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Pre-service Teachers' Classroom Management Self-efficacy Beliefs

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ABSTRACT

Maintaining classroom order is one of the skills and responsibilities teachers are required to develop. Likewise, teachers are expected to design a proper classroom environment where instructional goals are reached effectively. Self-efficacy is a concept frequently debated among scholars of educational realms, albeit exploration of teachers' self-efficacy specifically in terms of classroom management is quite rare, especially for pre-service teachers. Hence, the present research was conducted to reveal pre-service teachers' beliefs about their own capabilities in classroom management. The survey was carried out by utilizing "Classroom Management Self-efficacy Scale" with respect to quantitative research methodology, collecting data from senior (fourth grade) pre-service teachers enrolled in a primary education program during 2014-2015 academic year. Data analyses demonstrated participants' high degree of self-efficacy beliefs in classroom management, implying the effectiveness of classroom management courses taught at the programs. The evidences further suggested higher self-efficacy levels in maintaining classroom order for female prospective teachers. The outcomes also revealed pre-service teachers with higher academic achievement tended to perceive themselves more efficacious in terms of classroom management. Pre-service teachers enrolled at departments of elementary school teaching and pre-school teaching were found to be more confident in their classroom management capabilities compared to those studying at science teaching. The results of the study lastly indicated a positive correlation between classroom management efficacies and outcome expectancies of the subjects.

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Keywords:
Classroom management, self-efficacy, pre-service teachers, prospective teachers, quantitative research

Introduction

In achieving educational and instructional objectives, maintaining classroom order are one of the skills and responsibilities teachers are required to have. Classroom management is described as providing and sustaining appropriate conditions in order for eliciting learning by making necessary arrangements of physical and other resources (Şişman, 1999). Teachers have various obligations to be able to design a proper classroom environment where instructional goals are reached effectively. Some of these obligations include ensuring and maintaining classroom order, arranging physical settings compatible with contents of lessons, realizing pre-planned instructional processes, effective time management, student motivation, retaining teacher leadership and authority (Savage & Savage, 2010). After all, provided that teachers do not react adequately to students when their behavior is disruptive, instructional time could be wasted for all students. Therefore, obtaining a comfortable and well-ordered classroom environment is a vital outcome teachers aspire for their efforts

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It is essential to emphasize the significance of classroom settings addressing to students' interests, expectations, and requirements, and ensuring student participation in teaching and learning activities (Ağaoğlu, 2008; Aydın, 2003; Good & Brophy, 2006; Henson, 2003; Martin & Yin, 1997). Provided teachers are equipped with necessary knowledge and skills about managing teaching and learning process, they are less likely to experience difficulties to design learning experiences appealing to students' interests, needs and capacities. They could deliver learning practices for students by utilizing appropriate methods that are related to target behaviors and skills required for them to attain.

Buluç (2004) described effective classroom management as course of practices based on classroom rules increasing students' independent learning abilities, efficiencies, and achievements by extension. The primary purpose of effective classroom management is to prevent the interruption of teaching and learning process and ensure it continue in a well-organized setting. As Erden (2005) expressed, it is prerequisite for teachers to create an effective communication atmosphere and positive learning environment in classroom. Besides, to manage classrooms effectively, the best way to guarantee and sustain classroom order is to develop student self-control since enabling them to control themselves create opportunities for a disciplined and well-ordered classroom (Başar, 2002; Erden, 2005). Assuring an effective classroom management still continues to be one great challenge for teachers (Evertson & Weinstein, 2006).

Certain principles of effective managing classrooms are expressed by Good and Brophy (1994) as: (1) Students tend to obey the rules they cooperated to establish, (2) disruptive behaviors of students can be minimized so long as they participate in meaningful learning experiences appealing to their interests and skills, (3) it is possible to prevent disruptive behaviors by leading students to productive activities rather than striving to control students' undesirable behaviors, (4) the aim of teachers is not to establish control over students but to lead them to learn controlling themselves.

In successful classroom managements, expectations are conveyed to students and exemplary behaviors are taught by role modeling, and this is methods are reinforced individually and as a whole class in various ways (Brophy, 2006). The purpose in this is to give students opportunities to manage their own behaviors through developing sense of responsibility, by building a safe, well-organized, and non-distractive learning atmosphere yielding increases in student motivation. Hence, teachers, as managers of classrooms, are expected to possess self-beliefs concerning their own skills and capacities. Furthermore, considering the factors influencing classroom management, teachers are identified as the most effective constituent in achieving educational goals (Celep, 2004). In this context, it can be assumed that as teachers' efficacies and beliefs in maintaining classroom order increase, so it will get easier for them to manage learning environment.

