third study, 18 additional items were developed and tested. The resulting instrument had two forms, a long form with 24 items and a short form with 12 items. Finally, the factor structure, reliability and validity of the new measure were examined, as well as the appropriateness of the new scale for both pre-service and in-service teacher populations. The results proved high reliability (reliabilities for the teacher efficacy subscales were 0.91 for instruction, 0.90 for management, and 0.87 for engagement). That's why this scale was decided to be used as an instrument for this study. However, one of the subscales (classroom management) which is exactly related to the purpose of this study with eight items is also used.

2. Teacher readiness scale for managing challenging classroom behaviors (Adapted from Baker, 2002) (see Appendix B)

For the purposes of the present study, the survey developed by Baker (2002) was adapted. The adapted version of the scale includes 23 scaled-choice questions assessing the classroom management skills of the pre-service teachers. The scaled-choice questions are all on a four-point Likert type scale. In order to measure the reliability of the instrument a pilot study was conducted and it was found to be reliable with a .837 alpha score.

3. Classroom observation guide (see Appendix C)

When the literature was analyzed, it was seen that observation guides used in the studies were prepared in consistency with the items in the questionnaires used in the same studies. Because of this reason, the researcher prepared the items in the observation guide in

consistency with the items in the readiness scale used in this study. The degree of the researcher's participation in the observation setting was identified as complete observer.

4. Pre-service teachers' reflective journal guide on classroom management (see Appendix D)

The pre-service teachers who were observed were also asked to keep reflective journals after each practicum. The participants were provided with the journal guideline prepared by the researcher.

5. Post-practicum interview (see Appendix E)

The interview guide was adapted from Emmer et.al (1981) and Westbrook-Spaniel (2008). The purpose of this interview guide was to learn the pre-service teachers' perceptions on the effectiveness of their practicum on their classroom management skills. The guides which this interview was adapted from also aimed to explore the perceptions of the teachers on the training they received on their classroom management strategies.

CHAPTER II

REVIEW OF LITERATURE

Researchers have been working with the theory of efficacy since the Research and Development (RAND) studies of the 1960's. Efficacy has been studied since its inception and continues to be a focus of research (Molnar, 2008).

Bandura (1977b) defines efficacy as, "a generative capability in which cognitive, social, emotional, and behavioral sub-skills must be organized and effectively orchestrated to serve innumerable purposes" (p.36-37). Thus, it is once believed that efficacy is the belief in one's capacity to organize and execute the courses of action required producing given attainments (Bandura, 1977a, p.3).

The concept of efficacy, the perceived ability of a person to effect changes or control situations, has broad applications in various fields. Bandura (1997a) identified several different types of efficacy: efficacy for leisure time skills, efficacy for extracurricular activities, self assertive efficacy, efficacy for enlisting community support, driving efficacy, problem solving efficacy, collective efficacy, academic efficacy, and educational efficacy. Bandura's (1986) theory emphasizes understanding and explaining behaviors and the values that a person has, the cultural resources of a person, and the amount of experiences of that person, contributes to the degree of self efficacy level of that person. Self efficacy is believed to be strongly related to one's belief in his abilities.

Self-efficacy has also been the focus of teacher education research.

2.1. Teacher Efficacy

Bandura (1995) states that teacher efficacy is the teacher's belief in his or her capability to organize and execute courses of action required to successfully accomplish a

specific teaching task in a particular context. In addition, it is clearly stated that teachers' sense of efficacy plays a powerful role in schooling which means greater efficacy leads to greater effort and persistence, which leads to better performance, which in turn leads to greater efficacy (Tschannen-Moran, Woolfolk Hoy and Hoy, 1998).

The concept of teacher efficacy suggests that with experience, teachers develop a relatively stable set of core beliefs about their abilities (Ross, 1998) and teachers who believed in their personal efficacy are better able to motivate students, promote learning, and had a tendency to create learning environments supportive of academic progress for their students (Bandura, 1993). When teachers feel a strong sense of teaching efficacy, in spite of external factors inhibiting student progress, they tend to provide more praise and direct help to students having difficulty in learning. On the contrary, teachers with a lower sense of instructional efficacy tended to be more critical of students, giving up on those who failed to succeed.

2.1.1. Theoretical Background of Teacher Efficacy

The theoretical background of teacher efficacy dates back to the mid 1960's, starting with the studies of RAND researchers. During this process, Rotter's social learning theory and Bandura's social cognitive theory have been the basis of studies conducted on the meaning, the measurement and the related issues of teacher efficacy (Tschannen-Moran et al., 1998; Liaw, 2004; Daughtery, 2005).

2.1.1.1. Social Learning Theory (Rotter, 1966)

Rotter's Social Learning Theory is the first conceptual strand which affected the primary studies conducted on teacher efficacy. Social learning theory defines teacher efficacy as the extent to which teachers believed that they could control the reinforcements of their

actions. In other terms, whether or not they have the control of events or the environment has the control. At this point teacher efficacy comprises Personal Teaching Efficacy (PTE) and General Teaching Efficacy (GTE) identified by Gibson and Dembo (1984). Teachers' beliefs about the power of the external factors compared to the influence of internal factors have been defined as GTE, whereas beliefs in their internal power to influence student motivation and learning are labeled as PTE. Tschannen-Moran et al (1998) explains that teachers who have PTE are confident in their abilities to overcome factors that make learning difficult for a student.

2.1.1.2. Social Cognitive Theory (Bandura, 1977)

Social Cognitive theory is the theory from which a second strand of research grew out. According to Bandura (1977), people's self-efficacy beliefs have a greater effect on their motivation, emotions, and actions than what is objectively true (e.g., actual skill level). Therefore, self efficacy beliefs are immensely important in choice of behaviors (including occupations, social relationships, and a host of day-to-day behaviors), effort expenditure, perseverance in pursuit of goals, resilience to setbacks and problems, stress level and affect, and indeed in our ways of thinking about ourselves and others.

Social Cognitive Theory includes three main components which are summarized as human agency, outcome expectancy and efficacy belief. The view of human agency is believed to be the root of social cognitive theory. This view takes the people as agents who are actively engaged in their own development. In other words, "what people think, believe, and feel affects how they behave" (Bandura, 1986).

The second component of theory is outcome expectancy which identifies changes in the behavior by the individual's judgment about the results of a specific task at the desired level.

The last component of this theory is efficacy belief (self efficacy). Bandura (1997) explains this component as "the beliefs in one's capabilities to organize and execute the course of action required to produce given attainments". The values that a person has, the cultural resources of a person, and the amount of experiences of that person, contributes to the degree of self efficacy level of that person. Self efficacy is believed to be strongly related to one's belief in his abilities (Bandura, 1986).

2.1.1.2.1. Sources of Self-Efficacy

Efficacy beliefs have four major sources: Performance accomplishments, vicarious experiences, verbal persuasion and physiological arousal (Bandura, 1977) (see Figure 2.1.).

Performance Accomplishments. This source of efficacy is stated to be influential due to the fact that it is based on personal mastery experiences. Mastery experiences are the instances in which individuals actually perform the act under question. Efficacy beliefs are formed based on the degree of success or failure one feels in each of these experiences (Fives, 2003). Bandura (1977) explains that after strong efficacy expectations are occurred as a result of repeated success, the negative effect of occasional failures is likely to decrease.

Vicarious Experiences. Vicarious experiences are the ones in which individuals observe others and use these observations as a source to raise their efficacy beliefs (Bandura, 1977). The impact on the efficacy will be stronger if the observer is similar to the model that s/he observes (Tschannen-Moran et.al., 1998). When the model that is observed performs well the efficacy of the observer is raised up or vice versa.

Verbal Persuasion. Verbal persuasion is a widely used source of efficacy due to the fact that it is easy to influence human behavior. This is found in the verbal support of the

people around an individual to provide assistance to take on, complete, initiate tasks, attempt new strategies or help them to try hard enough to succeed (Bandura, 1997).

Physiological Arousal. Physiological, in other words, emotional arousal is another source of information that affects perceived self-efficacy in getting over the problematic situations. The state of psychological arousal is what people rely on in examining their anxiety, excitement, stress, and mood. This is because of the fact that high arousal generally weakens performance (Bandura, 1977).
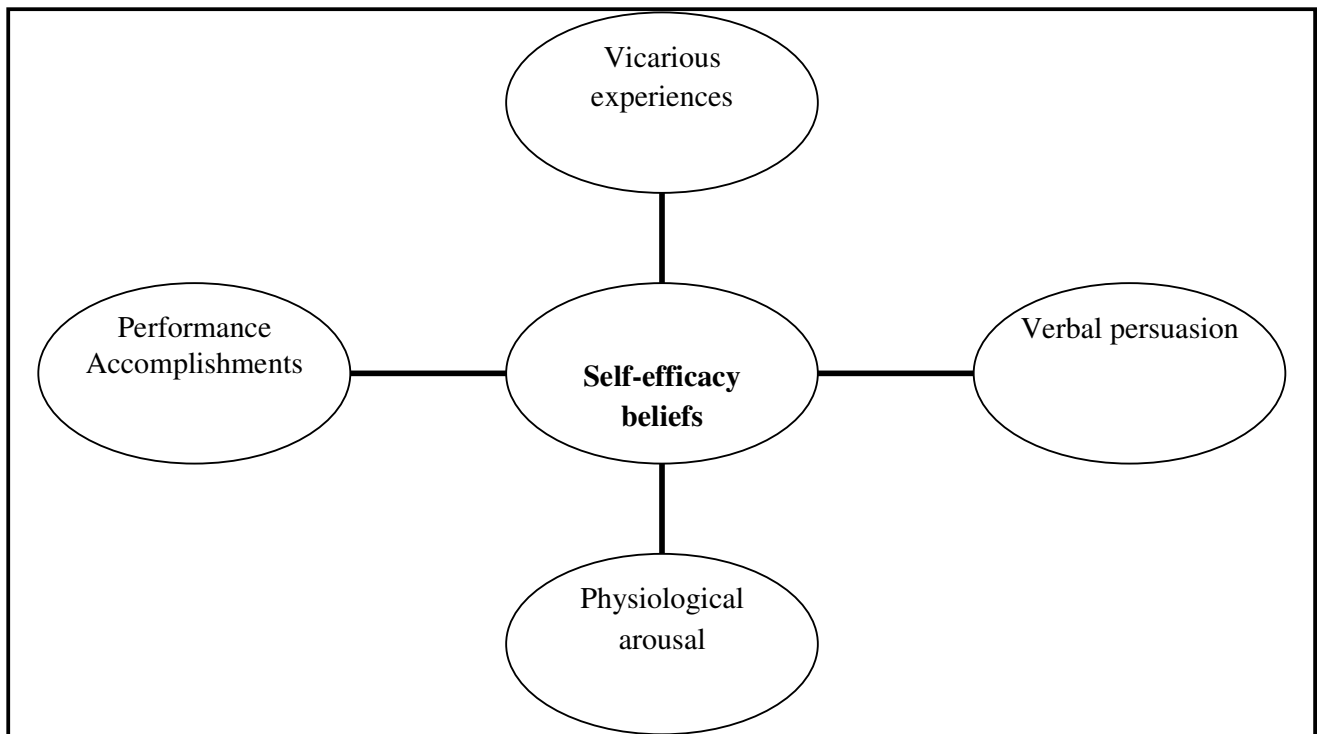
Figure 2.1. Sources of Self-Efficacy Beliefs

2.1.1.3. Combined Model

Tschannen-Moran et al. (1998) proposed a combined model due to the confusion around teacher efficacy. This model integrates both of the previous conceptual strands

reflecting the cyclical nature of teacher efficacy. The cyclical nature of teacher efficacy states that the reason of lower level of effort and persistence is the lower level of efficacy, which also leads to decrease in performance (Brouwers and Tomic, 2000). This cyclical nature of teacher efficacy is presented by graphical representation (see Figure 2.2). In this model, teacher efficacy is mainly influenced by the four sources of efficacy which were assumed by Bandura: mastery experiences, physiological and emotional arousal, vicarious experience, verbal persuasion. All of these sources help not only the analysis of teaching tasks but also self perceptions of teaching competence. However, each of them has a different kind of contribution because of the cognitive processing.

Mastery experiences have the most important role since the teacher can evaluate his/her own skills to teach a task only by the help of teaching practice, the results of skills and capabilities can be experienced by him/her and as a result s/he can get enough information about his/her strengths and weaknesses in teaching. Vicarious experience gives information about the teaching task, the impressions of the nature as a result of observing others teach (Tschannen-Moran et al., 1998).

On the contrary, verbal persuasion can be either general or specific. It provides not only information about the nature of teaching, encouragement and strategies for overcoming the problems in teaching but also gives specific feedback about a teachers' performance in teaching a task.

Lastly, the level of the physiological and emotional arousal a teacher experiences while s/he teaches adds to his/her self-perceptions of teaching competence and performance (Tschannen-Moran et al., 1998).

Cognitive processing determines how all these four sources of efficacy will influence the teaching task analysis and the evaluation of personal teaching adequacy. As a result, the interaction between the task analysis and competence is important to shape the teacher efficacy. The level of teacher efficacy which is shaped as a result of the interaction between task analysis and competence has a great effect on the teachers' willingness to teach, handling with difficult students and becoming persistent in their career. As Tschannen-Moran et al. (1998) claims that greater efficacy leads to greater effort and persistence which also results in better performance.

In the present study this 'Combined Model' of efficacy is used as a guide to discuss the results related to pre-service teachers' self-efficacy.
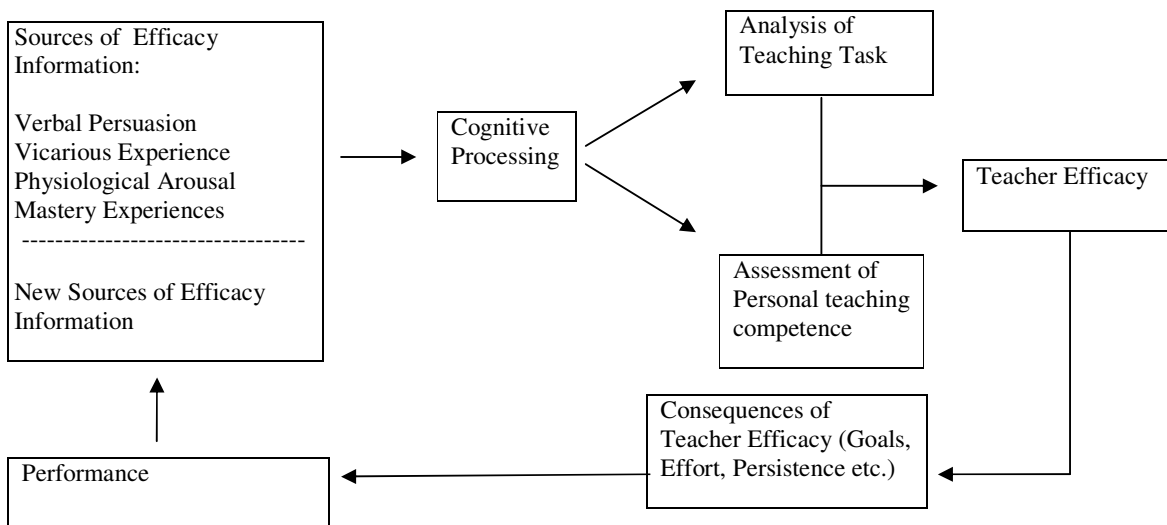
Figure 2.2. The cyclical nature of teacher efficacy (Tschannen-Moran et al., 1998, p.228)

2.1.2. Teacher Efficacy Measurement

During the theoretical discussions on the development of the conceptual meaning and parameters of the construct, teacher efficacy, different types of measures have been

studied and used to assess these beliefs of teachers (see Table 2.1). Social Learning Theory (Rotter, 1966) and Social Cognitive Theory (Bandura, 1997) are two strands from which different types of measures grow out. In this section, a general overview of the measures will be presented.

2.1.2.1. Efficacy Measures Growing out of Rotter's Concept

Teacher efficacy was first used by RAND researchers (Armor et al., 1976) including two items in a survey which aims to reflect the locus of control constructs proposed by Rotter (1966). Because of the fact that teacher efficacy was conceptualized regarding locus of control, efficacy was believed to be the extent to which teachers believed that the factors that they had control over had a great effect on teaching outcomes (Tschannen-Moran et al., 1998). As a result of this emphasis on locus of control and the teachers' role which affects the student outcomes, the RAND researchers created two items to assess these control beliefs. The integrated score of those items was counted as the first assessment of teacher efficacy and provided information about to what extent the teacher believed that the results of teaching was internally controlled.

The RAND researchers combined the score of the two items which were 5-point Likert type items ranging from strongly agree to strongly disagree, to decide on the overall efficacy score (Tschannen-Moran et al., 1998).

The first item asked: *"When it comes right down to it, a teacher really cannot do much because most of a student's motivation and performance depends on his/her home environment."* When a teacher agrees with the idea of this item, it means that the teacher shows his/her trust on external factors. In effect it highlights the powerlessness of teachers against students' home experiences (Fives,2003).

The second item asked: *"If I try hard, I can get through to even the most difficult or unmotivated students."* This item reflected an internal control orientation which emphasizes the teacher's power to overcome the difficulties in teaching. Teachers agreeing with this item reflect confidence in their adequate training or experience which is needed to handle with the obstacles to student learning (Tschannen-Moran et al., 1998, p.204).