Bandura (1996; 1997) perceives self-efficacy as one of the indispensible components of his social learning theory. Self-efficacy concept is described as beliefs and judgments in one's capabilities to organize and execute the courses of action required to produce given attainments, and it is thought to be a contributing factor in human functioning (Zimmerman, 1995; Bandura, 1997). According to Bandura, one's self-efficacy perceptions have influences on development of their behaviors (1997). The concept of self-efficacy, reflecting one's own beliefs in his/her ability of performing expected behaviors in a certain situation, influences one's choices of behavior while carrying out a task (Pajares, 1996). Likewise, comprehensive investigations demonstrated that one's perceptions about their own abilities in a certain issue are affected by (1) mastery experiences that serve as direct indicators of capabilities, (2) vicarious experiences that alter efficacy beliefs by observing other people performing similar tasks, (3) verbal persuasion in which others can guide individuals to believe in their own capabilities, and (4) physiological arousal implying one's vulnerability to dysfunction (Bandura, 1997) .

One's opinions about his/her abilities, behavioral preferences in the face of challenging situations, determination of coping with problems have substantial impacts on the level of efforts and performances in problem solving (Bandura, 1997). In terms of educational means, it is thought that self-efficacy beliefs have effects on teachers' behaviors performed throughout instructional activities. Accordingly, teacher self-efficacy bears an utmost significance regarding the practices of skills required by the teaching profession and training enthusiastic and striving teachers who have enough self-esteem to cope with instructional problems. Looking into the bulk of research carried upon self-efficacy, it turns out teachers' self-efficacy beliefs stand as

one of the main strands under scrutiny for years (Bandura, 1997; Cannon & Scharmann, 1996; Caprara et al., 2006; Cheung, 2006; Emmer & Hickmen, 1991; Enochs & Riggs, 1990; Gençer & Çakıroğlu, 2007; Gibson & Dembo, 1984; Guskey & Passaro, 1994; Hoy & Woolfolk, 1993; Soodak & Podel, 1998; Ross, 1992; Tschannen-Moran & Hoy, 2001).

Teacher self-efficacy is identified as the capacity of influencing student performances and their behaviors related to executions of certain tasks and learning activities successfully (Aston, 1984; Aston & Webb, 1986; Brouwers & Tomic, 2003; Guskey & Passaro, 1994; Tschannen-Moran & Hoy, 2001). It is evident from research that teachers with a high sense of self-efficacy tend to take more initiatives for executing their responsibilities in the direction of the learning objective and exert more efforts for learning activities (Tschannen-Moran et al. 1998; Pajares, 1992). Milnet and Woolfolk (2003) explored that teachers having higher level of self-efficacy are leaned to feel themselves confident in planning and organizing activities in educational processes and make more efforts for these activities. As it is elaborated, self-efficacy beliefs of teachers related to teaching play a central role in identifying the problems emerging through instructional processes and impeding classroom order. Also, they have a role in developing new strategies for solving these problems as well as in the application of the strategies.

Classroom management self-efficacy is one salient aspect of teachers' self-efficacies in general. Typically past research has heavily relied on measuring teacher confidence in general without paying much attention that self-efficacy may vary for different skills and sub-areas of teaching. For instance, classroom management self-efficacy was taken as a sub-domain in two of the major self-efficacy scales as in "Teacher Self-efficacy Scale" designed by Tschannen-Moran and Hoy (2001) and "Teacher Self-efficacy Beliefs Scale" developed by Dellinger and his colleagues (2008). However, investigating teachers' self-efficacy specifically in classroom management is a distinct study area on its own. Martin and his colleagues (1999) revealed the significance of self-efficacy in classroom management by suggesting that teachers' reactions to disruptive student behaviors derive from their beliefs about their competences in handling misbehaviors and causes of disruptive student behaviors. Their findings also suggested that teachers with lower confidence in their competences of classroom management tended to use inappropriate management techniques and frequently refer students to other school personnel. In this context, self-efficacy in classroom management can be described as teachers' beliefs in their capabilities to organize and execute the courses of action required to maintain classroom order (Brouwers & Tomics, 2000).

Likewise, self-efficacy in classroom management is identified as the degree of a teacher's beliefs in his or her competency about organizing students around instructional goals, maintaining classroom order, and having students' participation and attention (Emmer & Hickman, 1991). Furthermore, Emmer and Hickman (1991) similarly emphasized the significance of teachers' classroom management self-efficacy by stating that "ability to maintain classroom management and discipline is partially distinct, both conceptually and behaviorally, from the general teaching ability to influence learning or achievement outcomes". Hence, they developed the teacher efficacy in classroom management and discipline scale with its multi-dimensions. Based on this, research demonstrated that self-efficacy in classroom management was an important predictor for choices of classroom management strategies. Moreover, they found that teachers who had high level of trust in their capacities in terms of classroom management were more leaned to utilize positive teaching strategies (e.g. praise, tuning teaching approaches in accordance with students profiles, and motivating students). However, teachers with distrust in their classroom management efficacy were found to use reductive strategies, like time out, warnings, reprimands, negative reinforcements (Emmer & Hickman, 1991).