Expanding on the RAND studies and Rotter's theory, a 30-item instrument of which title is Responsibility for Student Achievement (RSA) was developed by Guskey (1981). For each item subjects of the study were asked to distribute 100 percentage points between two alternatives, one stating that the event was caused by the teacher and the other stating that the event occurred because of factors outside the teacher's immediate control. Scores on the RSA yielded a measure of how much the teacher assumed responsibility for student outcomes in general.

Rose and Medway (1981) developed a scale called Teacher Locus of Control (TLC) to measure teachers' generalized expectancies for internal-external control over student success and failure in the classroom. TLC consists of 28 forced choice items that require teachers to endorse an option indicating either internal or external control of various classroom events. TLC scale appears to be a viable method of assessing teachers' perceptions of control within the classroom.

In 1982, at about the same time as RSA and TLC were developed, Ashton et al. designed The Webb Efficacy Scale with the purpose of disabling the reliability problems that may result from the two items used in RAND studies. This scale was an attempt to extend the measure of teacher efficacy. In order to reduce the problem of social desirability bias Webb and his colleagues used a forced choice format with items matching for social desirability.

They found that teachers who scored higher on the Webb scale showed fewer negative interactions in their teaching style.

2.1.2.2. Efficacy Measures Growing out of Bandura's Concept

In 1977, Bandura developed Teacher Self-Efficacy Scale (TSES) which consists of 30 items with seven sub-scales; efficacy to influence decision making, efficacy to influence school resources, instructional efficacy, disciplinary efficacy, efficacy to enlist parental involvement, efficacy to enlist community involvement, and efficacy to create a positive school climate. The instrument employed a 9-point Likert scale ranging from "nothing" to "a great deal". Bandura aims to utilize an instrument which includes many aspects in it without being too specific. Bandura, in his scale, measured teacher self-efficacy in general instead of focusing on particular subjects. However, the main problem with Bandura's scale is that reliability and validity information about the measure have not been available (Tschannen-Moran et al., 1998).

Ashton, Buhr and Crocker (1984) developed vignettes which described the situations a teacher might encounter and titled the scale as Ashton Vignettes. They derived two versions of this scale. In the first one, they wanted teachers to judge their performance in the given situation. In the second version they wanted teachers to compare with other teachers.

Gibson and Dembo (1984) created a new instrument called Teacher Efficacy Scale to measure teacher efficacy by using a combined conceptual framework provided by the RAND researchers and Bandura's self-efficacy theory (Fives, 2003). The aim of the instrument was to assess the two aspects of teacher efficacy which are General Teaching Efficacy (GTE) and Personal Teaching Efficacy (PTE). GTE is explained as teacher's outcome expectations whereas PTE is defined as efficacy expectations of teacher. An example of GTE is "The hours

in my class have little influence on students compared to the influence of their home environment." On the other hand, an example of PTE is; "When a student does better than usual, many times it is because I exerted a little extra effort." The scale consists of 30 items using a 6-point Likert type scale of which range is between "strongly disagree" and "strongly agree". Gibson and Dembo (1984) predicted that teachers who score high on both GTE and PTE would be active and assured in their responses to students and these teachers would persist longer, provide a greater academic focus in the classroom, and show different types of feedback than teachers who had lower expectations of their ability to influence student learning. On the contrary, teachers who scored low on both GTE and PTE were expected to give up when they could not get results.

The two strands in which the scales were grounded caused a conceptual confusion among researchers. Thus, Tschannen-Moran, Woolfolk Hoy and Hoy (1998) proposed an integrated model to measure teacher efficacy. This integrated model led to the creation of a new instrument (Ohio State Teacher Efficacy Scale-OSTES (Tschannen-Moran and Woolfolk Hoy, 2001), which is currently named as Teachers' Sense of Efficacy Scale -TSES).

This new model is mainly rooted in Bandura's construct of self-efficacy. This model is based on a five step cyclical process (see Figure 2.2) by the help of which efficacy beliefs are created, assessed, utilized, and lead to new beliefs (Fives, 2003). As a result of this model, Tschannen-Moran and Woolfolk-Hoy (2001) proposed a new measure of teacher efficacy in which both dimensions of the teacher efficacy judgment (PTE and GTE) were ignored. This new measure included critical tasks, specifically engagement, classroom management and instructional practices. In the development process of this Teacher Sense of Efficacy Scale (TSES) which is named as the Ohio State Teacher Efficacy Scale (OSTES) originally, 52 items were designed from both Bandura's scale and the collaborative work of the teachers

enrolled in a seminar on self-efficacy in teaching and learning (Tschannen-Moran and Woolfolk-Hoy,2001). Once the validity and reliability of the scale were tested in three studies in which approximately 800 pre-service and in-service teachers participated, the researchers designed a 9 point Likert type scale. This measure has both a long form with 24 items and a short form with 12 items.

Tschannen-Moran and Woolfolk-Hoy (2001) consider this new measure as superior to previous measures of teacher efficacy because of two reasons. First of all, this measure presents a unified and stable factor structure. In addition, this measure assesses a wide range of crucial teaching tasks without being so specific. To sum up, the suggested model by Tschannen-Moran et al. underlines the fact that the judgment a teacher makes about his or her capabilities and deficits is self-perception of teaching competence, while the judgment concerning the resources and constraints in a particular teaching context is the analysis of the teaching task.

In this integrated model, all data obtained from four sources of information are evaluated and interpreted. This interpretation is carried out through cognitive processing, which sorts out the information in terms of importance, and determines how they will affect the analysis of the teaching task, its context, and the assessment of personal teaching competence. The interaction of task analysis, context, and competence shapes the teacher efficacy, and forms new sources of efficacy information.

Table 2.1

Measures of Efficacy (Tschannen-Moran et al.,1998, Fives,2003)

Measures growing out of Rotter's concept of generalized expectancies of reinforcement

Instrument	Researcher(s)	Structure	Objective
RAND measure	Armor et al. (1976)	2 items on a 5-point Likert scale reflecting internals and external control (PTE, GTE)	" The extent to which the teacher believed s/he had the capacity to affect student performance" (McLaughlin and Marsh, 1978, p.84)
Teacher Locus of Control (TLC) Scale	Rose and Medway (1981)	28 items with a forced-choice format. Half of the items describe student success and half describe student failure	The extent to which a teacher believes that s/he can control student outcomes.
Responsibility for Student Achievement	Guskey (1981)	Participants are asked to give weight to each of the 2 choices. Scoring: A global measure of Responsibility; for student success and failure.	A teacher's belief or conviction that s/he influence how well students learn, even difficult ones.
Webb Efficacy Scale	Ashton et al. (1982)	7 items forced choice. participants must determine if they agree most strongly with the 1st or the 2nd statement	Reducing the problem of social desirability bias.

Measures growing out of Bandura's concept of self-efficacy

Instrument	Researcher(s)	Structure	Objective
Bandura's Teacher Self- Efficacy Scale	Bandura (1977)	30 items on a 9-point Likert scale. Consists of 7 subscales	The conviction that one can successfully execute the behavior required to produce outcome
Ashton Vignettes	Ashton et al. (1982)	50 items describing problem situations concerning various dimensions of teaching	A teacher's belief in his/her ability to have a positive effect on student learning
Teacher Efficacy Scale	Gibson and Dembo (1984)	30 items on a 6 point Likert scale. Scoring: a global measure derived from the sum of all items two subscales emerge;PTE,GTE	A belief that teachers can help even the most difficult or unmotivated students.
Teacher Sense of Efficacy Scale (TSES)	Tschannen-Moran and Woolfolk-Hoy (2001)	24 items assessing efficacy for student engagement, instructional practices and classroom management	".... A judgment of his or capabilities to bring about desired outcome of student engagement and learning.." (p.783)

2.1.3. Outcomes of Teacher Efficacy

A teacher's sense of efficacy is not only related to teacher behavior but also related to student outcomes. Teachers' attitudes in the classroom present the observable outcomes of the teacher's sense of efficacy (Daugherty, 2005). It has been found that teachers with high efficacy tended to make more effort to organize, plan and deliver their lessons (Allinder, 1994). Furthermore, these teachers insist more when they face challenges and obstacles in their teaching (Guskey, 1984). They have also a greater enthusiasm for teaching and good rapport with their students by paying attention to their needs (Ashton and Webb, 1986).

Besides, teachers with high levels of teacher efficacy are likely more open to new ideas and innovative instructional methods to meet the needs of their students in a better way. Guskey (1988) conducted a study with 120 elementary and secondary teachers from three different schools. He found that teachers who have higher efficacy levels were also thought to be more effective teachers as rated by other members of their teaching staff. He also found that there is a strong and significant relationship between teaching efficacy and receptive attitudes towards the implementation of a new instructional method.

Gibson and Dembo (1984) conducted a study with 208 elementary school teachers from 13 different schools. Teachers completed Teacher Efficacy Scale with 30 items. Then, eight teachers (four high and four low efficacy) were selected to be observed. It was found that some differences occurred between high and low efficacy teachers in their instructional practices, feedback to students and flexibility while teaching. Gibson and Dembo (1994) also stated that high-efficacy teachers were less critical of students who were struggling whereas low-efficacy teachers often criticized their students when they gave incorrect answers.

Soodak and Podell (1993) in their study conducted with 192 elementary and secondary school teachers found that teachers with high self-efficacy were willing to work longer with students who had learning and behavior disabilities.

In addition to these effective teaching practices of teachers with high teacher efficacy, they also have a great promise to teach and go on teaching longer than the ones with low teacher efficacy. Glickman and Tamashiro (1982) examined the elementary teachers' efficacy levels who had left the teaching profession ($n = 30$) and the teachers who were still working ($n= 49$). They found that those who were not working anymore had significantly lower teacher efficacy.

Coladarci (1992), in a self-report study in which 364 elementary and middle-school teachers participated, figured out that the level of teaching efficacy is the predictor of commitment to teaching.

All in all, these outcomes proved that teacher efficacy is a very effective and significant construct in education (Daugherty, 2005). It can be said that teacher efficacy is effective for both the teachers' attitudes in the classroom and their students' achievement.

2.1.4. Studies on Efficacy Beliefs of Pre-service Teachers in L1 Context

The development of teacher efficacy beliefs among pre-service teachers has generated a great deal of research interest because of the fact that once efficacy beliefs are established they are resistant to change. Recent studies on pre-service teachers' efficacy indicate that there are several factors such as self-perceptions of teaching competence, personal characteristics (Poulou, 2007), emotional and pedagogical support, and the preparation program that contribute to the level of teachers' efficacy that cause resistance to change. Bandura suggested that efficacy beliefs would be constructed in the early stages of

24

training more easily and when these efficacy beliefs are established, they are quite permanent and resistant to change.

Ashton (1984) claimed that a teacher education program ought to make an effort to develop pre-service teachers who are highly motivated and confident for effective classroom performance. As a result, Ashton suggested that a teacher education program which is designed to foster teaching efficacy beliefs should consist of not only exposure to context-based teaching experience but also to authentic teaching experience in order to help the trainees develop practical skills, human relationship and other all necessary elements of teaching efficacy.

Tschannen-Moran et al. (1998) shares the same point of view with Ashton and they also suggested that teacher training programs have to provide opportunities for the pre-service teachers to experience teaching practice that includes instructing and managing students in different contexts.

Efficacy beliefs of pre-service teachers have been linked to attitudes toward students and control (Woolfolk and Hoy, 1990). Undergraduates with a low sense of teacher efficacy tended to have an orientation toward control, taking a pessimistic view of students' motivation, relying on strict classroom regulations, extrinsic rewards, and punishments to make students study. In other words, efficacy beliefs have an impact on behavior when the pre-service teacher engages in teaching. Pre-service teachers with higher PTE were rated more positively on lesson presenting behavior, classroom management, and questioning behavior by their supervising teacher on their practicum evaluation (Saklofske, Michaluk,and Randhawa, 1988). GTE has also shown a decline during student teaching (Hoy and Woolfolk, 1990; Spector,1990) which suggests that the optimism of young teachers may be decreased when they are confronted with the realities and complexities of teaching. There appears to be

25

some important evidence indicating that self-efficacy beliefs highest with teaching confidence during pre-service years (Buell et. al.,1999; Soodak and Podell,1997). Soodak and Podell (1997) stated in their study that self efficacy levels of practicing teachers with greater than six years experience improved, but they could not reach their pre-service levels. Similarly, Lin and Gorrell (1998) found that student teachers in their final year were more confident about teaching children with behavior problems than teachers in their first year.

Poulou (2007) in her study investigated the factors that contribute to the pre-service teachers' beliefs of teaching efficacy and determine in what ways they were influential in instructional strategies, classroom management and the student engagement. 198 fourth-year students from two primary education departments in Greece participated in the study. They completed a Teacher Efficacy Sources Inventory and a Teachers' Sense of Efficacy Scale. As a result of the study it was found that self-perceptions of teaching competence, personal characteristics, and motivation for teaching were contributory factors to teaching efficacy.

The study which was on the early childhood and elementary pre-service teachers (n=714) in different teacher preparation programs in Taiwan found out that efficacy beliefs of pre-service teachers are influenced by cultural and social backgrounds, respective programs, the context of their studies and their increasing experience (Lin and Gorrell, 2001). This study also figured out that the beginning pre-service teachers do not have enough self-confidence to overcome the problems related to students' poor family backgrounds, absence of guidance at home and lack of parental support whereas the ending pre-service teachers had a higher belief in their ability to acquire more effective ways of teaching and had confidence in their teaching effectiveness.

Some studies in the literature show that pre-service teachers have higher level of teacher efficacy before or during the teacher preparation programs, but it may change significantly when they start real teaching.

Hoy and Woolfolk (1990) in their study found that pre-service teachers when they started teaching in real teaching situation became less confident in overcoming the limitations of home environment and family background. However, the same student teachers were observed to have improved their confidence to motivate and be effective with difficult students. In other words, their sense of personal teaching efficacy was seen to improve as their sense of general teaching efficacy declined.

2.1.5. Pre-service Teacher Efficacy Studies in EFL Context

Pre-service teacher efficacy has been the focus of the research in the EFL context all around the world. There have been many studies conducting on the efficacy beliefs of pre-service teachers in the contexts where English is taught as a foreign language (Anthony and Said, 2008; Liaw, 2009).

Anthony and Said (2008) conducted a study in Iran, where English is a foreign language, to investigate the self–efficacy of the pre-service teachers before and after their field experience as to predict their future teaching effectiveness. 155 pre-service teachers from one institution participated in the study. The participants responded to the Teachers' Sense of Efficacy Scale. As a result of the study it was found that self-efficacy beliefs and behavior changes and outcomes were highly correlated and that self-efficacy was an excellent predictor of behavior. The researchers also pointed out that in order to respond to the continuously increased demands for quality in education, it is important to specifically investigate and develop the self–efficacy of the pre-service teachers to meet the everincreasing change in the field.

27

Another study which was conducted by Liaw (2009) was based on the collaboration between a teacher training program and an elementary school to investigate the effect that exposure to various sources of teacher efficacy has on pre-service teachers in Taiwan. In the study twenty-six pre-service teachers, aged from 22 to 26 years with Chinese as their native language, enrolled in a Language Teaching Methods course and participated in this study. The results of this study show some influences of classroom experience and group discussions on the teaching efficacy of this group of pre-service teachers. Pre-service teachers demonstrated a higher level of PTE after the classroom experience and group discussions.

2.1.6. Pre-service Teacher Efficacy Studies in Turkish Context

After a long journey in the literature, even though there are many studies on pre-service teacher efficacy in other countries, it has been clear that there are only a few studies conducted in a Turkish context on this specific subject (Atay, 2007; Sahin, 2007) and most of these studies were conducted in science teaching (Sarıkaya, 2004; Cakiroglu, Cakiroglu and Boone, 2005; Savran-Gencer and Cakiroglu, 2007; Yılmaz and Huyuguzel-Cavas, 2008).

Atay (2007) conducted a study in an EFL context in Turkey with pre-service students and investigated the change of efficacy of pre-service teachers during their student teaching period and also the researcher explored the factors that might contribute to the change. Data were collected by means of the Teachers' Sense of Efficacy Scale (adapted from Tschannen-Moran and Woolfolk Hoy, 2001). The results of the data analysis showed that the efficacy scores for instructional strategies decreased at a statistically significant level, whereas the classroom management and student engagement efficacy scores increased at the end of the practicum period.

Another study conducted by Sahin (2007) in the field of ELT aimed to undertake a longitudinal investigation to find out whether there is a change in the efficacy beliefs of pre-

service teachers, as they become novice teachers. The study, conducted at an English Language Teaching (ELT) Department of a state university in Istanbul, took place over a period of 13 months. Data from 27 participants were collected by means of both quantitative and qualitative methods in three separate phases (before student teaching-BST, after student teaching-AST, and at the end of induction year- IY). Teacher Sense of Efficacy Scale was employed to collect quantitative data. The findings indicated that there was a significant change in overall efficacy scores of participants from BST to AST. However, when AST was compared to IY, a decline was found, but not at a significant level. Regarding efficacy in student engagement, it was found out that AST scores were significantly higher than BST and IY scores. Nevertheless, there was a decline in these scores at the end of the induction year. In terms of efficacy in instructional strategies, IY scores were significantly higher than BST scores. However, there was no significant difference in efficacy in instructional strategies between BST and AST, or AST and IY. Finally, regarding efficacy in classroom management, AST scores were significantly higher than BST scores. However, there was no significant difference between AST and IY.