Given the research on classroom management self-efficacy, it appears teachers' classroom management preferences, instructional strategies, questioning techniques, persistence at a task, risk-taking degree and innovation, teacher feedback to students, and including student time on task are influenced by their own perceptions of their adequacy in classroom management (Gibson & Dembo, 1984). Additionally, O'Neill and Stephenson (2011) perceived self-efficacy for classroom management in relation to classroom organization, classroom routines and expectation, having student participation and attention, learning in cooperation, preserving respect and classroom order. Besides, various research findings indicated that teachers with higher self-efficacy in keeping classroom order are inclined to bear more democratic and less dominant classroom management orientations in their handling of students' classroom behaviors (Enochs,

Scharmann & Riggs, 1995; Henson, 2001; Woolfolk & Hoy, 1990). As it was revealed by Ashton and Webb (1986), it also appears that teachers with positive self-beliefs in their management of classroom misbehaviors are more likely to keep students with behavioral disorders engaged in classroom activities than teachers seeing themselves less efficacious about maintain classroom order. On the other hand, teachers with little trust in their capacities to keep classroom order are not likely to avoid problems with managing classroom activities effectively, which is in the nature of the profession. In order to achieve the planned goals, they have to keep instructional activities going everyday. However, with little faith in their classroom management abilities, teachers are faced with their inadequacy every school day, which unveils the importance of that competence for reaching the educational goals. Hence, throughout this survey, classroom management self-efficacy has been taken as teachers' beliefs in their capacities for dealing with students' misbehaviors, organizing and maintaining classroom order and routine to sustain instructional activities run uninterrupted (Emmer & Hickman, 1991; Tschannen-Moran & Woolfolk-Hoy, 2001).

Taking prospective teachers into consideration, they are expected to serve soon in real-life classroom environments and need to be equipped with necessary classroom management skills as well as self-efficacy. During their training periods, pre-service teachers can acquire self-beliefs about their capacities on classroom management, which could later have an influence on how to deal with educational activities and how to lead students into those activities when they start their service. Indeed, it is emphasized that prospective teachers develop self-efficacy beliefs about their teaching capacities particularly before even starting their teaching services (Pajares, 1992; Richardson, 1996). Prospective teachers' beliefs and self judgments in their teaching capacities before starting service could reflect on their actual teaching performance after they start serving. As Bandura (1997) stated in this sense, people having doubts about their abilities in a particular domain of activity are leaned to consider such activities as threats, and they choose to avoid them. Teachers doubting their abilities to keep classroom order cannot escape from this because it is considered as an essential part of the job. Throughout the instructional periods, teachers with a low sense of efficacy in maintaining classroom order may have to face their incapacity in this issue ever school day, which indicates the vitality of acquiring the necessary knowledge and skills during teacher training programs (Bandura, 1986; Henson, 2003). Moreover, teachers with a low sense of efficacy in managing classroom order also tend to be the ones who are most likely to drop out of the teaching profession (Glickman & Tamashiro, 1982). Hence, it appears particularly important to study pre-service teachers' classroom management self-efficacy so as to have an idea about their preparations for teaching profession and particularly classroom management.

As stated previously, teachers' self-efficacy in general is a popular and frequently referred concept in educational research, albeit teacher self-efficacy in specific teaching skills like classroom management remains uncovered largely. Due to the aforesaid regards, research further needs to explore pre-service teachers' self-efficacy in terms of classroom management, especially in Turkey where studies in this realm are quite limited. Given that self-efficacy might vary depending on different teaching skills, it is believed, in this way, this survey might provide further insights for dealing with classroom management trainings of pre-service and novice teachers, contributing to the teachers' self-efficacy studies with a distinctive perspective as well. In parallel with this prospective, discovering the extent of prospective teachers' efficacy beliefs about maintaining classroom order is critical for ensuring novice teachers to succeed in their classroom management practices. Further, in order to generate a deeper insight of prospective teachers' self-assurance in this specific skill and to determine the possible sources of this confidence, it is important to check up on the sources of the variances in their self-efficacy degree about classroom management. With this way, prospective teachers' beliefs in their effectiveness of maintaining classroom order could be justified by their gender, academic achievement, study area, or even high school backgrounds because it is reasonable that graduating from a teacher training high school, for instance, means an early start for the teaching career by being taught the teaching courses earlier before even getting into the faculty. Thus, these variables could be expected to have an effect on their feelings about their capacities in terms of effectively managing classroom instruction. Moreover, one's efficacy on something is thought to be related to beliefs about his or her ability to perform a particular behavior, task or skill, whilst outcome expectancy is a general belief that a behavior will result in a particular outcome (Bandura, 1986; Gibson & Dembo, 1984; Guskey & Passaro, 1994). So, a conceivable connection between the belief that a particular action will lead to desirable outcomes and the belief that one has the ability to perform that action is worth digging up. Explaining a relation between the degree of teachers' efficacy in classroom management and their outcome expectancies for

classroom management performances could illuminate the pathways to deeper understandings of a crucial skill of teaching for pre-service teachers. That is because, for example, if one does not have a faith that he/she has the necessary capacity to execute a task or skill, he/she most possibly will not expect a successful outcome out of his/her performances, or even he/she will hesitate to initiate or engage in the relevant behaviors. Therefore, this study primarily sought to investigate classroom management self-efficacy beliefs of senior (fourth grade) pre-service teachers studying at Department of Primary Education at Dokuz Eylül University Faculty of Education. Bearing this in mind, it was also attempted to shed lights on the following questions:

1. What is the degree of pre-service teachers' classroom management self-efficacy?

2. Do pre-service teachers' classroom management self-efficacy beliefs differ significantly depending on their gender, academic achievement (GPA), branch of study, and high school graduation?

3. Is there a significant relationship between pre-service teachers' classroom management efficacy beliefs and outcome expectancy?

Method

Research Design

To display the true nature of pre-service teachers' classroom management self-efficacy beliefs, this investigation was carried out as a survey with respect to quantitative research methodology. With the help of survey model, researchers could be able to describe a current or previous situation, event or phenomenon in its existing situations and conditions (Balcı, 2004; Karasar, 2012). Thus, this particular research bears the characteristics of a descriptive survey for the sake of drawing a true picture of indicating variables.

Research Sample

The population of this study was comprised of 531 senior (fourth grade) pre-service teachers studying at Department of Primary Education in Faculty of Education of Dokuz Eylul University during the 2014-2015 academic year. Since this survey was designed as a census study, every one of the pre-service teachers in the entire target population was aimed to be reached throughout the course of the investigation. The participants of the study, however, were 362 senior pre-service teachers who could be accessed, and who consented to take part in the investigation. Among 362 subjects, 69.3 % of them were females (n=251) and 30.3 % were males (n=111). Of all the participants studying at department of primary education, 22.8 % of them (n=86) were enrolled to elementary school teaching, 17.1 % (n=62) to science teaching, 20.2 % (n=73) to primary school math teaching, 18.5 % (n=67) to social sciences teaching, and 20.4 % (n= 74) to pre-school teaching. It was thought to be more convenient to decide on surveying subjects from primary education departments so that researchers were to observe the true picture of departmental variances at the faculty more directly. Overlapping with the primary education departments, other study branches of high school education departments (e.g. math, sciences, and social sciences) were left outside the scope of this investigation. With this way, researchers had a more concise study group having parallel teacher training courses (for the same age/educational level) within separate branches.

Research Instrument and Procedure

Classroom Management Self-efficacy Beliefs Scale: In order to figure out pre-service teachers' classroom management self-efficacy beliefs, the data of this investigation were acquired by Classroom Management Self-efficacy Beliefs Scale (CMSBS), which was developed by Çetin (2013) through an in-depth reviewing of the existing literature. The scale includes two sub-dimensions as classroom management efficacy with 8 items and classroom management result expectancy with 7 items and totally 15 items in the form of five-point Likert scale. The results of the explanatory factor analysis (EFA) for factor loading values of the scale were considered as .45 for deep acting. Also, while two factors explain 40.85% of the total variances, the first dimension explains 20.85% on its own and the other explains 20.01% of total variance. Moreover, the confirmatory factor analysis (CFA) indicated RMSEA, .041; $\chi 2/df=1.4$; NFI=.86; NNFI=.94; CFI=.95; GFI=.93; and AGFI=.91. Likewise, the test-retest correlation coefficients were between .69 and .85. Also, the corrected item-total correlations of the scale were between .30 and .51, and it was revealed that all

the differences between the 27 % of the mean scores (α=.001) of the high and low groups were significant (Çetin, 2013). Applied to the whole scale, the Cronbach's Alpha internal consistency coefficient was figured as .81, and for the sub-domains, the coefficients were .76 and .77. For this particular study, it was calculated as .74 with 95% confidence intervals for the whole scale, and .69 and .71 for the sub-domains respectively.