There are also some studies conducted on pre-service teacher efficacy in L1 in Turkish context (Sarıkaya, 2004, Cakiroglu, Cakiroglu and Boone 2005, Savran-Gencer and Cakiroglu, 2007, Yılmaz and Huyuguzel-Cavas, 2008).

In a study, Sarıkaya (2004) attempted to explore pre-service elementary teachers' science knowledge level, attitude toward science teaching and their efficacy beliefs regarding science teaching. The researcher collected data from 750 participants who are fourth-year pre-service elementary teachers in nine different universities in Turkey. Data were collected by the help of three different instruments: the Science Teaching Efficacy Belief Instrument (STEBI-B), Science Achievement Test, and Science Teaching Attitude Scale. The results of

29

the study revealed that pre-service elementary teachers had reasonable sense of self-efficacy beliefs for science teaching on both Personal Science Teaching Efficacy and Outcome Expectancy dimensions of the STEBI-B. In addition, pre-service elementary teachers indicated low level of science knowledge and generally positive attitude toward science teaching.

Cakiroglu et.al (2005) conducted a comparative study on the pre-service teachers' self-efficacy regarding science teaching in Turkey and the USA. The researchers aimed to compare pre-service elementary teachers' efficacy in a Turkish university and in a major American university in the Midwest. The data were collected by utilizing Enochs and Riggs' (1990) Science Teaching Efficacy Belief Instrument (STEBI-B). In the study 100 Turkish pre-service elementary teachers and 79 American pre-service elementary teachers participated. The descriptive analysis of the data revealed positive self-efficacy beliefs regarding Science teaching in both countries. They had also high science teaching outcome expectancy scores which meant that the participants expected that their science teaching would be influential on their students' science learning.

Another study conducted by Savran-Gencer and Cakiroglu (2007) investigated Turkish pre-service teachers' efficacy and their classroom management beliefs and whether demographic factors such as; gender and age cause any difference in their perception of efficacy and classroom management beliefs. The researchers gathered the data from 584 pre-service science teachers by utilizing the Science Teaching Efficacy Belief Instrument and the attitudes and beliefs on classroom control (ABCC) inventory. Results of the study showed that generally most of the participants indicated positive efficacy beliefs regarding science teaching. Pre-service teachers with high efficacy were non-interventionist in terms of management. Surprisingly, there appeared no significant connection between efficacy and classroom management beliefs of pre-service science teachers regarding demographic factors.

Yılmaz and Huyuguzel-Cavas (2008), conducted another study in the field of science teaching. The researchers investigated the effect of the teaching practice on pre-service elementary teachers' science teaching efficacy and classroom management beliefs. In the study 185 pre-service elementary teachers from two different universities in Izmir participated. In this study, Science Teaching Efficacy Belief Instrument (STEBI-B) and the Attitudes and Beliefs on Classroom Control (ABCC) instruments were used to collect data. Analysis of the data indicated that nearly all pre-service elementary teachers had high self-efficacy beliefs regarding science teaching. Furthermore, it was also proved that teaching experience did not affect pre-service elementary teachers' science teaching efficacy beliefs. However, pre-service elementary teachers' classroom management beliefs tended to change with the teaching practice.

2.1.7. Teacher Efficacy and Readiness

Perceived readiness has been theoretically related with the development of self-efficacy (Giallo and Little, 2003). Housego (1990) indicated that for a teacher who is not ready enough to teach, his/her success in maintaining an effective learning environment is compromised. This assertion does not exactly mean that a teacher's perceived readiness denotes that he is ready in reality; however, the feeling of being ready is important to be confident with a teacher's ability to execute a behavior (Giallo and Little, 2003).

Readiness is defined as a combination of one's ability and willingness to do a job that indicates a situational need for differing leadership approaches to get that job (Baker, 2002). In the field of education, teachers are more likely to engage in the tasks and perform in a successful way when they feel confident and competent (Bandura, 1993). As cited in Baker (2002), these teachers would be considered as more ready to implement a teaching task (Hersey et al.,1996). Bandura (1993) stated that when the teachers have enough experience in

preparation to create a supportive environment for all the students, they have greater

confidence to handle the challenging behaviors.

2.1.8. Studies on Pre-service Teacher Readiness in L1 Context

The review of the literature showed that the studies conducted on pre-service teacher

readiness were generally in L1 context (Li, 1996; Baker, 2002; Hudson and Hudson, 2007;

Moore and Hayes, 2008).

Li (1996) conducted a study with the purpose of examining the differences between

consecutive and concurrent pre-service elementary education teachers concerning both their

feelings of readiness to teach and the classroom management and discipline problems

experienced. The study also explored the relationship between pre-service teachers' feelings

of readiness to teach and the classroom management problems they encounter during their

practicum. 88 pre-service elementary education teachers participated in the study. Data came

from Student Teachers' Feelings of Preparedness to Teach Scale and the Haines Inventory.

The results of the research revealed that the combined effects of classroom instruction and

practicum are sufficient to enable pre-service teachers enrolled in a consecutive program to

develop feelings of readiness to teach equivalent to those of the concurrent pre-service

teachers. The results also suggested that there was no significant difference in the number of

classroom management problems encountered by the two groups during their practicum. In

addition, a low positive correlation was found between the feelings of readiness to teach score

and the total score on the classroom management and discipline problem inventory.

Baker (2002), in her study, examined the beliefs of pre-service teachers on their

interpersonal self-efficacy regarding general classroom management skills and their readiness

(ability and willingness) in order to be able to implement specific management techniques to

handle with the individual needs of the students. Three hundred forty-five pre-service teachers

were given a hundred-question Teacher Readiness for Challenging Classroom Behaviors

survey. The questionnaire consists of two parts. The first part aims to measure the willingness of teachers to struggle with challenging classroom behaviors whereas the second part aims to measure the ability of teachers to handle with challenging classroom behaviors. Participants were selected by using a stratified cluster random method. The results of the data indicated that teachers were most confident when they establish the rules themselves and get support from their colleagues. However, this confidence is found to decrease when the teachers struggle with the problematic students during the in class-activities. The participating teachers were found to be able and willing to follow a consistent routine and implement rules in the classroom, yet they were less able and willing to encourage the students individually. Statistical analyses further revealed a strong relationship between self-efficacy and teacher readiness. Findings showed that as teacher self-efficacy for general classroom management increased, teacher readiness for managing more challenging situations in the classroom increased too. Teachers who had high self efficacy were more ready to use and implement specialized techniques to manage challenging classroom behavior.

Hudson and Hudson (2007) in their study examined the pre-service teachers' readiness for teaching art during the practice teaching. In the study 87 senior pre-service teachers at the conclusion of their Bachelor of Education program participated in the study. Data were collected by means of the Preparedness for Teaching Art survey which had a five point Likert-type scale. The findings of the study revealed that the participating final-year pre-service teachers believed they were ready to teach art in primary schools in general.

Another study conducted on the readiness of teachers aimed to explore the pre-service and beginning teachers' perceptions of preparedness to teach (Moore-Hayes, 2008). In order to frame the study four constructs that present challenges for new teachers were identified from the literature; (a) inclusion, (b) classroom management, (c) technology integration and, (d) the teaching practicum. A six point Likert-type Teacher Efficacy Survey with two open

33

ended questions were utilized as the research instrument. 350 novice teachers were given the instrument, however, only 162 of them responded. As a result of the data, findings mainly focused on efficacy levels of teachers in specific fields as well as the differences in the pre-service teachers' answers contrary to new teachers. Analysis of quantitative research findings did not show any statistically significant difference between pre-service and beginning teachers' perceptions of readiness to teach, for any of the constructs measured. There was also no statistically significant difference between the perceptions of pre-service and beginning teachers regarding their readiness to teach.

To the knowledge of the researcher there was not any studies conducted on the pre-service EFL teachers' readiness either in EFL context or in Turkish context. Thus, the present study contributed to the Turkish EFL context with the significant findings.

In conclusion, the major dimension of readiness and self-efficacy appears to be the classroom management of pre-service teachers in real teaching environment. In the following section classroom management will be defined and discussed in detail.

2.2. Classroom Management

Feiman-Neimser (2001) has defined effective classroom management as "arranging the physical and social conditions so that learners have growth-producing experiences" (p.17). As cited in Muir (2007), to supply these experiences, an effectively managed classroom should have some principles: 1) teachers know what is going on in all parts of the classroom at all times; 2) lessons are presented smoothly without abrupt changes or disturbing incidents; 3) students are involved; 4) students are attentive; 5) teachers are able to attend to two or more events simultaneously; 6) students are not overexposed to particular topics; and 7) instructional activities are enjoyable and challenging (Kounin, 1971). As a result, it appears that effectively managing a classroom has some requirements in terms of teaching strategies

34

and skills to have a purposeful classroom. Managing a classroom effectively is a significant component of effective teaching and is of vital importance in pre-service teaching.

A meta-analysis of the past 50 years of classroom research identified classroom management as the most important factor, even above student aptitude, affecting student learning (Wang, Haertel and Walberg, 1994). Bosch (1999) commented:

> Contrary to popular belief, classroom management is not a gift bestowed upon some teachers. While it is true that some teachers adapt to classroom management techniques, making it look to their colleagues like they possess some innate talent, classroom management is a skill, a skill can be taught like any other, and most importantly, a skill that like any other must be practiced to achieve proficiency. (p.3)

Martin and colleagues (Martin and Baldwin, 1992; Martin, Yin and Baldwin, 1998) defined the term classroom management as it includes three broad dimensions: (a) instructional management, (b) people management, and (c) behavior management.

2.2.1. Instructional Management

It is mainly about the aspects of classroom life such as establishing daily procedures, allocating materials, and monitoring students' individual work. Well-planned lessons that provide for a smooth flow of instruction delivered at a sustained pace help to prevent the behaviors which are off task. Burden (1995) stated that the manner in which tasks are managed contributes to the general classroom atmosphere and classroom management style.

2.2.2. People Management

This type of management refers to the efforts teachers make to establish teacher-student relations, what teachers believe about students as persons and what teachers do to develop the teacher-student relationship. In the literature it is indicated that academic achievement and productive behavior are influenced by the quality of the teacher-student relationship (Burden, 1995; Glasser, 1986; Weinstein, 1996). Weinstein (1996) clearly explains,

…teachers are good when they take the time to learn who their students are and what they are like, when they laugh with their students, … and when they are both a friend and a responsible adult (p. 76).

2.2.3. Behavior Management

It is any pre-planned interventions aimed at preventing misbehavior. In other words, it is trying to prevent misbehavior rather than showing a reaction to misbehavior. This dimension mainly includes setting rules, establishing a reward structure, and providing opportunities for student input. Emmer, Evertson, and Anderson's (1980) study stated one of the basic differences between effective and ineffective classroom managers was the manner in which they formulated and implemented classroom rules.

Establishing an effective reward structure and encouraging student input can be useful tools in the prevention of misbehavior and the maintenance of order in the classroom environment (Weinstein and Mignano, 1993).

2.2.4. Classroom Management and Teacher Efficacy

Teacher efficacy is related to various significant variables such as student achievement, student motivation, teachers' adoption of innovation, superintendents' ratings of teacher competence, and teachers' classroom management strategies (Woolfolk and Hoy,1990; Emmer and Hickman, 1991; Laut, 1999; Baker, 2005). Specifically, Woolfolk, Rosoff and Hoy (1990) found out that teachers' sense of efficacy, the belief that they can have a positive effect on student learning, appears to be related to teachers' classroom management approaches. As a result of their study, it appeared that the stronger the teacher's belief that teaching can be successful, even with difficult and unmotivated students (general teaching efficacy), the more humanistic the teacher's pupil control orientation and the more the teacher supported student autonomy in solving classroom problems. Teachers who believed that

students must be controlled and cannot be trusted were also more likely to believe that extrinsic rewards are necessary to motivate the students.

2.2.5. Studies on Pre-service Teachers' Classroom Management Beliefs in L1 Context

Classroom management and self-efficacy beliefs are also connected to pre-service teachers. The pre-service teachers' success in teaching setting is affected by their perceptions about their readiness and their beliefs about how to manage their classes (Henson, 2001).

For instance, Woolfolk and Hoy (1990) conducted a study with 182 pre-service elementary teachers to measure the beliefs of pre-service teachers about student control and whether it would influence the way they facilitate their classrooms. The results of the study showed that participants with high efficacy were more humanistic in their views of students and had a lower student control ideology.

Martin and Baldwin (1992) in their study investigated the differences between the beliefs of experienced and pre-service teachers regarding classroom management. In the study classroom management was defined as multi-faceted process which includes three different dimensions; the person dimension (what the teachers believe about students as persons), the instructional dimension and the discipline component. 201 subjects participated in the study. 53% of this number was pre-service teachers and 47% was experienced teachers. Data were collected by means of the Inventory of Classroom Management Styles (ICMS), Rotter's external, internal Lotus of Control Scale and demographics. A continuum was used to classify the beliefs that show the degree of teacher's power on students. The continuum divide into three categories; non-interventionist, interventionist and interactionalist. The results of the study showed that external pre-service teachers scored more non-interventionist than external experienced teachers.

In another study, Laut (1999), compared the beliefs of classroom teachers, intern teachers and senior level pre-service students regarding classroom management styles. In the

study 43 early childhood, 44 elementary education pre-service teachers and 87 classroom teachers participated. Data were collected by the help of inventory of classroom management style subscales to address the instructional, disciplinary and personal dimensions of classroom management. Results of the study showed that there were no differences between the subscales of the inventory. Practicum students who had the least teaching experience were more non-interventionist than the other groups. Interns with the middle level of teaching experience were more interventionist than both the practicum students and experienced teachers.

Liu and Meyer (2005) pointed out that teacher education focuses on competence in subject matter, but lacks instruction for managing student behavior. This lack of preparation was also noted by Kher,Lacina-Gifford, and Yandell (2000) in their study which explored the pre-service teachers' knowledge of effective classroom management strategies. In the study 76 elementary pre-service teachers participated and they were asked to discuss the strategies that they would use in dealing with defiant behavior. As a result, pre-service teachers reported that, they would send the student to the office, give verbal directives to stop the behavior, lecture or talk to student individually all of which are away from proactive measures to prevent the behavior or socializing the students to cooperate with learning goals. In addition, it was also found that student teachers, as well as beginning teachers, felt less prepared and confident in dealing with issues related to classroom management than with those related to content.

All of the above mentioned studies conducted with pre-service teachers were in L1 context in different fields of education but not in EFL context and English language teaching.

2.2.6. Studies on Pre-service Teachers' Classroom Management Beliefs in Turkish ELT

Context

In Turkey, it has been seen that there are a few studies conducted with pre-service teachers in the field of English language teaching regarding classroom management beliefs and implementation (Ustunel, 2008; Gurbuz, 2009). Hence, the present study aims to fill this gap in Turkish context by investigating the relationship of self-efficacy of pre-service teachers with their classroom management readiness and implementation.

Ustunel (2008) conducted a study on what 65 pre-service teachers of English think, know, and believe about three classroom discipline problems- dealing with large classes, creating a positive environment, holding attention- and examines the relationship of these mental constructs to what trainees do in the language classroom. The study concludes that the more teaching experience a trainee has the better teacher cognitions develop.

Gurbuz (2009) attempts to investigate university-based supervisors' (US), school-based mentors' (SM) and student-teachers' own perceptions of pre-service English language teachers' strong and weak areas of language teaching practice in a Turkish context. Data came from three different sources: 6 university-based supervisors working in the English Language Teaching programme of a Turkish state university, 30 senior pre-service teachers in the same programme, 14 cooperating teachers acting as mentors in the private school where the pre-service teachers had their practicum. The results of the present study indicated that student-teachers were aware of their strengths in materials preparation, motivation and enthusiasm, creating a relaxed and a pleasant classroom atmosphere, and establishing good rapport with students. These points were all confirmed by SMs and USs, as well as the student-teachers themselves.

2.3. Student Teaching Period (Practicum) and Teacher Efficacy

The student teaching period is the experience that provides pre-service teachers with the opportunity to practice: to apply and be evaluated on that application of knowledge and skills that they have learned (Duffy, 2005). This period also supports socialization within the profession, stimulates the development of teaching skills with experimentation (Hascher et al, 2004). Pre-service teachers are responsible for carrying out some classroom teaching during this period and they are supervised by a cooperating teacher and given the chance to face with the realities of the real teaching environment and as a result learn and experience the demands of the classroom (Atay, 2007). Many of the pre-service teachers perceive field experience as the most important and challenging component of their four-year long teacher education program since they are required to handle with various problems such as personal relationships within the school, dealing with specific needs of each student, teaching in an effective way and implementing suitable discipline strategies (Behets, 1990; McInerney and McInerney, 1994). Some researchers state that practicum period is the bridge between getting ready for the profession and the teaching career and it is also claimed that participation in the field experience program is related to teachers' sense of self, level of motivation and job satisfaction which affect pre-service teachers' self-efficacy beliefs highly and positively (Broadbent,1998; Stanulis and Russell, 2000).

To the knowledge of the researcher, three main approaches to teacher preparation have been discussed and researched in the field of education. The most common one which includes equipping prospective teachers with expert teaching strategies by the help of a semester of supervised teaching in a school setting (i.e. K-12) is often argued as the most critical element in the development of the pre-service teachers' pedagogical skills and their socialization into the teaching profession (Baker, 1990, Darling-Hammond, 1998, Harriman,

2000). Nemser (1983) argued that expecting pre-service teachers to become expert teachers is unrealistic because of the short time of preparation programs.