Data Analysis

The data of this study were analyzed by utilizing IBM® SPSS Version 22 software. In the course of the examinations, descriptive analyses were employed to elicit the levels of pre-service teachers' classroom management self-efficacy beliefs. For a convenient analysis of the results, mean scores obtained from the scale for the total classroom management self-efficacy are explained as the following intervals: 15-29 (low), 30-44 (moderate), 45-59 (high), and 60-75 (very high). On the other hand, the mean scores for the first sub-dimension of the scale appeared as the following intervals; 8-15 (low), 16-23 (moderate), 24-31 (high), and 32-40 (very high); and for the second sub-dimension as 7-13 (low), 14-20 (moderate), 21-27 (high), and 28-35 (very high). Following the Kolmogorov-Smirnov test assuming the normal distribution of datasets (p>.05), one sample independent t-test analysis was executed for dual comparisons, and also one-way analysis of variances (ANOVA) was conducted for comparisons with three or more dimensions. Besides, the Tukey HSD post-hoc analysis was applied for significant F values so as to figure out the sources of significance. As a final touch, a Pearson's correlation analysis was also executed to work out if there is a relationship between the two sub-dimensions of classroom management self-efficacy beliefs. As Büyüköztürk (2005) suggested, a correlation coefficient value between .70 - 1.00 was decided to be interpreted as a high level, .69 - .30 as a moderate, and .29 - .00 as a low level of relationship between the two factors.

Results

The following section presents the findings of the data analyses process of this survey. As stated previously, one of the aims of this particular study was to figure out the degree of pre-service teachers' classroom management self-efficacy beliefs. In relation to this aim, mean and standard deviation values along with minimum and maximum scores of pre-service teachers' own beliefs about their capacities on classroom management issues were explored with respect to descriptive analysis. Table 1 below represents the average scores of pre-service teachers in regards of total self-efficacy with also sub-dimensions as classroom management efficacy and result expectancy.

Table 1. Average scores of pre-service teachers' classroom management self-efficacy

	N	*Min.*	*Max.*	$\bar{X}$	*SD*
Efficacy Belief	362	16	31	24.04	2.60
Outcome Expectancy	362	13	31	23.77	2.56
Total Classroom Management Self-efficacy	362	34	56	47.82	3.90

As the results suggests, the average score of pre-service teachers' classroom management self-efficacy was detected as 47.82 out of 75. Considering the figures in Table 1, it turns out that the participants of this study have a high degree of classroom management self-efficacy (M= 47.82; SD=3.90), along with slightly high classroom management efficacy (M= 24.04; SD= 2.60) and again high degree of outcome expactancy (M=23.77; SD= 26). Another finding of the study was the results of independent t-test executed in order to find out whether respondents' classroom management self-efficacy beliefs differ depending on their gender, or not. The obtained results of the test were presented in Table 2 below.

Table 2. T-test outcome of pre-service teachers' classroom management self-efficacy depending on gender

Gender	*N*	$\bar{X}$	*SS*	*sd*	*t*	*p*
Female	251	48.15	3.78	360	2.42	.016
Male	111	47.07	4.07			

As it can be inferred from the outcomes above, the results of the t-test analysis indicated a significant difference between female and male respondents' self-efficacy beliefs regarding classroom management issues ($t_{(360)}$=2.42; p<.05; η^2=.16). In other words, pre-service teachers' beliefs about their efficacy in terms of classroom management differ according to their gender. However, as it can be seen the effect size is rather small according to Cohen (1988). Considering the average scores of the groups, it is figured that female pre-service teachers' self-efficacy (M=48.15; SD=3.78) is slightly higher than male pre-service teachers (M=47.07; SD=4.07) in terms of classroom management.

In order to test if the participants' classroom management self-efficacy varies depending on their academic achievement (GPA), a one-way ANOVA test was applied and the results were presented in the following table (Table 3).

Table 3. One-way ANOVA outcomes regarding participants' academic achievement

	Groups	*N*	$\bar{X}$	*SD*	*Group Variance*	*Sum of Squares*	*df*	*Mean Square*	*F*	*p*
Classroom Management Self-efficacy	69 and below	58	46.03	3.90	Between Groups	169.35	4	42.33		
	70-74	62	48.72	4.04	Within Groups	5335.33	357	14.94		
	75-79	101	47.73	3.58	Total	5504.68	361		2.833	.025
	80-84	86	48.49	3.86						
	85 and above	55	47.32	4.48						
	Total	362	47.82	3.90						

The results of the analysis between the respondents' classroom management self-efficacy and their academic achievements (GPAs) suggest a significant variance with a moderate effect ($F_{(4.357)}$=2.83; p<.05; η^2 =.31). To put it more clearly, the findings above have revealed pre-service teachers' classroom management self-efficacy beliefs differ significantly depending on their academic achievement. Correspondingly, significant variances between the groups were identified through Tukey HSD analysis. As explored by these analyses, pre-service teachers with a GPA between 80-84 out of 100 (M=48.49, SD= 3.86) possess significantly higher self-efficacy in terms of classroom management than those with a 69 or below GPA (M=46.03, SD=3.90).

Another one-way ANOVA test was executed to determine if the subjects' classroom management self-efficacy beliefs vary according to their academic branches. The obtained outcomes of the test were given in Table 4 below.

Table 4. One-way ANOVA outcomes according to participants' academic branches

	Groups	*N*	$\bar{X}$	*SD*	*Group Variance*	*Sum of Squares*	*df*	*Mean Sq.*	*F*	*p*
Classroom Management Self-efficacy	Elementary School Teaching	86	48.32	4.54	Between Groups	226.22	4	56.5		
	Science Teaching	62	46.38	4.30	Within Groups	5278.45	357	14.78		
	Primary Math Teaching	73	47.89	2.63	Total	5504.68	361		3.825	.005
	Social Sciences Teaching	67	47.40	3.57						
	Pre-school Teaching	74	48.75	3.78						
	Total	362	47.82	3.90						

Examining the outcomes of the analysis, it turns out that the participants' efficacy beliefs about themselves in terms of classroom management issues differ significantly depending on their academic branches ($F_{(4.357)}$= 3.835; p<.05; η^2=.41) That is, a significant difference have been observed between pre-service teachers' self efficacy beliefs and their majors, albeit with a moderate effect size (Cohen, 1988). Tukey HSD analysis was applied in order to observe the variances between the academic majors more elaborately. The

outcomes have pointed out that the participants studying elementary school class teaching (M=48.32; SD=4.54) and pre-school teaching (M=48.75; SD=3.78) believe they are significantly more efficacious on classroom management issues compared to those studying science teaching (M=46.38; SD=4.30).

Table 5. One-way ANOVA outcomes according to participants' graduated high schools

	Groups	*N*	$\bar{X}$	*SD*	*Group Variance*	*Sum of Squares*	*df*	*Mean Sq.*	*F*	*p*
Classroom Management Self-efficacy	General High School	94	47.61	4.07	Between Groups	72.65	3	24.21		
	Anatolian Teacher Training High School	84	47.20	3.96	Within Groups	5432.03	358	15.17		
	Anatolian High School	111	48.34	3.49	Total	5504.68	361		1.596	.190
	Other High Schools	73	47.66	4.44						
	Total	362	47.82	3.90						

On the other hand, to explore if the participants' beliefs about their own capacities on classroom management vary depending on their graduated high school types, a further one-way ANOVA test was applied between their high school groups, and the outcomes of the analysis were presented in Table 5 above. As it is obvious from the test outcomes, there is no significant difference observed between the subjects' graduated high schools and their classroom management self-efficacy beliefs ($F_{(3.358)}$=1.596; p<.05). Hereafter, it is revealed that prospective teachers' beliefs about their capacities in classroom management do not differ meaningfully depending on their high school backgrounds. An additional analysis was undertaken to test for a linear relationship between the two sub-domains of the Classroom Management Self-efficacy Scale. To be able to detect a possible significant relationship between classroom management efficacy and result expectancy of the participants, depending on their own views, a Pearson's Product-Moment Correlation analysis was implemented between the two variables. The acquired outcomes of the correlation analysis were displayed in the following table (Table 6).

Table 6. Bivariate correlation between the sub-domains of classroom management self-efficacy scale

Sub-dimensions		1	2
Classroom management efficacy	*r*		.143**
Classroom management outcome expectancy	*r*	.143**	

**p<.01

Based on the results, it can be stated that there is statistically meaningful linear relationship between pre-service teachers' classroom management efficacy and classroom management result expectancy (r=.143; p<.01) with a small effect size based on Cohen's implications (1988). The direction of the relationship is observed positive, meaning these variables tend to increase together or vice versa with predictor coefficient of R^2=. 02 . However, considering the strength of the relationship, it was noticed that there was a weak correlation between the variables (Büyüköztürk, 2005).