Another approach which is accepted as the alternative way of teacher preparation aims to prepare pre-service teachers to learn from teaching when they enter the profession. Nemser (1983) explains the advantages of this alternative approach:

> It would be far more realistic to think about preparing people to begin a new phase of learning to teach. That would orient formal preparation more toward developing beginning competence and laying the foundation for learning and teaching. (p. 157)

Besides these approaches, Spooner et al. (2008) argues for a change in the teacher preparation programs and claims that increasing the amount of time pre-service teachers spend in the classroom working with children and teachers, having field experience, rather than spending a lot of time in content courses interacting with peers and professors, help them understand the realities of teaching and become better prepared to deal with complexities of today's schools, classrooms and students. This approach is called as a yearlong culminating internship and has great support in the field (Penso and Shoam 2003; Atkinson 2004).

2.3.1. The Structure of Teacher Education in Turkey

Starting from the beginning of the last century, there have been many efforts to improve teacher education in Turkey. In 1924 with the law on unification of education, all schools in Turkey were brought under a Ministry of National Education and administratively controlled by Ministry of Education until 1981. After the higher education reform in 1981, all of the 4-year teacher training institutions and 3-year foreign language high schools were transformed into 4-year faculties of education (Saban, 2003). Integration in to the EU evoked new systemic changes in Turkish education. The process of transferring teacher education to universities was parallel to the trends in the European countries (Deniz and Sahin, 2006).

Starting in 1998, all faculties of education in Turkey follow a standardized curriculum prescribed by the reform of the Higher Education Council (YOK, 1998). The purpose of this reform was to bring uniformity and standardization to teacher education curricula which would be followed by all faculties of education in Turkey (Seferoglu, 2006). Within this redesigned teacher education program, the pre-service English teacher education program was also restructured and faculties of education all over the country were required to follow the new program (YOK, 1998). The major emphasis of this redesigned teacher education program was on teaching methodology and teaching practice. In the 1998-1999 academic year, this renewed curriculum was put into practice all over the country. Although some minor changes were applied by some faculties of education, the two school experience courses and the practice teaching were strictly applied without any exception in the country (Seferoglu, 2006). In the curriculum it is clearly stated that preparation for the teaching profession strongly requires the acquisition of knowledge and skills in three major fields including general culture, special subject training and pedagogy (Saban, 2003). The pedagogical domain generally consists of 30 credit hours (including teaching practicum) and comprises approximately twenty percent of the curriculum which includes 152 credit hours. The majority of the courses are related to the special subject training (109 credit hours). The 13 credit hours are related to the general culture domain. In the curriculum teaching practicum includes three sessions of field experience which are held during the four-year teacher education program. The first session is during the second semester of the first year, the second and the third sessions are in the first and the second semester of the fourth year. During the last session pre-service teachers are required to do actual teaching (Saban, 2003).

The faculties of education are not the only providers of teachers. Although teacher training has the great importance in Turkish education system, it was not adequate to reach the expected objectives. In this respect it was necessary that a new teacher training model

should be established to create an interactive teaching environment which is dynamic, creative and up-to-date by eliminating the present way of teaching which is loading candidate teachers only with knowledge (Deniz and Sahin, 2006). To achieve these goals in education, the Turkish Higher Education Council began to work on projects which would enable to train well-equipped and skillful teachers. The teacher education systems in the developed countries were examined by the committees responsible for teacher education in Turkey and academics and educators were sent to United States and United Kingdom so that they could observe their teacher education systems in place. Findings of those observations were evaluated and put into the service of teacher education. Thus various faculties in Turkish universities took the responsibility of training teachers. According to these new arrangements, those who graduated from different programs rather than education faculties are required to attend non-thesis Post-Graduate Certificate in Education (PGCE) programs in order to become teachers in primary and secondary schools. Especially, training teachers for high schools are carried out in non-thesis pedagogical formation programs at PGCE in education faculties.

2.3.2. Studies on the Effect of Practice Teaching on Self-Efficacy

Studies which have been examining the effects of practicum on efficacy have clearly showed that the personal efficacy of the pre-service teachers increased significantly while their general teaching efficacy stayed at the same level and even decreased during this period and a common suggestion of the studies is that the optimism of pre-service teachers may start to decrease when they enter the real world of teaching and face with the complexities (Hoy and Woolfolk, 1990;Spector, 1990; Soodak and Podell, 1996).

In a study investigating the impact of teaching experience on pre-service teachers' efficacy, the findings revealed that levels of teacher efficacy are very high during pre-service years but declined with teaching experience (Hebert et al., 1998). Hebert et al. (1998) stated

43

that pre-service teachers have little experience to ground efficacy beliefs. Instead, they have efficacy aspiration which is believed to be based on caring about children and having motivation to teach them. Moreover, pre-service teachers do not have enough perception of the impact of external factors on students' behavior and performance. As a result, pre-service teachers are likely to overestimate what teacher in general (general teacher efficacy) and what they can perform in the classroom (personal teacher efficacy).

The studies investigating the impact of a year-long practicum on pre-service teachers' efficacy levels, the findings showed that pre-service teachers' sense of personal teaching efficacy included four developmental stages (Newman et al., 2000; Rushton, 2000). In the beginning, it was found that pre-service teachers entered the classroom with high sense of efficacy and a desire to be effective in children's lives (Newman et al., 2000). After this stage, pre-service teachers experienced 'culture shock' because of the incongruence between the pre-service teachers' expectations and the reality they came across and observed (Rushton, 2000). Then a transition period during which the pre-service teachers got used to their new teaching role occurred. In time, they became accustomed to their situations and started to broaden their perspectives (Rushton, 2000). In the end, the pre-service teachers' sense of efficacy started to develop, which became apparent as they began to perceive themselves more realistically (Newman et al., 2000; Rushton, 2000).

2.3.3. Studies on Practice Teaching in Turkey

Practice teaching, the practicum, has always been an important part of teacher education in Turkey. Since the 1990s there have been significant shifts and reforms in educational systems all over the world. As a result, the Turkish education system has been influenced and the teacher training program was restructured in 1998 by the Higher Education Council (Simsek and Yıldırım, 2001). After this period of restructuring, practice teaching

gained more importance and took the attention of the researchers (Cakıroglu and Cakıroglu, 2003; Taskin, 2006; Boz and Boz, 2006; Seferoglu, 2006).

In the studies conducted in a Turkish context, it is seen that the major focus is the problems of teacher education in Turkey and student teachers' perceptions and reflections on practicum.

Cakıoglu and Cakıroglu (2003) discussed the problematic issues in teacher education by focusing on the western influence and its consequences in Turkish teacher education. The researchers stated that the pre-service teachers have been suffering from a lack of connection between the knowledge that they study at university and the reality of schools in the country. Cakıroglu and Cakıroglu (2003) also claimed that knowledge that is transferred from western countries is taken as a base by most of the teacher educators which cause irrelevancy for the pre-service teachers in their practice teaching.

Another problem of the Turkish education system, giving enough chance to prospective teachers to gain teaching experience during their practicum, is discussed by Boz and Boz (2006). In the study 41 prospective teachers were asked to report and discuss on whether they found the school placement useful or not. As a result the researchers identified the problems that pre-service teachers mentioned in their reports. The majority of the students taking school experience II stated that they gained little with observing the same issues and similar activities and they added that they did not have the chance to link the theory with practice. Students taking the last practice course reported that they did not feel like the teacher of the class as a result of mentors' interference and having supervisors (other teachers) in the class and they also complained about not being allowed to gain enough teaching experience by the mentors and as a result of having little feedback. The results of the above studies were also supported by the study conducted by Seferoglu (2006). The study in which 176 student teachers participated revealed that the participating pre-service teachers believed

that a close connection between the practice teaching course materials and practical teaching in the real teaching environment did not exist all the time. They stated that they did not have enough opportunities for micro-teaching and practice teaching.

Taskin (2006) examined student teachers' perceptions of practice teaching period in a teacher education program in Turkey through interviews and found that despite the fact that current teacher education program puts emphasis on effective practical training, in some circumstances pre-service teachers in the study felt that they are given minimal chance to gain real teaching experience. As a result of the interview analysis, the data were grouped under three core categories; (a) use of materials in teaching, (b) class teachers' interference with students' teaching, (c) classroom management. Interviews with pre-service teachers indicated that factors such as pupils' behavior, number of pre-service teachers in a classroom and supervisors' support may influence classroom management. Pre-service teachers claimed that pupil behavior in classrooms was an important factor in influencing their teaching practice. The participating pre-service teachers' perceptions revealed a need for a more expert interpretation of the events in the classroom, and class teachers should be more active in the way that they offer help to pre-service teachers in gaining a better understanding of students, in order to provide an effective practice teaching in schools. This suggests the need for a stronger partnership between schools, education faculties and pre-service teachers.

After reviewing the research and studies conducted on pre-service teachers' self-efficacy and readiness regarding classroom management strategies in the literature, it was found that classroom management and practice teaching are the major dimensions for pre-service teachers' sense of self-efficacy and readiness. Although there are some studies in Turkish context focusing on each subject, there are not any studies that focus on pre-service teacher efficacy and readiness regarding classroom management and the role of practice teaching on pre-service teachers' improvement in total. So, in order to fill this gap, present

study aims to contribute to the field of teacher education in Turkey with the results and implication

CHAPTER III

METHODOLOGY

The purpose of this study was to examine the relationship between the self-efficacy levels of pre-service teachers with their classroom management readiness and implementation and whether the practicum of pre-service teachers had an impact on their development in terms of efficacy and readiness. In order to assess these variables, both qualitative and quantitative research methods were utilized due to the fact that the self-efficacy and readiness levels needed to be measured with quantitative methods whereas the relation between these variables and the classroom management implementation needed to be assessed by the help of qualitative methods.

So, the following three research questions were addressed in this study:

1. Is there a relationship between the pre-service teachers' teaching efficacy and their readiness to manage the classroom and implementation of classroom management strategies in real teaching environment?
2. Is there an impact of the practicum period on the pre-service teachers' efficacy, readiness as well as their use of classroom management strategies? If so, how?
3. What are the perceptions of pre-service teachers on the effectiveness of their practicum regarding their classroom management skills?

In the present chapter, the methods and procedures which were used for the purposes of the study, the research questions, setting, participants and data collection and analysis methods were explained in detail.

3.1. Setting

The setting of the present study was the English Language Teaching (ELT) department of Yeditepe University in Istanbul. The students who are successful in the exam given by the Higher Education Council are accepted to this program according to their success. The main purpose of this training program is to train teachers whose main aim is to improve themselves by research with necessary ability and language proficiency. This undergraduate program includes both supportive courses aiming to improve the teacher candidates' English proficiency and theoretical ones such as: linguistics, second language acquisition, methodology. Besides, all the candidates have the chance to observe and experience teaching in the schools selected by the department.

3.1.1. Practice Teaching at Yeditepe University

Practice teaching at Yeditepe University ELT Department involves three major phases; School Experience I, School Experience II and practice teaching. The students start to get used to practice teaching during the second term of the second grade under the course title of 'School Experience I'. This course is an introduction to the professional environment. The main focus of this course is helping student teachers to be reflective and effective observers in the language learning classroom and learn from their own observations.

The second part of practice teaching which is School Experience II is done in the first term of the fourth grade. The purpose of this course is to familiarize student teachers with secondary schools in terms of instructional programs, materials, technical resources and administration as well as the teaching profession before the start of full practice teaching. Student teachers are required to do structured observation tasks followed by discussions related to theoretical and experiential considerations in EFL.

The third and the last part of practice teaching courses is done during the last term of the fourth grade which is also the closest period to real teaching. This course is followed by both supervisors from the ELT department at Yeditepe University and cooperating teachers from the selected schools where they go for practice teaching. The student teachers are required to do three unofficial and three official teaching in different levels which are followed by three different cooperating teachers and three different supervisors.

3.2. Subjects of the Study

36 senior pre-service teachers in the ELT department of Yeditepe University participated in this study. The total number of the senior students was also 36. 3 of those students were male the rest 33 were female. The average age of the students was 20. For the purposes of the study, senior students were chosen to participate since they have completed all compulsory and selective courses which also include classes regarding classroom management. Moreover, they were the closest students to real teaching in terms of their education career, so their being ready and self-efficacy for managing the classroom was assumed to be higher than other grades. Even though each of the 36 participants responded to the questionnaires, only randomly chosen 10 of them were observed and interviewed because of the time restrictions.

3.3. Research Design

The present study employs a combination of qualitative and quantitative research approaches. In order to investigate and answer the first research question the study needs to be both a correlational and a case study in which two different scales, namely readiness and efficacy questionnaires were applied and then randomly chosen ten participants were

observed and interviewed to see the relationship between their questionnaire results and classroom management abilities in real teaching situation. In addition to these objectives, to answer the second research question it was aimed to investigate whether there was an effect of the practicum period on the participants' classroom management efficacy and readiness levels. To measure this, quantitative methods were applied in which the same questionnaires before and after their practicum periods were given and ten participants were observed both at the very beginning and at the end of their practicum periods. In order to get detailed data about their perceptions of themselves and their practicum period, randomly chosen ten pre-service teachers were interviewed after they finished their practice teaching. The last research question mainly aims to learn the pre-service teachers' perceptions on the effects of the practicum period on their classroom management skills. For this purpose the interview results and reflective journals were analyzed by means of pattern coding strategy.

To sum up, the present study was a case study because of having a small group of subjects and correlational which made the study employ a mixed-methods approach. Using this research approach was purposively agreed since the data collected from different sources enable the researcher to see the results from different point of views and to have more consistent and reliable results of combining the strengths of both types of methods by applying them to the same situation at the same time (Lodico, Spaulding and Vorgtle, 2006, p.286).

3.3.1. Data Collection Instruments

Data came from five different instruments; questionnaires, interview, observation and reflective journals.

3.3.1.1. Questionnaire

The questionnaire is a widely used and beneficial tool for collecting survey information which provides structured and often numerical data without the presence of the researcher (Wilson and McLean, 1994). In second language acquisition research, questionnaires are used to gather data on a phenomenon which cannot be easily observed such as attitudes, motivation and self-concepts. In addition, it is used to collect background information about the research participants such as age, earlier background in language learning etc. (Seliger and Shohamy, 1989, p.172).

Questionnaires are very popular to collect data because the researcher can reach a wide group of subjects at the same time and they are less expensive to administer when compared to other data collection procedures. Moreover, by giving the same questionnaire to all subjects, the researcher can maintain the uniformity and a standard. However, there are some problems with the questionnaires. One of the main problems is the low response rate. It may influence the validity of the findings (Seliger and Shohamy, 1989, p.172). Interpreting the questions in a wrong way is another limitation of this type of data collection. Unclear questions and complex ones can result in this problem (Cohen and Manion, 1994, p.92).

By taking these advantages and drawbacks into consideration two questionnaires were used in the present study; Teachers' Sense of Efficacy Scale (Subscale about classroom management) (Tschannen-Moran and Woolfolk Hoy, 2001) (see Appendix A) and Teacher Readiness Scale for Managing Challenging Classroom Behaviors (adapted from Baker, 2002) (see Appendix B).

3.3.1.1.1. Teachers' Sense of Efficacy Scale (Subscale about classroom management)

After examining the measures in the literature Tschannen-Moran and Woolfolk Hoy (2001) developed a new measure named the Ohio State Teacher Efficacy Scale (OSTES) and

examined it in three separate studies. In the first study, the original 52 items were reduced to 32 and in the second, the scale was further reduced to 18 items made up of three subscales. In the third study, 18 additional items were developed and tested. The resulting instrument had two forms, a long form with 24 items and a short form with 12 items. Finally, the factor structure, reliability, and validity of the new measure were examined, as well as the appropriateness of the new scale for both pre-service and in-service teacher populations. The results proved high reliability (reliabilities for the teacher efficacy subscales were 0.91 for instruction, 0.90 for management, and 0.87 for engagement). That's why this scale was decided to be used as an instrument for this study. However, only one of the subscales (classroom management) which is exactly related to the purpose of this study including 8 items on a five-point Likert type scale is used (see Appendix A).

Table 3.1.

Reliabilities for the Teachers' Sense of Efficacy Scale (TSES)

_____
_____Long Form _____Short Form_____
	Mean	SD	Alpha		Mean	SD	Alpha
OSTES	7.1	.94	.94		7.1	.98	.90
Engagement	7.3	1.1	.87		7.2	1.2	.81
Instruction	7.3	1.1	.91		7.3	1.2	.86
Management	6.7	1.1	.90		6.7	1.2	.86

Due to the difference between the contexts of the original study and the present one a pilot study was conducted to see how reliable it is in the present context. 25 randomly chosen third grade students responded to the survey and the alpha result was found 0.970 for the classroom management subscale of efficacy scale.

3.3.1.1.2 Teacher Readiness Scale for Managing Challenging Classroom Behaviors

The scale was originally developed by Baker (2002) and it included 98 scaled-choice questions which were designed to assess both perceived teacher self-efficacy of classroom

management skills and teacher readiness to apply specific behavioral management strategies. That survey was also designed to be distributed to the teachers educating students in K-12 public school settings. The items were on a 4-point scale ranging from 1(strongly disagree) to 4 (strongly agree). The questions in the survey were adapted from two previously administered surveys (Brouwers and Tomic, 1999; Bullock et al., 1994). Baker (2002) herself added some demographic data to obtain both descriptive and comparative information. The first part of the survey included questions on the teachers' self-efficacy regarding classroom management. The second part of the survey consisted of questions about the teachers' ability regarding readiness to manage challenging classroom management problems. As a result, the score of the survey included two subscales of ability and willingness.