Discussion and Conclusion

The present study was carried out with the intention of exploring prospective teachers' self-efficacy beliefs concerning classroom management before they graduate and start serving as a teacher. Examining the outcomes produced by the analyses, the primary finding suggested that pre-service teachers, who still study at Department of Primary Education of Dokuz Eylul University, believe to a significant extent that they are capable of dealing with classroom management issues while teaching. Parallel results were also acquired by Köse who attempted to investigate prospective teachers' views towards classroom management (2010). Furthermore, Yeşilyurt (2013) in his investigation upon self-efficacy perceptions of prospective teachers found out they perceived themselves "quite efficient" in terms of classroom management. From the

perspective of teaching and instruction, teachers' beliefs of their own capacities are thought to have an influence on their behaviors throughout instructional activities (Bandura, 1997; Pajares, 1992). In this respect, it can be stated that the prospective teachers will maintain capacities of performing as expected and leading students into planned learning experience as they start their service. On the other hand, the subjects' having high degree of self-confidence in managing classroom issues evidently points out the effectiveness of the classroom management courses they are taught during their studies in terms of teacher training, which indicates parallelism with the implications of many inquiries (Chambers & Hardy, 2005; Ekici, 2008; Henson, 2003; Woolfolk Hoy & Spero, 2005; Yeşilyurt & Çankaya, 2008).

Another evidence of this investigation revealed female prospective teachers' beliefs about their own capacities in classroom management is greater than male prospective teachers. This indication could be grounded on the opinion that female teachers are more custodial and stick to the classroom ground rules and more persistent in controlling disruptive behaviors in the classroom compared to males. This idea was also sustained by the findings of Celep maintaining that female teachers have a tendency for controlling students with disciplined rules in a more bureaucratic manner (2000). As a contrast, Martin and Yin's (1997) inquiry suggested males were more self-confident, rigid, assertive, authoritarian, and even aggressive than female counterparts. In the educational realms, there are numerous studies indicating notable variances in prospective teachers' self-efficacy beliefs in terms of gender (Celep, 2000; Çalışkan et al. 2010; Martin & Yin, 1997; Martin et al., 2006; Özdemir, 2008; Yaman, Koray & Altunçekiç, 2004); albeit contrasting inquiries are also present suggesting no major difference between females and males (Akbaş & Çelikkaleli, 2006; Baykara, 2011; Bozdoğan & Öztürk, 2008; Cerit, 2011; Çakıroğlu, Çakıroğlu & Bone, 2005; Çubukçu & Girmen, 2008; Gençer & Çakıroğlu, 2005; Shin & Koh, 2007; Üstüner et al., 2009). It is therefore concluded that there is no clear consistency among the implications of various studies on this issue.

The outcomes, additionally, put forward that pre-service teachers' opinions about their capacities in managing classroom efficiently differ depending on their academic achievement (GPA) they acquire during their training. Evidently, this implies that participants with higher GPA scores have higher a degree of confidence in their competence in classroom management, which is also consistent with similar inquiries in the field (Ekici, 2008; Yenilmez & Kakmacı, 2008). The implications suggest teachers' tend to believe they are more competent in managing classroom activities effectively as their academic achievement increase, which is not a surprising implication considering the suggestions of Bandura (1986; 1997), Pajares (1996), and Pajares and Shunck (2001).

As a further implication of the results, the evidence signifies that prospective teachers have different beliefs about their competence in managing educational experiences in the classroom varying according to their training departments. Depending on the academic branches, a significant difference in teachers' self-beliefs about their capacities in handling classroom experiences is also a common interpretation with other related studies (Cerit, 2011; Gençer & Çakıroğlu, 2005; Yeşilyurt, 2013). It is evident that pre-service teachers majoring in elementary teaching and pre-school education moderately bear more faith in themselves in terms of dealing with classroom management issues compared to those getting trained in science teaching. Though these results contrast with Saracaloğlu and Yenice's (2009) conclusions that science teachers' bear more self-efficacy in classroom instruction and management compared to other teachers, they are well-matched with the implications of Cerit (2011), Gençer and Çakıroğlu (2005), and Yeşilyurt (2013). This evidence also can be interpreted to stem from the fact that science teachers are inclined to favor non-interventionist management style and give students more opportunity to pursue their own interests, as suggested by Gençer and Çakıroğlu (2005). As a reinforcement of this point of view, Cerit (2011) proposed elementary class teachers tend to be more interventionist and efficacious in controlling student behaviors in terms of classroom management as their head-on and mind-on classroom activities and discussions were important contributors. In deed, as science classes are more based on applied works and laboratory experiments, it could be assumed that science teachers experience relatively lesser face-to-face and closer engagements and interactions with students compared to elementary and pre-school teachers. Eker (2014) and Çevik (2011) strengthened this interpretation by their studies resulting elementary school teachers' higher teaching self-efficacy in classroom instructional activities as compared to other teachers of branches. Especially in pre-school education, hands-on and direct student interactions and engagements resulted in

higher self-efficacy in classroom management for pre-school teachers, as Guo and his colleagues (2011) maintained.