In the present study the above mentioned survey was adapted to be used in the context and for the purposes of the study. First of all, because of measuring the self-efficacy perceptions of the teachers with a different instrument, the questions on the efficacy of teachers were eliminated. In addition, the wording of the questions about the ability of the teachers' classroom management was changed according to the pre-service teachers and the context of the present study. The items which were directly related to teachers' in-class readiness were selected. However items such as; "I am able to ask my principle for help" or "I am able to ask for my colleagues' advice" were eliminated since they were not directly related to in-class strategies.

As a result, a 23 item questionnaire was adapted from Baker's survey. All the items were on a 4-point Likert type scale ranging from 1 (strongly disagree) to 4 (strongly agree). In order to assess the reliability of Teacher Readiness Scale for Managing Challenging Classroom Behaviors scale and to examine how well this survey performed, a pilot study was conducted in January, 2008. In the pilot study, 25 third-grade ELT students at Yeditepe University were selected randomly and they responded the survey. Third-grade students were

preferred to administer the test since they were the closest students to become pre-service teachers and since they took the classroom management course. After the participants responded the instrument, the Cronbach alpha for the Teacher Readiness questionnaire was found 0.837 which indicated that the reliability of this instrument was quite high. The questionnaire was translated into Turkish and administered to subjects in their native language (see Appendix B).

3.3.1.2. Interview

Interview is another frequently used research method in educational research. The purpose of the interview is to gather information with the pre-set or unplanned questions by talking to the participant. Many qualitative interviews are conducted one-on-one when the researcher's aim is to determine the participant's feelings and reaction to an event. In one-on-one interviews, the researcher gives the participant freedom to express the ideas in his/her own words. Another way of interviewing is known as focus group interview in which participants are interviewed as a group (Lodigo et al., 2006, p. 121).

Like all other research methods, this method of data collection has its advantages and disadvantages. One of the advantages of this method is that the interviews are personalized so it gives in-depth information. In addition, it permits free-response and flexibility which cannot be obtained by any other procedures. Most of the information gathered during the interview is incidental and appears during the interview (Seliger and Shohamy, 1989, p.166). Finally, an interview permits the researcher to be the main instrument when collecting data. Instead of an inanimate instrument such as questionnaires, researcher himself is the mediator (Ozek,2000).

On the other hand, there are also some disadvantages of interviews. Interviews can be costly, time consuming and difficult to administer. They require good interviewing skills and training. Moreover, the data collected in this way may be subjective and cause personal

55

bias. The rapport between the interviewer and the interviewee may also cause dishonest responses.

Interview has three different types according to its purpose, structure and administration (Ozek, 2000). These types are categorized as structured interviews, semi-structured interviews and unstructured interviews. Lodigo et al. (2006, pp.123-124) explains the difference among these types;

> …Structured interview is one in which the researcher comes to the interview with a set of questions, does not deviate from those questions, and asks the same questions of all the participants. In a semi-structured interview researchers usually prepare a list of the questions to be asked but allow themselves the opportunity to probe beyond the protocol. Unstructured interviews are more conversation like and allow for the greatest flexibility.

In this study, focus-group semi-structured interview was done with the participating pre-service teachers by the help of an interview guide. The interview which was applied after the practicum was also adapted from Emmer et.al. (1981) and Westbrook-Spaniel (2008). This interview includes 11 specific questions all of which related to the school experience and practice teaching period of the pre-service teachers (see Appendix E). These eleven questions include

Post-practicum interview was believed to be compulsory to administer in order to reach detailed information about the pre-service teachers' observed practice teaching experiences and the strategies that they used to manage their classes. Another aim was to learn the pre-service teachers' perceptions on the effectiveness of the practice teaching period on their classroom management skills. The questions of this interview were adapted from two different interview guides used in two different theses. It was tried to be as specific as possible to get clear details. This interview was planned to be semi-structured not to prohibit the possible discussions that might occur among the focus-group.

The questions asked in the interview were about the effectiveness of their practicum period. Their suggestions for a more effective practicum period, the difficulties they experienced during their official teaching and self evaluation regarding classroom management were the focus of the interview (see Appendix E).

3.3.1.3. Observation

Observation is one of the most common ways of data collection in qualitative research in which the researcher usually observes various simultaneous behaviors. In second language acquisition research, the purpose of using observation as a tool is to gather information on how learners use language in different settings, to study the process of language learning and teaching in the classroom and to study teachers' and students' attitudes (Seliger and Shohamy, 1989, p.162).

The major advantages of observations are that they permit the study of a phenomenon at close range with several variables present in the context. However, closeness may cause biases which can affect the objectivity of the researcher. Moreover, the presence of the researcher as the observer in the research situation may change the behavior of the participant being observed (Seliger and Shohamy, 1989, p.162). In order to prevent these drawbacks, using observation as a research tool requires training in both what to observe and how to observe (Lodigo et al., 2006, p.117).

Degrees of researcher participation differ depending on the goal of the research and the researcher. The primary goal of the researcher, when observing, is to collect accurate and naturalistic data in order to reflect the reality of the situation. Before starting the observation, the researcher should decide the degree of his/her involvement in the setting (Lodigo et al., 2006, p.117). Gold (1958) is the one whose classification of observation is widely and most commonly used in this field. He identifies four different categories; complete participant,

participant as observer, observer as participant, complete observer. To be a *complete participant*, the researcher needs to be a member of the group and no one is aware that the researcher is an observer. If the researcher chooses to be in the role of *participant as observer*, is an active participant in the activities and interactions but in this situation other members of the group know that the researcher is an observer for the research purposes. Another type of observation requires the researcher to be an *observer as participant.* Choosing to be an observer as participant removes the researcher from group membership. It means that the researcher still has relation with the group but not as an active participant. The last category is being a *complete observer.* In this position, the researcher conducts the observation from behind a one-way mirror or in a public setting and the researcher is not a member of the group and does not participate in the group's activities.

When the literature was reviewed, it was seen that observation guides used in the studies were prepared in consistency with the items in the questionnaires used in the same studies. Because of this reason, the researcher prepared the items of observation guide in consistency with the readiness scale used in this study. The statements on the observation guide were on a 3-point Likert type scale ranging from 'always' to 'not observed'. The degree of the researcher's participation in the observation setting was identified as *complete observer.* The possible drawbacks of using this instrument and being a complete observer in the setting were taken into consideration and discussed accordingly.

In this study, the researcher prepared ten items for the observation scale which are in consistency with the readiness and the efficacy scales used in this study (see Appendix C). The items were about the ability of the pre-service teacher to manage the problems that occur during the lesson, manage disruptive student behavior, develop rules and standards, solve problems. Instead of preparing an observation guide which is qualitatively analyzed, it was

decided to prepare an observation scale which was analyzed quantitatively since this scale was used as a tool to analyze the relationship between pre-service teacher efficacy and implementation of classroom strategies and pre-service teacher readiness to manage challenging classroom behaviors and implementation of classroom management strategies.

3.3.1.4. Use of Documents (Reflective Journals)

Use of Documents is another form of qualitative data collection tool. Documents such as journals kept during or after the research process are generally requested by the researcher. These documents provide the researcher with further insight into the participants' feelings and ideas on the research subjects. In this study, the participants were also provided a guideline (see Appendix D) to fill in with their reflections on their observed lessons in order to get responses on the same topics and to learn their perceptions on their own classroom management skills. In the guideline the questions mainly focused on whether they had management problems during their practicum or not and the strategies that they applied to manage the classroom.

3.3.2 Procedure

The first research question aimed to investigate the relationship between the pre-service teachers' sense of efficacy and their readiness to manage the classroom and implementation of classroom management strategies in real teaching environment. The data for this question were collected by administering three different tools namely; Classroom Management Subscale of Teachers' Self-Efficacy Scale, Teachers' Readiness to Manage Challenging Classroom Behaviors and observation scale. On the other hand, the second research question explored whether there was an effect of the practicum period on the pre-service teachers' efficacy and readiness regarding classroom management. The data for this

question were gathered by administering the tools which were applied at the beginning, for the second time as a post-test (See Figure 3.1) and ten randomly selected participants were observed twice, once at the very beginning and once at the very end of the practicum. Lastly, the third research question aimed to learn detailed information about pre-service teachers' perceptions on their practice teaching period regarding classroom management. For this purpose the participating pre-service teachers were interviewed after they finished their practicum and the results of the reflective journals that they were asked to write after their observed lessons were used.

3.3.2.1. Procedure for Collecting Data for the Research Questions

Research Question 1. Is there a relationship between the pre-service teachers' teaching efficacy and their readiness to manage the classroom and implementation of classroom management strategies in real teaching environment?

The data collection started in February 2009 before the practicum period of the pre-service teachers was started. As a first step, the researcher held a meeting with the pre-service teachers in the ELT department of Yeditepe University. The purpose of the meeting was informing the participants about the study, and told them that the participation for the study was voluntary not compulsory. In addition, the researcher mentioned that the information gathered from the questionnaires, observations, interviews and their reflective journals would remain confidential. Then, the questionnaires were distributed; ESTES and Teacher Readiness Scale for Managing Challenging Classroom Behaviors. The instructions necessary to respond to the questionnaires were explained both written and oral. The researcher also assisted the participants during the responding process.

Secondly, 10 participants were selected randomly. These participants were observed once during their 40 minute English lesson practicum in the real teaching environment. The researcher did not participate in the lessons and chose to be a complete observer by sitting at

the back of the classroom without any interaction with the students. An observation scale was used to note what was happening during the lesson. As a last step, the participants who were observed were asked to keep reflective journals after their each practicum session. The data collection for the first data collection finished in March, 2009.

Research Question 2. Is there an impact of the practicum period on the pre-service teachers' classroom management efficacy and readiness as well as their use of classroom management strategies? If so, how?

This phase of data collection can be called as post-test data collection since the researcher aims to investigate whether the practicum period had an effect on the pre-service teachers' efficacy and readiness levels regarding classroom management and the same procedure applied for the first research question was repeated when the practicum period came to the end in May, 2009. Again the pre-service teachers were administered the questionnaires. Classroom observations were done for the second time at the end of the practicum to explore whether the practicum period had any effect on pre-service teachers' implementation in real teaching environment.

Research Question 3. What are the perceptions of pre-service teachers on the effectiveness of their practicum regarding their classroom management skills?

Post-practicum interview transcripts and the reflective journal results were the main data to answer this research question. In order to make the participating pre-service teachers evaluate the school experience and practice teaching periods, end of their practicum was believed to be the most appropriate phase to do the post-practicum interview. To support their answers in the interview their reflective journals were also analyzed.

```
┌─────────────────────────────────────────────────────────────────────────┐
│ Selection of the Participants                                             │
│                                                                           │
│                                    │                                      │
│                                    ▼                                      │
│ Data Collection (Pre-test)                                                │
│                                                                           │
│ Questionnaire administration       │          Classroom Observation       │
│                                     │                                     │
│                                                Reflective Journal          │
│                                                                           │
│                           Practicum Period                                │
│                                     │                                     │
│                                     │                                     │
│                                     ▼                                     │
│ Data Collection (Post-test)                                               │
│                                                                           │
│ Questionnaire administration        │          Classroom Observation      │
│                                     ▼                                     │
│ Post-practicum Interview                        Reflective Journal         │
│                                                                           │
│                           Data Analysis                                   │
│                                                                           │
└─────────────────────────────────────────────────────────────────────────┘
```
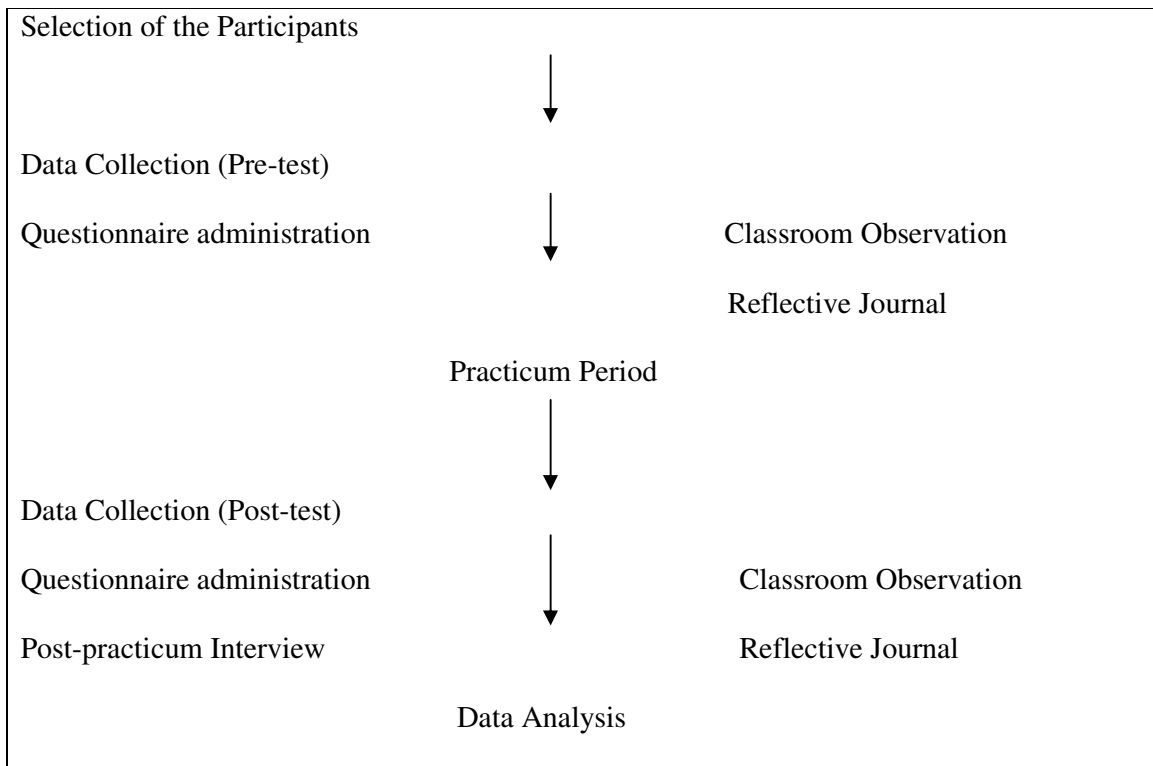
Figure 3.1. The procedure of the main study

3.3.3. Data Analysis

Data which were collected by two questionnaires: (a) Classroom Management subscale of ESTES (b) Teacher Readiness Scale for Managing Challenging Classroom Behaviors and (c) Observation Scale were analyzed by using SPSS 17.0 version for windows.

In order to answer the first research question concerning the relationship between pre-service teachers' efficacy and readiness to manage the classroom in real teaching environment, data which were collected by ESTES, Teacher Readiness for Managing Challenging Classroom Behaviors Scale were analyzed by means of Pearson Correlation However, the relation between Classroom management efficacy and implementation of classroom management strategies, readiness for challenging classroom behaviors and implementation of classroom management strategies in real teaching environment were

analyzed by means of Spearman rank-order correlation due the number of observed participants (n=10).

In order to answer the second research question which was investigating the impact of the practicum period on pre-service teachers' efficacy and readiness regarding classroom management, data were gathered by pre and post questionnaires and observation forms. The data were analyzed by using Paired sample t-test and Wilcoxon Signed Rank test. Since the number of observed pre-service teachers was 10 to analyze the data collected by pre and post observations were analyzed by means of Wilcoxon Signed Rank test which is non-parametric.

The last research question was completely analyzed qualitatively by the help of pattern coding strategy (Miles and Huberman, 1994).

3.4. Summary

In this chapter, the methodology of the present study has been presented in detail. The instruments used during the process of the study and the related data analyses are summarized in table 3.2.

Table 3.2.

Overview of Research Questions and Related Instruments and Analysis Procedures

Research Questions	Instruments	Data Analysis
1. Is there a relationship between the pre-service teachers' sense of efficacy and their readiness to manage the classroom and implementation of classroom management strategies in real teaching environment?	Teachers' Sense of Efficacy Scale (TSES) (Tschannen-Moran and Woolfolk Hoy, 2001) Teacher Readiness Scale for Managing Challenging Classroom Behaviors (Adapted from Baker, 2002)	Pearson Correlation Spearman Rank-Order Correlation
2. Is there an impact of the practicum period on the pre-service teachers' efficacy, readiness and implementation in real teaching environment regarding classroom management? If so, how?	Pre and Post tests of ESTES, Readiness Scale and Observation Forms	Paired Sample t-test Wilcoxon Signed rank Test (Non-parametric)
3. What are the perceptions of pre-service teachers on the effectiveness of their practicum regarding their classroom management skills?	Post-Practicum interview, Reflective Journals	Pattern Coding (Miles and Huberman, 1994)

CHAPTER IV

RESULTS AND DISCUSSION

This chapter presents the results of the statistical analysis of the data collected with the instruments; a) Classroom Management Subscale of the English Teachers' Sense of Efficacy Scale, b) Teacher Readiness Scale for Managing Challenging Classroom Behavior, c) Observation Scale and the results of the qualitative analysis of the data gathered via: a) post-practicum interview b) reflective journals of the pre-service students.

Firstly, the results of the statistical analysis, then the results of the qualitative analysis are reported for the following research questions.

Research Question 1: Is there a relationship between the pre-service teachers' teaching efficacy and their readiness to manage the classroom and implementation of classroom management strategies in real teaching environment?

Research Question 2: Is there an impact of the practicum period on the pre-service teachers' efficacy and readiness as well as their use of classroom management strategies? If so, how?

Research Question 3: What are the perceptions of pre-service teachers on the effectivenesss of their practicum regarding their classroom management skills?

4.1. Findings Related to the Research Questions

This part of the study starts with the findings related to the first research question concerning the relationship between pre-service teachers' classroom management efficacy and readiness, and the relationship between teacher efficacy and implementation, readiness and implementation. Then, proceeds with the findings related to the second research question concerning the effect of the practicum period on pre-service teachers' efficacy, readiness and

observed practice of classroom management, and sums up with the findings related to the third research question which aims to answer the perceptions of pre-service teachers on the effects of their practicum on their classroom management skills.

4.1.1. Findings Related to Research Question 1

Participating pre-service teachers responded to the following questionnaires in order to explore whether there is a relationship between pre-service teachers' classroom management efficacy and their readiness to manage the challenging classroom behavior: (a) 5-point Likert classroom management efficacy sub-scale (Tschannen-Moran and Woolfolk Hoy, 2001) and (b) 4-point Likert Teacher readiness scale for managing challenging classroom behaviors (Adapted from Baker, 2002) and ten randomly chosen participating teachers were observed during their real teaching. Pearson Correlation was applied to find out the strength of the relationship between pre-service teachers' classroom management efficacy and readiness for managing challenging classroom behaviors before the pre-service teachers started to practice teaching in the schools they were recruited.

Table 4.1.

Pearson Correlation Coefficient of the Relationship between Pre-service Teachers' Classroom Management Efficacy and Readiness for Managing Challenging Classroom Behaviors

Dimensions	Classroom Management Efficacy	Readiness for Challenging Classroom
Classroom Management Efficacy		.387*
Readiness for Challenging Classroom	.387*	

*p<.05

The results of the Pearson Correlation, as summarized in Table 4.1., revealed that there is a statistically significant relationship between pre-service teachers' classroom management efficacy and their readiness to manage the challenging classroom behaviors. In other words, *r* values greater than .50 indicate a strong correlation, less than .20 indicate a weak correlation and r values around .30 indicate a moderate correlation. As a result, there appears a moderate positive relationship between pre-service teachers' sense of efficacy and their readiness to manage the challenging classroom behaviors (r = .39, p<.05) which means classroom management efficacy scale scores associated with readiness scale scores of the pre-service teachers.

As a second step, the relationship between pre-service teachers' classroom management efficacy and implementation of classroom management strategies and also between their readiness and implementation of classroom management strategies were explored by performing Spearman Rank Order Correlation test (Table 4.2).

Table 4.2.

Spearman Rank Order Correlation Coefficient of the Relationship between Pre-service Teachers' Classroom Management Efficacy and Implementation and between their Readiness and Implementation

Dimensions	Observation
Classroom Management Efficacy	-.295
Readiness for Challenging Classroom	.292

The results of Spearman Rank Order test demonstrated that the students' observation scores were unrelated to their efficacy level, r(10)= -.30, p>.05, and also the students' observation scores and readiness levels were found unrelated, r(10)= .29, p>.05.

4.1.2. Findings Related to Research Question 2

In order to answer the second research question, which investigates the possible impacts of the practicum on pre-service teachers' classroom management efficacy and readiness to manage challenging classroom behaviors and observed practice of classroom management, the results of pre and post test of classroom management efficacy scale and teacher readiness scale to manage challenging classroom behaviors were analyzed with Paired samples t-test.

4.1.2.1. The Impact of Practicum on Pre-service Teachers' Classroom Management Efficacy

As demonstrated in Table 4.3, the findings of the data gathered from 36 pre-service teachers indicated significance differences between the pre and post tests of pre-service teachers' classroom management efficacy ($t(35)=-3.16$, p<.005). This result indicated that mean self-efficacy scores after the practicum ($\bar{x}$=4.22) was significantly higher than the mean scores before the practicum ($\bar{x}$=3.89). As a result, in the present study, the practicum period enhanced pre-service teachers' classroom management efficacy. In other words, in the end of the practice teaching period the participating pre-service teachers became more efficacious.

Table 4.3.

Paired Samples T-test Results of Pre and Post Tests on Classroom Management Efficacy

Classroom Management	Pre-Test		Post-Test		T-test		
Teacher Efficacy	$\bar{x}$	SD	$\bar{x}$	SD	t	df	p
	3.8878	.64168	4.2208	.56853	35	-3.159	.003

4.1.2.2. The Impact of Practicum on Pre-service Teachers' Readiness to Manage Challenging Classroom Behaviors

As presented in Table 4.4, the practicum period also had a positive impact on the pre-service teachers' readiness to manage challenging classroom behaviors. The analysis of the data also revealed statistically significant difference between the pre and post test scores in terms of teacher readiness to manage challenging classroom behaviors; $t(35)=-6.68$, $p<.001$. This results provided evidence that the pre-service teachers' readiness level to manage challenging classroom behaviors was higher in post-test ($\bar{x}=3.50$) compared to pre-test results ($\bar{x}=3.16$).

Table 4.4

Paired Samples T-test Results of Pre and Post Tests on the Readiness to manage Challenging Classroom Behaviors

Readiness to Manage Challenging Classroom Behaviors	Pre-Test		Post-Test		T-test		
	$\bar{x}$	SD	$\bar{x}$	SD	t	df	p
	3.1594	.32715	3.5042	.31607	35	-6.683	.000

4.1.2.3. The Impact of Practicum on the Observed Practice of Pre-service Teachers

10 randomly chosen pre-service teachers were observed during the first and the last official practice teaching lessons and an observation scale was used to determine the effect of practicum on their classroom management skills in both lessons. To analyze the scores of these ten students Wilcoxon Signed Rank Test (Table 4.6) was performed. The results of the data analysis indicated no significant difference between pre-test and post-test scores of the

69

observation scale; z= -1.79, p>.05. The mean score of the pre-test was 2.55 however, the post-test mean was 2.24. These results showed that students' observed classroom management skills did not change after the practicum period. In other words the practicum period did not have a significant impact on the pre-service teachers' classroom management skills in real teaching implementation.

Table 4.5

Wilcoxon Signed Rank Test Results for the Pre and Post-Test Scores of Observation Scale

	Test Statistics*
	Pre and Post Test Scores of Observation
z	-1.786 **
Asymp. Sig. (two-tailed)	0.74

 *Wilcoxon Signed Rank Test
**Based on Positive Ranks

 As Table 4.6. indicates, a comparison of pre-service teachers' responses to the items on pre and post tests of Teacher Readiness for Challenging Classroom Behaviors Scale revealed that there have been significant differences in pre-service teachers readiness in terms of item 1 (p=.010), item 2 (p = .004), item 3 (p = .001), item 4 (p = .003), item 5 (p =.001), item 6 (p = .000), item 7 (p = .000), item 8 (p = .012), item 9 (p = .001), item 10 (p = .003), item 11 (p = .002), item 12 (p = .027), item 13 (p= .010), item 18 (p = .003), item 19 (p = .044), item20 (p = .000), item 21 (p =.000), item 22 (p = .000), item 23 (p = .002). However, the comparison of pre and post test results of item 14 (p = .379), item 15 (p = .812), item 16 (p = .136) and item 17 (p = .201) revealed no significant difference.

Table 4.6.

Paired Sample t-test results of Pre and Post Tests on Every Item of Teacher Readiness for

Challenging Classroom Behaviors

Items	Pre-test		Post-test			
	$\bar{x}$	SD	$\bar{x}$	SD	MD	p
1	3.1389	.42445	3.3889	.54917	- .2500	.010*
2	2.8889	.52251	3.2778	.56625	- .3889	.004*
3	3.1111	.46462	3.4722	.60880	- .3611	.001*
4	3.2222	.59094	3.6389	.59295	- .4167	.003*
5	3.2500	.60356	3.6667	.47809	- .4167	.001*
6	3.0278	.50631	3.5833	.55420	- .5556	.000*
7	2.9444	.47476	3.4444	.50395	- .5000	.000*
8	3.1389	.72320	3.4722	.65405	- .3333	.012*
9	3.0278	.55990	3.4722	.55990	- .4444	.001*
10	3.1389	.42445	3.5000	.56061	- .3611	.003*
11	3.1389	.48714	3.5278	.50631	- .3889	.002*
12	3.2500	.50000	3.5000	.50709	- .2500	.027*
13	3.2500	.50000	3.5278	.50631	- .2778	.010*
14	3.3333	.53452	3.4444	.55777	- .1111	.379
15	3.4167	.55420	3.3889	.54917	.0278	.812
16	3.3611	.59295	3.5278	.50631	- .1667	.136
17	3.2778	.56625	3.4167	.50000	- .1389	.201
18	3.0556	.58282	3.3889	.49441	- .3333	.003*
19	3.3333	.53452	3.5556	.55777	- .2222	.044*
20	3.1944	.46718	3.6389	.48714	- .4444	.000*
21	2.8889	.62234	3.5000	.60945	- .6111	.000*
22	2.8889	.62234	3.5000	.65465	- .6111	.000*
23	3.4167	.55420	3.7500	.50000	- .3333	.000*

*p < .05

When the items of Teachers' Readiness for Managing Challenging Classroom Behaviors Scale were analyzed, it was seen that pre-service teachers, after the practice teaching period, felt that they improved their readiness regarding classroom management strategies. According to the findings, items 6, 7, 20, 21 and 22 revealed a great significance, in other words practice teaching was found to be most effective on these items (see Appendix B). Pre-service teachers felt that they increased their readiness in involving students in the lesson (item 6), taking the attention of the defiant students (item 7), and standardizing rules for appropriate classroom behavior (item 20), managing with students (item 21) and solving the problems that occur during the lesson. However, items 14, 15, 16 and 17 revealed that practice teaching did not have a positive effect on pre-service teachers readiness regarding changing student behavior (item 14), self evaluation of classroom management skills (item 15), helping each student in a different way according to their personalities (item16), using different reinforcement schedules effectively (item 17).

4.1.3. Findings Related to the Research Question 3

In order to explore the perceptions of pre-service teachers' on the effectiveness of practicum on their classroom management skills two different qualitative tools were used; reflective journals written by participating pre-service teachers and the semi-structured focus-group post-practicum interview. The data gathered by these instruments were analyzed under two headings; pre-service teachers' perceptions about their readiness and efficacy regarding classroom management after their practicum, their perceptions about the effectiveness of practicum on their classroom management skills. The results of reflective journals and the interview were analyzed by the help of pattern coding strategy (see Appendix E).

4.1.3.1. Pre-service Teachers' Perceptions about Their Readiness and Efficacy Regarding Classroom Management after Their Practicum

The analysis of the reflective journals written by the participating students and the post-practicum interview revealed some codes that are significant to find their perceptions about their readiness and efficacy regarding classroom management after they have finished their practice teaching period. The data were grouped under four categories; (a) stating rules, (b) managing with student behavior, (c) having consistent classroom management strategies and (d) off-task students.

Stating rules

Seven students out of ten stated that they do not feel ready to state the rules for the classroom since they taught different levels and classes in each practice teaching session and since the rules of the classroom were already stated by the class teacher. One of the pre-service teachers commented on this subject and stated that:

> There are some rules that the students obeyed which were applied by their own teacher, so it is not easy for us to state our own rules and make them obey, so we could not have the chance to improve ourselves about stating rules during the practicum (Student 3, Interview).

All of the students said that they feel efficacious; they think that they can handle the problems somehow, but they stated that they will have to experience it during their in-service teaching:

> If we had the chance to teach one class for more than a month continuously, we could improve our skills with respect to management. So, it could be easier to state rules during our in-service teaching (Student 5, Interview).

Managing student behavior

Only three pre-service teachers stated that they are ready to manage disruptive behavior. However, the other seven pre-service teachers did not feel ready to solve this kind of classroom management problem. The reason for this was explained by one of the students:

The class teacher was always with us and when a student caused a problem during the lesson, that teacher always interrupted and did not let us solve the problem instead s/he tried to solve it with her/his pre-stated rules (Student 1, Interview).

Lack of methodological knowledge was also admitted by the pre-service teachers. They claimed that they were not informed adequately to identify the suitable strategies in the problematic moments.

Unfortunately, our classroom management course that we took in the third grade was only theoretical although we needed the application of these theories in the real teaching. That's why, it was not easy for us to decide on the suitable strategy in difficult positions (Student 2, Interview)

Having consistent classroom management strategies

None of the students said that they feel ready and efficacious to apply consistent classroom management strategies. When the reason was asked they all stated the same reason which is not having the chance to teach the same level more than once. One of the participants' comment on this issue was interesting:

If I had had the chance to teach the same level more than once, I could have had the chance to apply the strategies that I identified for some management problems and I could have seen the result, in other words in order to be consistent we need practice teaching more than our faculty provided us (Student 2, Reflective Journal).

Off-task students

All the participants stated that they are ready to deal with off-task students during the lesson. And they explained that they were allowed to do it themselves without any interruption of the class teacher. As a result they thought that they could identify some strategies for themselves to apply when such a problem occurred. The participating pre-service teachers said that:

Thank god, I was alone to solve this problem, and I could see which strategy worked to involve the silent and off-task students into lesson. I was the only person to decide what to do (Student 3, Interview).

When I recognized a student who does not want to do the activity, I changed his activity or helped him to do the current one which means that I could somehow managed the problem (Student 6, Reflective Journal)

4.1.3.2. Perceptions of Pre-service Teachers' on the Effectiveness of Practicum on Their Classroom Management Skills

The results of the post-practicum interview and reflective journals written by the randomly selected ten students revealed how pre-service teachers perceive their practice teaching period and their perceptions on the effectiveness of this period on their classroom management skills. The analysis of the data gathered from the above mentioned instruments were analyzed by the help of pattern coding and the following codes that summarize the results revealed from the qualitative data; (a) duration of the practicum, (b) feedback, (c) teaching different levels, (d) assignments, (e) effectiveness.

Duration of the practicum

This is the most significant result that was mentioned by all the participating pre-service teachers without any exception. The common perception of the participants on the duration of practice teaching period is that it was not sufficient for them to gain enough experience to manage the classroom management problems during their in-service teaching. They stated that the classroom management course which they were responsible for in the third year of their undergraduate program had no effect on their practice. Moreover, the observation that they did during the second and fourth years of their education was also a waste of time. However, from the transcripts of the interview it was clearly seen that the pre-service teachers were not aware of the objectives of observations which they were responsible for completing observation tasks. So,it was not strange to get the below quotation as the reason for this:

During the observation we were responsible for some tasks; however, the class teachers that we observed were very away from the theory that we have covered during our education, so I don't think that we learned enough from the observation. Instead of

wasting our time with observing teachers, we should have been given much chance to practice (Student 5, Interview).

Teaching 6 hours in the real teaching environment confused our minds about our adequacy in the classroom. We could not learn how to set rules, how to manage problems etc. in this limited teaching time. (Student 3, Interview).

Practice teaching period should cover the whole year and without being responsible for any other things, we should just focus on gaining experience to be ready for in-service teaching (Student 7, Interview)

The participating pre-service teachers also told that teaching 6 hours cannot prepare a teacher for the realities of the classroom which probably will include lots of problems. They all suggested being given longer time for practice teaching, to get used to the real implementation.

Feedback

This is another common point that was mentioned by the pre-service teachers. They explained that they could not get enough immediate feedback from the supervisors

The cooperating teacher at school tended not to talk about the lesson but just fill in the evaluation form. So, I cannot say that I learned my mistakes from the feedback sessions even though they were the only chance of us to see our missing points (Student 6, Interview).

Teaching different levels

The pre-service teachers were responsible for teaching in three different levels during their practice teaching which includes six class hours. Although the aim of this was to provide pre-service teachers chance to experience different levels and decide on which level to work after graduation, the pre-service teachers stated that it was a disadvantage for them regarding identifying consistent classroom management strategies. Because of having only one official practice teaching chance in one level, they believe they cannot state any rules or learn how to

handle with the problems that may occur during the lesson. One of the pre-service teachers explained clearly;

> When I entered a primary class, I tried some strategies to control the students. However, I could not practice it again since I had to enter another level which needs totally different strategies. If we are responsible for teaching in different levels, we have to be allowed to practice more to gain experience primarily in classroom management (Student 7, Interview).

The pre-service teachers also stated that they could not do their practice teaching sufficiently during their unofficial teaching. The administration of the schools that they were recruited did not allow them do their practice teaching because of the curriculum excuses. This situation was explained by the pre-service teacher;

> The administration claimed that we cannot teach forty minutes in a lesson unless it is our official hour. They think that we cannot follow the curriculum efficiently they had to do make-up later. Although they were informed about the practice teaching system, we could not have the chance to do our unofficials for forty minutes, sometimes we were allowed to do 15 minutes, sometimes twenty which was not beneficial for my improvement. If we were given the chance to implement our strategies at least during these class hours, we could have improved our classroom management skills (Student 6, Interview).