The results of this study also demonstrated that there are no meaningful distinctions between prospective teachers' self-efficacy beliefs concerning classroom management and their high school backgrounds. Whereas, it is reasonable to expect that especially pre-service teachers graduated from teacher training high schools would have higher degrees of self-confidence in their effective classroom management capacities since they are taught teaching and pedagogical courses already before even getting into an educational faculty of a university. That is, graduates of teacher training high schools had the chance to get acquainted with teaching profession as a career long before other high school graduates. However, it appears they were not able to achieve a noteworthy advancement in their beliefs about their efficacy related to their classroom management competences, which is an important indicator for general teaching self-efficacy. Regardless of their high school backgrounds, the subjects of this inquiry anyhow reflected a high level of confidence in their competences in terms of handling classroom instructions. This result, however, poses question marks in minds about the effectiveness, functions, and targets of the teacher training institutions in Turkey because these schools basically intended to equip prospective teachers with teaching and pedagogical capacities along with confidence in their teaching skills (Başaran & Aksu, 2004). This is possibly because teacher training high schools in Turkey leaned to generally focus on merely theoretical and intangible programs with insufficient real-life experiences in classroom with students.

As another finding of the study implied, there is a connection between prospective teachers' beliefs in their competencies in classroom management and their expectations related to outcomes of their classroom management practices. In other words, the evidence demonstrated that classroom management efficacy beliefs and classroom management outcome expectancies of the subject are directly related in a positive way, albeit with a weak impact. That is, as pre-service teachers' beliefs about their efficacy in classroom management increase, so will their expectations towards the effectiveness of their classroom management applications rise up. Ultimately, it is likely to have reflections onto the real performances of teachers in classroom management when they start teaching because self-efficacy beliefs have an influence on human functioning and performance as Bandura (1997) emphasized. Like Bandura elaborated: (1) people's efficacy beliefs influence their goals and expectations set for themselves and the strategies they follow for fulfilling these goals, (2) self-efficacy beliefs also affect human persistence in the face of difficulties, (3) they affect people's own feeling about themselves when they are confronted with a challenge, and (4) they affect the challenges people mean to dare for. Thus, on the other side of the coin, if teachers have little confidence in their capacity to maintain classroom order, they will probably quit easily confronted with repeated disruptive student behaviors. Eventually, they are likely to feel themselves useless and incompetent in sustaining classroom order, or even they can lose their faith in themselves or in teaching profession.

Following the discussion attempts of the results, it is wise to draw attention to the fact that once related works in the literature are reviewed, there emerge chiefly two dominant strands of research basically applied to identify teachers' general self-efficacies including classroom management as a sub-domain. One of them is "Teacher Self-efficacy Scale" designed by Tschannen-Moran and Hoy (2001) and adapted to Turkish by Çapa, Çakıroğlu, and Sarıkaya (2005) with validity and reliability check. The other one is "Teacher Self-efficacy Beliefs Scale" developed by Dellinger and his colleagues (2008). In this vein, classroom management has been referred as a sub-scale in the preceding practices rather than a major topic on its own, which is an important point to be noticed. This survey, on the other hand, distinguishes from the previous ones with regards to concentrating on reflecting pre-service teachers' classroom management self-efficacy on its own. At the same time, it conforms fundamentally to the preceding ones in terms of measuring classroom management self-efficacy, which is one of the important indicators for general teaching self-efficacy.

The preceding research findings can be of help for researchers, teacher trainers, and policy makers in supporting pre-service teachers to develop such beliefs by revising their training programs. Uncovering prospective teachers' efficacy beliefs in maintaining classroom order is critical for ensuring novice teachers to succeed in their practices. Implications of this research can also draw attention to experiences resulting in enhancing pre-service teachers' sense of efficacy and understanding of management for effective teaching. As Bandura asserted (1986; 1997), enactive mastery experiences have the greatest effect on people's self-efficacy. Hence, to advance teacher's self-efficacy in the domain of classroom management, it is required to

induce experiences of success. The first stage for this is to tune teacher-training programs so that they will provide teachers with required hands-on competences to deal with disruptive student behaviors. For this, during their training periods prospective teachers could be challenged with practical problem solving experiences and required to handle disruptive behaviors under experienced teachers watch. As a vicarious experience, suggested by Bandura, prospective teachers could be presented with videos showing teachers who can successfully cope with students' misbehaviors and run classroom activities smoothly. Covering the necessary theoretical background to maintain classroom discipline, pre-service teachers should also be required to demonstrate their fresh skills in real-life classroom to gain the mastery of them. In addition, video recording of their demonstrations could be of great contribution to the assessment of their performances by their mentor teachers and peers who could provide valuable feedbacks. Experiencing the challenge of mastering classroom management skills in real-life classroom environments and convinced of their efficacy on this area by experienced teachers and their peers, pre-service teachers could develop sufficient confidence in their adequacy of managing disruptive student behaviors and keeping classroom instruction run uninterrupted.

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