Assignments

Another common idea of the pre-service students was that they had to do a lot of assignments during their practicum which made them focus on the mark that they would get from their supervisors and cooperating teachers instead of focusing on their teaching and improvement in the classroom:

> There were two teachers who were observing and grading me during my presentation. In order to get good grade I tried to do a lot of activities in a forty minute lesson instead of dealing with the students or improving my management skills. If the students were not silent I would not be able to be well-graded, so I sometimes shouted at the students to be silent which I think shouldn't be done as a teacher. I mean, getting good marks was our primary goal instead of improving our teaching and skills (Student 9, Reflective Journal).

> The aim of the practicum should be gaining enough experience especially with respect to classroom management since it is the key word for effective teaching. However, we sometimes forgot about this and wrote a lot of reports on different tasks which had no effect on our teaching (Student 8, Interview).

Effectiveness

Lastly, the pre-service teachers stated that the practicum period that they had during their undergraduate education helped them to see the real teaching environment, the culture and the system in a school however; they think that the time provided to practice teaching was not enough to get sufficient experience to manage with the classrooms during their in-service teaching. This situation was summarized by one of the pre-service teachers;

> Of course we learned how to behave, how to prepare our lessons, using technology for our purposes in the classroom and a lot of other things, but when it comes to dealing with problems in the classroom, managing disruptive students I don't feel ready, apparently I need more and more experience. So I can say that this period could be more effective if we were given more chance to practice teaching and if our only focus was teaching and improving our skills regarding managing a classroom to be able to teach (Student 8, Interview).

In conclusion, in this study, it is proved that the pre-service teacher education program managed to improve the pre-service teachers' classroom management efficacy and their readiness to manage challenging classroom behaviors. However, the program did not help the pre-service teachers improve their classroom management skills in their implementation. When the findings about the perceptions of pre-service teachers on the effectiveness of practicum on their classroom management skills, it is evident that the participating pre-service teachers found the program effective, however it needs to be improved and redeveloped according to the suggestions of pre-service teachers as mentioned above.

CHAPTER V

CONCLUSION

This study had three main purposes: (a) To investigate the relationship between classroom management efficacy and readiness to manage challenging classroom behaviors of pre-service teachers and the relationship between efficacy and implementation, readiness and implementation, (b) to examine the impact of the practicum on pre-service teachers' classroom management efficacy and readiness to manage challenging classroom behaviors, and (c) to understand the perceptions of pre-service teachers on the effects of practicum on their classroom management skills.

In relation to the first research question; namely, "Is there a relationship between the pre-service teachers' sense of efficacy and their readiness to manage the classroom and implementation of classroom management strategies in real teaching environment?" findings indicated a statistically significant relationship between pre-service teachers' classroom management efficacy and readiness. In other words, classroom management efficacy scale scores associated with readiness scale scores of the pre-service teachers as a result of the analysis. These findings concur with the findings of the study conducted by Baker (2002), which indicated that as self-efficacy of teachers for classroom management increased, teacher readiness for managing more challenging situations in the classroom increased too. Moreover, Baker (2002) stated that teachers who had high efficacy were more ready to use and implement classroom management skills to manage challenging classroom behaviors. Another study that these findings concur with was conducted by Giallo and Little (2003), which stated that perceived readiness has been in relation with the development of self-efficacy. However, the findings indicated that the observation scores of participants were unrelated with their efficacy and readiness levels.

In relation to the second research question, which is, "Is there an impact of the practicum period on the pre-service teachers' efficacy, readiness and implementation in real teaching environment regarding classroom management? If so, how?", the findings firstly suggested that the practicum enhanced pre-service teachers' classroom management efficacy. In this respect, this study produced results which corroborate the findings of previous studies that provided evidence for the impact of practicum on teacher efficacy (Newman et al., 2000; Rushton, 2000). However, the same findings contradict with the findings of a study conducted by Hebert et al. (1998) which indicates that self-efficacy of pre-service teachers' declines with the teaching experience during the practicum. In addition, it is apparent that the beliefs of pre-service teachers did not turn out to be their implementation. One possible explanation for this finding might be that the pre-service teachers cannot apply their declarative knowledge in the real teaching setting which is called as procedural knowledge in Second Language Acquisition.

Secondly, the findings in relation to the second research question indicated that practicum period has a positive impact on the pre-service teachers' readiness to manage the challenging classroom behaviors. In other words, the readiness levels of the participating pre-service teachers were significantly higher at the end of the practicum period when compared with their scores in the beginning.

Lastly, the findings in relation to the second research question indicated no significant difference in the participating pre-service teachers' observed classroom management skills although their perceived readiness and efficacy regarding classroom management were enhanced by the practicum. In other words, the practicum period had no impact on the pre-service teachers' implementation of classroom management skills in the real teaching environment. These findings are compatible with the study of Giallo and Little (2003) which

indicates that the perceived readiness of a teacher does not guarantee his/her readiness in reality.

In relation to the third research question, which is, "What are the perceptions of pre-service teachers on the effects of practicum on their classroom management skills?", the findings indicated that in order to improve classroom management skills better, the pre-service teachers need to have more practice teaching. In other words, the duration of the practicum should be longer for students to improve themselves regarding classroom management skills, and the pre-service teachers should not have a lot of responsibilities other than teaching in the practicum period. In addition, the pre-service teachers believed that they did not feel like the teacher of the class because of the interference of the cooperating teachers. The participants also stated that as a result of having little feedback and being under pressure of being graded they could not gain enough experience to manage a classroom. In this respect, this study produced results which corroborate with the findings of the previous studies (Boz and Boz, 2006; Taskın, 2006; Seferoglu, 2006).

5.1. Implications

This study has both practical and empirical implications for teacher educators and educational researchers. First of all, the findings of all research questions provided insights into pre-service teachers' classroom management efficacy and readiness in real teaching environment and their improvement on this topic. The findings which indicated the impact of the practicum period on pre-service teachers' classroom management efficacy provided insights into the features of practice teaching. The result which provides evidence for Bandura's (1997) sources of efficacy is that the pre-service teachers participated in this study gained efficacy through mastery experiences and vicarious experiences during their practicum. The practice teaching of the pre-service teachers helped them gain mastery

81

experience. In addition, the observations provided pre-service teachers with vicarious experience. However, the limited amount of feedback and discussions with the supervisors and cooperating teachers did not help them get enough verbal persuasions although it should be paid attention more than other sources in the practicum period to help the pre-service teachers to be efficacious. Moreover, the cooperating teachers should be trained before the practice teaching period regarding how to give effective feedback and how to evaluate effectively. The lack of immediate feedback given by the supervisors from faculty of education should be avoided by decreasing their loaded programs and the number of the students that the supervisors are observing, evaluating and giving feedback. In this respect, teacher educators can use these findings to design effective pre-service teacher education programs that contribute to student learning. The view of the administration against pre-service teachers was mentioned by the participants. So, in order to make the school administrators believe in the success of the pre-service teachers before the practice teaching, cooperation meetings that express the purpose and the importance of this period should be held with the contribution of school administrators, coordinators and faculty members.

Secondly, when the findings which indicated the impact of practicum on pre-service teachers' readiness to manage challenging classroom behaviors were compared with the results of the question investigating pre-service teachers' perceptions on the effects of the practicum on their classroom management skills, it can be implied that the extended practicum would increase pre-service teachers' perceptions about their readiness regarding classroom management. In this sense, teacher educators can take the results of this study when developing a teacher preparation program aiming to have well-prepared pre-service teachers regarding classroom management.

Thirdly, this study, by investigating pre-service teachers' implementation of classroom management skills with an observation scale provided insights into the importance of the duration of the practice teaching period. During the short period of time pre-service teachers were required to teach three different levels. Although helping them gain experience in different levels is aimed, it is seen that this caused problems and disadvantages for the pre-service teachers. In this sense, in order to help pre-service teachers' improvement in classroom management skills application, the duration of the practice teaching is another important subject that should be paid attention by the teacher educators.

Fourthly, although it was not one of the aims of the study, the present study provided additional evidence for the importance of using both multiple instruments to reach the purposes of the study by having reliable and valid results. In this respect, the results of the study and instruments used can be used by the educational researchers to help them plan further studies on pre-service teachers' efficacy, readiness, implementation and perceptions on the effectiveness of practicum.

Finally, in the light of the preset study, the current practice teaching program in the English Language Teaching Department at Yeditepe University is decided to be redesigned.

5.2. Limitations

A number of limitations need to be noted regarding the present study. First of all, this study focused on pre-service teachers in the ELT department at Yeditepe University. Therefore, the results may not be generalizable to other teacher education settings. Secondly, the Teachers' Readiness Scale to Manage Challenging Classroom Behaviors has been adapted and pilot tested by the researcher with a sample of 20 pre-service teachers. So, more testing for its reliability and validity needs to be considered. Another limitation of this study lies in

the fact that the researcher observed only ten of the thirty-six participants due to time restrictions. As a result, in order to have more reliable results the observation of all participants is needed. Finally, again only ten participants could be interviewed due to the loaded program of them. In order to have better and detailed understanding of the perceptions of the pre-service teachers, the number of the interviewees should be more. Despite these limitations, the present study is significant for the field of foreign language teaching since it provides foundation for the further research.

5.3. Recommendations for Further Research

This study has several recommendations for further research. First of all, teacher efficacy is believed to vary across tasks and contexts. Therefore, it is recommended to repeat the present study in different teacher education programs in Turkey to see the difference between pre-service teachers' efficacy and readiness levels regarding classroom management in different parts of the country. In addition, a similar study can be conducted in a different country where the structure of practicum is different to examine the effects of different practice teaching programs. Moreover, it would be interesting to assess the differences between high and low efficacious pre-service teachers regarding implementation of classroom management skills. The same can be searched for the construct of readiness. Finally, a longitudinal study can be conducted and the pre-service teachers can be followed during their beginning years in order to see the long-term effects of the practicum on classroom management skills.

REFERENCES

Adelman, C., Kemmis, S. & Jenkins, D. (1980). Rethinking case study: notes from the Second Cambridge Conference. In H. Simons (ed.) *Towards a Science of the Singular*. Centre for Applied Research in Education, University of Anglia, *pp. 45-61.*

Allinder, R. M. (1994). The relationship between efficacy and the instructional practices of special education teachers and consultants. *Teacher Education and Special Education, 17, 86-95.*

Ashton, P. T. (1984). Teaching efficacy. *Journal of Teacher Education, 25 (2), 41-54.*

Ashton, P. T. & Webb, R. B. (1986). Making a difference: Teachers' sense of efficacy and student achievement. New York: Longman.

Atay, D. (2007). Beginning teacher efficacy and the practicum in an EFL context. *Teacher Development 11(2), pp. 203–219.*

Atkinson, D. (2004). Theorizing how student teachers form their identities in initial teacher education. *British Educational Research Journal (30), 379-394.*

Baker, P. H. (2002), The role of self-efficacy in teacher readiness for differentiating discipline in classroom settings,p.46, Unpublished dissertation.

Bandura, A. (1977a). *Social learning theory.* Englewood Cliffs New Jersey: Prentice-Hall.

Bandura, A. (1977b). Self- efficacy: Toward a unifying theory of behavioral change. *Psychological Review,* 84, 191-215.

Bandura, A. (1993). Perceived self-efficacy in cognitive development and functioning. *Educational Psychologist. 28(2). 117-148.*

Bandura, A. (1997). *Self-efficacy: The exercise of control.* New York, New York: W. H. Freeman and Company.

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory.* Englewood Cliffs, NJ: Prentice-Hall.

Behets, D. (1990). Concerns of pre-service physical education teachers, Journal of Teaching in Physical Education, 1, pp. 66-75.

Bosch, K. (1999). Planning classroom management for change. *Clearbrook Drive, Arlington Heights, IL: Skylight Professional Development.*

Brand, B. R., Glasson, G. E., & Green, A. M. (2006). Sociocultural factors influencing students' learning in science and mathematics: An analysis of the perspectives of African American students. *School Science and Mathematics, 106*(5), 228-236.

Broadbent, C. (1998) Pre-service teachers' perceptions and level of satisfaction with their field experiences, *Asia-Pacific Journal of Teacher Education,* 26(1), 27–37.

Brouwers, A., & Tomic, W. (2000). A longitudinal study of teacher burnout and perceived self-efficacy in classroom management. *Teaching and Teacher Education, 16, 239-253.*

Britt, P. M. (1997). Perceptions of beginning elementary teachers: Novice teachers reflect up on their beginning experiences. *Paper presented at the annual meeting of the mid south educational research association, Memphis, TN.*

Buell, M., Hallam, R., Gamel-Mc Cormick, M., & Scheer, S. (1999). A survey of general and special in-service needs concerning inclusion. *International Journal of Disability, Development and Education, 46,143-156.*

Burden, P. R. (1995). Classroom management and discipline. White Plains , New York: Longman.

Cabaroglu, N. & Roberts, J. (2000). Development in student teachers' pre-existing beliefs during a 1-Year PGCE programme. *System,* 28 (3), 387-402.

Cakiroglu, J., Cakiroglu, E. & Boone, W. J. (2005). Pre-service teacher self-efficacy beliefs regarding science teaching: A comparison of pre-service teachers in Turkey and the USA. *Science Educator, 14(1), pp.31-40*

Coladarci, T. (1992). Teachers' sense of efficacy and commitment to teaching. *Journal of experimental education, 60,* 323-337.

Cohen, L., Manion, L. and Morrison, K. (2000). *Research Methods in Education.* London: Routledge Falmer.

Daugherty, S. G. (2005). *Teacher efficacy and its relation to teachers' behaviours in the classroom.* Unpublished doctoral Dissertation. University of Houston.

Deniz, S. & Sahin, N. (2006). The restructuring process of teacher training system in Turkey: A model of teacher training based on post-graduate education (PGCE). *Journal of Social Sciences 2(1), pp. 21-26.*

Doyle, W. (1986). Classroom organization and management. In M. Wittrock (Ed.), Handbook of research on teaching (3rd ed., pp. 392-431). New York: Macmillan.

Emmer, E. T., Evertson, C. M. & Anderson, L. M. (1980). Effective classroom management at the beginning of school year. *The Elementary School Journal, 80(5), pp. 219-231.*

Emmer,E. T. & Hickman, J. (1991). Teacher efficacy in classroom management and discipline. *Educational and Pschological Measurement, 51(3), pp. 755-765.*

Feiman-Nemser, S. (2001). Helping novices learn to tearch: Lessons from an exemplary support teacher. *Journal of Teacher Education, 52 (1),pp. 17-30.*

Gencer, A. S. & Cakıroglu, J. (2007). Turkish preservice science teachers' efficacy beliefs regarding science teaching and their beliefs about classroom management. *Teacher and Teacher Education, 23(5) pp. 664-675*

Glickman, C., & Tamashiro, R. (1982). A comparison of first year, fifth year and former teachers on efficacy, ego development, and problem solving. *Psychology in Schools, 19*, 558-562.

Giallo, R. & Little, E. (2003). Classroom behavior problems: The relationship between preparedness, classroom experiences and self efficacy in graduate and student teachers.

Australian Journal of Educational and Developmental Psychology. Vol.3,2003, pp. 21-34.

Ghaith, G. & Shaaban, K. (1999).The relationship between perceptions of teaching concerns, teacher efficacy, and selected teacher characteristics. *Teaching and Teacher Education, 15, 487-496.*

Gibson, S. & Dembo, M. H. (1984). Teacher Efficacy: A Construct Validation. *Journal of Educational Psychology, Vol. 76 (4), pp. 569-582.*

Glasser, W. (1996). Control theory in the classroom. New York: Harper and Row.

Gurbuz, N. (Under Review). Differing perceptions of pre-service English teachers' strengths and weaknesses in the practicum: A case study in Turkey. *Language Teacher Education and Development.*

Guskey, T. R. (1984). The influences of change in instructional effectiveness upon the affective characteristics of teachers. *American Educational Research Journal, 21* , 245-459.

Guskey, T. R. (1988). Teacher efficacy, self-concept, and attitudes towards the implementation of instructional innovation. *Teaching and Teacher Education, 4,* 63-69.

Hebert, E., Lee, A. & Williamson, L. (1998). Teachers' and teacher education students' sense of efficacy: Quantitative and qualitative comparisons. *Journal of Research and Development in Education, 31*, 214-225.

Hersey, P., Blanchard, K. H, & Johnson, D.E. (1996). Management of organizational behavior:Utilizing human resourses (7th ed.), Upper Saddle River, NJ: Prentice Hall. In B. H. Baker,(2002), The role of self-efficacy in teacher readiness for differentiating discipline in classroom settings,p.46, Unpublished dissertation.

Harris, T. L., & Hodges, R. E. (Eds.) (1995). *The literary dictionary: The vocabulary of reading and writing.* Delaware, Maryland: The International Reading Association.

Higher Education Council (1998). *Reorganization of teacher training programs of faculties of education.* Ankara; Higher Education Council.

Housego, B. E. J. (1990). A comparative study of student teachers' feelings of preparedness to teach. *Alberta Journal of Educational Research, 36, pp. 223-239.*

Hoy, W. K & Woolfolk, A. E. (1990). Socialization of Student Teachers, *American Educational Research Journal, 27 (2), 279-300.*

Hudson, P., & Hudson, S. (2007). Examining preservice teachers' preparedness for teaching art. *International Journal of Education and the Arts, 8(5).* Retrieved from http://ijea.asu.edu/v8n5/.

Imig, D. & Imig, S. (2005). The learned report of teacher education: A vision delayed, *Change,* 37 (5). 58-66

Jackson, D. R. (2005). An exploration of the relationship between teacher efficacy and classroom management styles in urban middle schools. *Unpublished dissertation.*

Kher, N., Lacina-Gifford,L. & Yandell, S. (2000). Preservice teachers' knowledge of effective classroom management strategies: Defiant behavior. *Paper presented at Educational Research Association, New Orleans, LA.*

Laut, J. (1999). Classroom management: Beliefs of preservice teachers and classroom teachers concerning classroom management styles. *Paper presented at the Fall Teachers' Education Conference, Charleston, SC.*

Liaw, E. C. (2004). *How are they different? A comparative study of native and non-native foreign language teaching assistants regarding selected characteristics: Teacher efficacy, approach to language teaching/learning, teaching strategies and perception of nativeship.* Unpublished doctoral Dissertation. The Ohio State University, Ohio.

Liaw, E. C.(2008)Teacher efficacy of preservice teachers in Taiwan: The influence of classroom teaching and group discussions, *Teaching and Teacher Education (2008), doi:10.1016/j.tate.2008.08.005*

Lightbown, P. M. & Spada, N. (2006) How languages are learned. Oxford University press: Oxford. (p. 198)

Lin, H., & Gorrell, J. (1998). Preservice teachers' efficacy beliefs in Taiwan. *Journal of Research and Development in Education, 32, pp. 17-25.*

Lin, H., & Gorrell. J. (2001). Exploratory analysis of preservice teacher efficacy in Taiwan. *Teaching and Teacher Education, 17(5), 623-635.*

Liu, X. S. & Meyer, P. (2005). Teachers' perceptions of their jobs: A multilevel analysis of the teacher follow-up survey for 1994-95. *Teachers College Record. 107 (5), pp. 985-1003.*

Lodigo, M. G., Spaulding, D.T. & Voegtle, K.H. (2006). *Methods in Educational Research.* San Fransisco: Jossey-Bass.

Martin, N. K., & Baldwin, B. (1992). Beliefs regarding classroom management style. The differences between pre-service and experienced teachers. *Paper presented at the annual meeting of the Mid-South Educational Research Asspciation. Knoxville, T.N. (Eric Document Reproduction Service No. ED 355213).*

Martin, N. K. ,Yin, Z., & Baldwin, B. (1998). Construct validation of the attitudes and beliefs on classroom control inventory. *Journal of Classroom Interaction, 33 (2), 6-15.*

Mcinerney, D. & Mcinerney, V. (1994) *Educational Psychology: constructing learning* (Sydney, Prentice Hall).

Molnar, K. (2008) *A Peer Collaborative Instructional Design for Increasing Teaching Efficacy in Pre-service Education Majors.* Unpublished dissertation. Walden University

Moore-Hayes, C. (2008). Exploring preservice and beginning teachers' perceptions of preparedness to teach. *A dissertation presented at partial fulfillment of the requirements for the degree Doctor of Philosophy, Capella University.*

Muir, J. L. F. (2007). Classroom Management: Alternatively prepared teachers and their beliefs. *Unpublished Dissertation, The University of Utah.*

Nemser, S. F. (1983). Learning to teach. In L. Shulman and G. Sykes (Eds.), *Handbook of teaching and policy* (pp.150-170). New York:Longman.

Newman, C., Lenhart, L., Moss, B., & Newman, D. (2000, October). *A four year cross-sectional study of changes in self-efficacy and stages of concern among pre-service teachers.* Paper presented ant the Annual Meeting of the Mid-Western Educational Research Association, Chicago, IL.

Nisbet, J. & Watt, J. (1984). Case Study. In J. Bell, T. Bush, A.Fox, J.Goodey and S. Goulding (eds) *Conducting Small-scale Investigations in Educational Management.* London: Harper andRow. *pp.79-92.*

Omenn, S. K. (2006). On, won't you stay: A multilevel analysis of the difficulties in retaining qualified teachers. *Peabody Journal of Education,* 81 (4),pp. 65-94.

Onafowora, L. L. (2004). Teacher efficacy issues in the practice of novice teachers. *Educational Research Quarterly,28,(4),34-43.*

Ozek, Y. (2000). Motivation of Foreign Language Learners in Turkey. Unpublished Dissertation, University of Exeter.

Pajares, F. M. (1992). Teachers' beliefs and educational research: Cleaning up a messy construct. *Review of Educational Research, 62 (3), 307-332.*

Pajares, F. M. (1996). Self-efficacy beliefs in academic settings. *Review of Educational Research, 66, 543-578.*

Pajares, F. M. (2002). *Overview of social cognitive theory and of self-efficacy.* Retrieved in October23,2008, from http://www.emory.edu/EDUCATION/mfp/eff.html

Penso, S., and Shoham, E. (2003). Student teachers' reasoning while making pedagogical decisions. *European Journal of Teacher Education, 26, 313-328.*

Poulou, M. (2007). Personal Teaching efficacy and its sources; student teachers' perceptions. *Educational Psychology, 27(2),191-218.*

Ritter, T. & Hancock, D. R. (2006). Exploring the relationship between certification sources, experience levels and classroom management orientations of classroom teachers. *Teaching and Teacher Education. Vol,23, Issue, 7, pp. 1206-1216.*

Rose, J. S. & Medway, F. J. (1981). Measurement of Teachers' Beliefs in Their Control over Student Outcome. *Journal of Educational Research, Vol. 74, pp. 185-189.*

Ross, J. A. (1998). Antecedents and consequences of teacher efficacy. In J. Brophy (Ed.) *Advances in research on Teaching. Vol,7, pp. 49-74.*

Rushton, S. P. (2000). Student teacher efficacy in inner-city schools. *The Urban Review, 32 (4)*, 365-383.

Saban, A. (2003). A Turkish profile ofprospective elementary school teachers and their views of teaching. *Teaching and Teacher Education Vol. 19, pp.829–846.*

Sahin, F. E. (2007). A Comparison of the Teaching Efficacy Levels of English Teachers from Student Teaching to the Induction Year. Unpublished Masters Thesis. Marmara University.

Saklofske, D., Michaluk,B. & Randhawa,B.(1998). Teachers' efficacy and teaching behaviours. *Psychological report, 63, 407-414.*

Sarikaya, H. (2004). *Pre-service elementary teachers' science knowledge, attitude toward science teaching and their efficacy beliefs regarding science teaching,* Unpublished masters thesis. Middle East Technical University, Ankara, Turkey.

Seferoglu, G. (2006). Teacher Candidates' reflections on some components of a pre-service English Teacher Education Program in Turkey. *Journal of Teacher Education for Teaching, Vol. 32, Issue, 5, pp.369-378.*

Seliger, H. W. & Shohamy, E. (1989). *Second Language Research Methods.*Oxford University Press: Oxford.

Soodak, L. & Podell, D. (1993). Teacher efficacy and student problem as factors in special education referral. *Journal of Special Education, 27*, 66-81.

Soodak, L. & Podell, D. (1997). Efficacy and experience: Perceptions of efficacy among pre-service and practicing teachers. *Journal of Research and Development in Education, 30,214-221.*

Spector, J. E. (1990, April). Efficacy for teaching in preservice teachers. *Paper presented at the annual meeting of the American Educational Research Association, Boston.*

Spooner, M., Flowers, C. Lambert, R. & Algozzine, B. (2008). Is more really better? Examining perceived benefits of an extended student teaching experience. *Clearing House: A Journal of Educational Strategies, issues and ideas, 81 (6), 263-270.*

Stanulis, R. N. & Russell, D. (2000) 'Jumping in': trust and communication in mentoring students, *Teaching and Teacher Education,* 16, 65–80.

Stein, M. K. & Wang, M. C. (1988). Teacher development and school improvement: The process of teacher change. *Teaching and Teacher Education, 4, 171-187.*

Tschannen-Moran, M., Woolfolk Hoy, A. & Hoy, W. K. (1998). Teacher efficacy, its meaning and measure. *Review of Educational Research, 2, 202-248.*

Tschannen-Moran, M. & Woolfolk Hoy, A. (2001). Teacher efficacy: capturing an elusive construct. *Teaching and Teacher Education, 17, 783-805.*

Ustunel, E. (2008). Trainee teachers' cognitions about classroom discipline and their reflections in classroom practice. http://research.ncl.ac.uk/ARECLS/vol4_documents/ustunel.pdf

Veenman, S. (1984). Perceived problems of beginning teachers. *Review of Educational Research, 54, 143-178.*

Wang, M. C. , Haertel, G. D. & Walberg, H. J. (1994). What helps students learn? *Educational Leadership, 51 (4), 74-79.*

Weinstein, C. S. & Mignano, A. J. Jr. (1993). Elementary classroom management: Lessons from research and practice. NY,NY: Mc Graw Hill.

Weinstein, C. S. (1996). Secondary classroom management: Lesson from research and practice. NY, NY:Mc Graw Hill.

Woolfolk, Hoy, A. (1990). Changes in teacher efficacy during the early years of teaching: An exploratory study. Unpublished Dissertation.

Wiersma, W. & Jurs, S.G. (2005). *Research Methods in Education.* USA: Pearson Education.

Wilson, N. & McLean, S. (1994). *Questionnaire Design: a Practical Introduction.* Newton Abbey, Co. Antrim: University of Ulster Press.

Woolfolk, A. E. & Hoy, W. K. (1990). Prospective teachers' sense of efficacy and beliefs about control. *Journal of Educational Psychology, 82, 81-91.*

Woolfolk, A. E., Roosoff, B., & Hoy, W. K. (1990). Teachers' sense of efficacy and their beliefs about managing students. *Teaching and Teacher Education, 6, 137-148.*

Yılmaz, H. & Huyuguzel-Cavas, P. (2008). The effect of the pre-service elementary teachers' science teaching efficacy and classroom management beliefs, *Eurasia Journal of Mathematics, Science and Technology Education,* 4(1), pp. 45-54

APPENDICES

Appendix A

Teachers' Sense of Efficacy Scale (Classroom Management Subscale)

Teachers' Sense of Efficacy Scale (Classroom Management Subscale)

This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for teachers in their school activities. Please indicate your opinion about each of the statements below. Your answers are confidential.

Nothing (1)	Very Little (2)	Some (3)	Quite A Bit (4)	A Great (5)

1. How much can you do to control disruptive behavior in the classroom?					
2. To what extent can you make your expectations clear about student behavior?					
3. How well can you establish routines to keep activities running smoothly ?					
4. How much can you do to get children to follow classroom rules?					
5. How much can you do to calm a student who is disruptive or noisy?					
6. How well can you establish a classroom management system with each group of students?					
7. How well can you keep a few problem students form ruining an entire lesson?					
8. How well can you respond to defiant students?					

APPENDIX B

Teacher Readiness Scale for Managing Challenging Classroom Behaviors

Teacher Readiness Scale for Managing Challenging Classroom Behaviors

Please indicate your opinion about each of the statements below. Your answers are confidential.

Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)

		1	2	3	4
1.	If a student disrupts the lesson, I am able to redirect him/her quickly.				
2.	I can get through to the most difficult students.				
3.	I can take adequate measures that are necessary to keep activities running effectively.				
4.	I can communicate to students that I am serious about getting appropriate behaviour.				
5.	I can manage my class very well.				
6.	I can keep defiant students involved in my lessons.				
7.	I can take the attention of the problematic students.				
8.	I am able to respond adequately to challenging students.				
9.	I can keep a few problem students from ruining an entire lesson.				
10.	If students stop working, I can put them back in track.				
11.	I am able to maintain pupil attention while presenting reinforcement and/or correcting pupil responses.				
12.	I am able to implement clearly stated classroom rules describing what students are expected to do and a means for enforcing these rules.				
13.	I am able to implement a consistent classroom routine.				
14.	I am able to implement a positive reinforcement plan to change and/or maintain behaviour for a classroom setting.				
15.	I am able to self-evaluate my own teaching and classroom management skills and use the results constructively.				
16.	I am able to develop and implement a reinforcement hierarchy for each student.				
17.	I am able to use different reinforcement schedules(e.g., fixed ratio, variable-interval etc.) effectively.				
18.	I am able to solve the student problems that disrupt the lesson.				
19.	I am able to develop the rules for appropriate classroom behaviour.				
20.	I am able to standardise the rules for appropriate classroom behaviour.				
21.	The number of students that I cannot manage is few.				
22.	I don't live difficulty in solving the problems during the lesson.				
23.	I self-criticize my teaching behave according to the results.				

Teacher Readiness Scale for Managing Challenging Classroom Behaviors

Lütfen asagıda verilen söylemler icin düsüncelerinizi belirtiniz.

Kesinlikle Katılmıyorum (1)	Katılmıyorum (2)	Katılıyorum (3)	Kesinlikle katılıyorum (4)

		1	2	3	4
1.	Dersin akısını bozan ögrencileri yeniden derse yönlendirebilirim.				
2.	Sorunlu ögrencilerle calısabilirim.				
3.	Sınıf ici calısmalarında sorun yasanmaması icin gerekli önlemleri alabilirim.				
4.	Sorunlu ögrencilerimle düzgün davranmalar gerektigi konusunda iletisim kurabilirim.				
5.	Sınıfımı iyi yönetebilirim.				
6.	Sorunlu ögrencilerimi derslerime katabilirim.				
7.	Sorunlu ögrencilerin dikkatlerini toplayabilirim.				
8.	Derste beni zorlayan ögrencilere yeterli cevap verebilirim.				
9.	Sorunlu ögrencilerin dersi bozmasını engelleyebilirim.				
10.	Ögrenciler calısmayı bıraktıklarında onları yeniden calısmaya baslatabilirim.				
11.	Sorunlu ögrencilerle ugrasırken onlara yardım edebilirim.				
12.	Ögrencilerden uymalarını bekledigim sınıf kurallarını uygulayabilirim.				
13.	Derslerde sınıf düzenini saglayabilirim.				
14.	Sınıf ortamında olumlu yönde davranıs degisikligi icin ögrencilerime yardım edebilirim.				
15.	Kendi sınıf yönetimi yetenegimi degerlendirebilir ve sonucları yapıcı bir sekilde kullanabilirim.				
16.	Her ögrencinin farklı birer birey oldugunu göz önünde bulundurarak yardımımı ona göre düzenleyebilirim.				
17.	Farklı yardım sekillerini etkili olarak kullanabilirim.				
18.	Dersin akısını bozan ögrenci sorunlarını cözebilirim.				
19.	Ögrencilerin düzgün davranmaları icin kuralları belirleyebilirim				
20.	Düzgün ögrenci davranısı icin belirledigim kuralları bir standarda oturtabilirim.				
21.	Basa cıkmakta zorlandıgım ögrenci sayısı azdır.				
22.	Derste meydana gelen ögrenciden kaynaklanan sorunları cözmekte zorluk cekmem.				
23.	Kendi özelestirimi yapar, cıkan sonuclarına göre önlemlerimi alabilirim.				

Appendix C

Observation Scale

Observation Scale

		1	2	3
1.	The teacher redirects the disruptive students quickly.	Not Observed	Sometimes	Always
2.	The teacher can handle all the students.	Not Observed	Sometimes	Always
3.	The teacher puts the students who are off task into track easily.	Not Observed	Sometimes	Always
4.	The teacher explains what s/he expects from the students clearly.	Not Observed	Sometimes	Always
5.	The teacher implements a positive reinforcement plan for classroom setting.	Not Observed	Sometimes	Always
6.	The teacher gets through the most difficult students.	Not Observed	Sometimes	Always
7.	There are some students that the teacher cannot handle with. *	Not Observed	Sometimes	Always
8.	The teacher immediately intervenes when a problem occurs.	Not Observed	Sometimes	Always
9.	The teacher develops the rules and standards for appropriate classroom behavior.	Not Observed	Sometimes	Always
10.	The teacher lives difficulty in solving the problems during the lesson.*	Not Observed	Sometimes	Always

*Reverse Items

Appendix D

Reflective Journal Guideline

Reflective Journal Guideline.

Name:

Date:

School/Grade:

1. Write a short description of today's class.

_____
_____
_____
_____
_____
_____.

2. Did you have any management problems?

_____.

3. If yes, how did you solve the problem?

_____
_____
_____.

4. Are you happy with the method you used to solve the problem?

_____
_____
_____.

5. If you live the same problem again, how will you behave?

_____
_____
_____.

Appendix E

Post-Practicum Interview

Post-practicum Interview Questions

1. What is "Classroom Management"?
2. Is there a difference between your first official and the last one regarding your classroom management? Evaluate yourself.
3. Are your classroom procedures (rules, behavior you expected etc.) in the last official the same as you used in the first official or are they different? In what ways?
4. Do you feel that your class ran better or worse in your last official practice teaching? What do you think is the reason?
5. Is there any part of your classroom management you would change if you could?
6. Do you believe that practice teaching influenced your classroom management? If yes, in what ways?
7. In which subject have you experienced difficulty during your practice teaching?
    a. Stating rules for your classroom.
    b. Student behavior.
    c. Consistent classroom management strategies.
    d. Solving the problems that occur during the lesson.
    e. Involving disruptive students into lesson.
    f. Group work.
8. What are the other challenges that you have encountered in the classroom? Do you feel efficacious in solving them?
9. Do you consider your classroom management skills to be effective? Why?
10. Put the below in an order (1 to 3) according to their importance in improving your classroom management strategies.
    a. Classroom management course
    b. Practice teaching
    c. Feedback
11. Do you think that the practice teaching you have had is enough for improving your classroom management skills? If not, what do you suggest?