

Full Length Research Paper

Pre-service physical education teachers' preference for class management profiles and teacher's self-efficacy beliefs

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The present study aims to identify pre-service physical education teachers' class management profiles, teachers' self-efficacy and the relationship between their class management profiles and teacher self-efficacy beliefs. The universe comprised junior and senior students studying physical education teaching at six different universities (Ahi Evran University, Karadeniz Technical University, Atatürk University, Kırıkkale University, Gaziantep University, Selçuk University in Turkey). In data collection, the Turkish versions of the "Class Management Profile Scale" and Teacher Self-Efficacy Scale" were used. As for data analysis, arithmetic mean, standard deviation and Pearson's correlation coefficient were used. The findings indicated that the pre-service teachers had a general tendency for authoritative class management profile. It was also understood that pre-service teachers had a high level of self-efficacy beliefs and a positive correlation was observed between self-efficacy behaviors and general point average. Finally, a positive correlation was found between pre-service teachers' class management profiles (except the indifferent class management profile) and teacher self-efficacy beliefs, and the highest level of this correlation was observed in the authoritative class management profile.

Key words: Class management, teacher self-efficacy, physical education.

INTRODUCTION

Students' achievement is of high importance in every developed country that considers education as the basis for socio-economic development (Cappara et al., 2006). Many variables, such as physical and financial resources, educational technology, education managers, education specialists, curriculum, student and teachers influence student's achievement. However, when compared with other variables, teachers seem to be more influential over students' achievement (Cummings, 2000), for their have a determining and directive role in helping the educational system reach its aims. There are many factors which influence the level of teachers' educational

efforts, goal-orientedness and success. To exemplify, some research findings indicate that class management is one of the most challenging aspects for teachers and is viewed as a common problem in education, which causes anxiety and lack of confidence in pre-service teachers (Tulley and Chiu, 1995; Martin and Yin, 1997). As for Everton and Weinstein (2006), they point out that class management problems are the primary factors which lead to occupational dissatisfaction and burn-out. Similarly, Ekici (2008) reports that there is an interaction between students' achievement and job satisfaction. For this reason, forming a positive class environment and

resolution of internal class problems are found to be highly important for teachers and teacher candidates. Teachers' and teacher candidates' personal beliefs regarding their skills and talents play a significant role in delivering a high quality education and solving the problems encountered within the teaching process. Bandura (1997) notes that self-efficacy, or perceived self-efficacy may significantly influence the teacher's motivational level and performance. In this respect, analysis of teacher self-efficacy and class management behaviors may provide clues as to shaping teacher candidates' pre-service education.

Class management profiles

Class management is a process of organizing and carrying out classroom activities effectively and guiding student behaviors. In other words, class management is a process of forming a positive environment in class, giving students the opportunity to express themselves freely and put their potential into practice (Turan, 2006). To put in broader terms, class management is the management of class life as in an orchestra (Lemlech, 1998). As can be understood by the definitions, class management can be regarded as an umbrella term for teacher's activities in multi-dimensional in-class activities such as learning, social interaction and student behaviors (Martin and Yin, 1997).

It has been reported that teachers' communication styles displayed during class management form their class management profiles (Ekici, 2006). In the present study, the concept which will be evaluated as class management profile has been undertaken as teacher types, class management types, leadership types, teacher-student communication, etc. in the literature (Ekici, 2004). Bosworth et al. (1996) argue that there are four styles that teachers use in class management. These are authoritarian, authoritative, laissez-faire and indifferent class management profiles.

In the authoritarian class management profile, the teacher imposes control and restricts students. The teacher expects the students to obey rules such as sitting in a uniform order, not being late, not interrupting the teacher without questioning their rationale. Teachers of this profile have classes where students have no right to speak; the teacher sets all of the rules (Bosworth et al., 1996; Erden, 2001; Ekici, 2006) and when the teacher is not present in the classroom, the students do not study efficiently and produce something (Erden, 2001). Authoritarian teachers have an inefficient and harsh communication with the students; students are forced to obey a lot of strict rules; students' wishes and expectations are not taken into consideration; excessive pressure and discipline is imposed; the teacher punishes and condemns students, and makes them embarrassed (Gürsel and Sünbül, 2000; Sari et al., 2010).

In the authoritative teachers' profile, the teacher

explains the rationale behind the rules and limitations for students. The teacher frequently explains the rationale underlying the rules, acts in an understanding and warm manner, warns the student if s/he spoils the order, does not reprimand anyone and applies discipline rules in only very critical situations. The teacher has a class environment which is open to communication and criticism and where students' questions and suggestions can be discussed. The teacher is concerned with how and what students learn, directs and guides homework preparation and gives rewards when necessary. The authoritative teacher is concerned with all variables related to class management: the student, class environment, teaching activities and parents (Gibson and Dembo, 1984; Bosworth et al., 1996; Gürsel and Sünbül, 2000; Ekici, 2006).

In the laissez-faire type class management profile, the teacher has low control and does not demand much from the students, and acts as an observer who accepts the students' responses. S/he does not try to implement the rules by force, tries not to hurt the students. S/he accepts that a student who breaks the order might have done this due to carelessness, tries to become friends with the students and tries to invoke good feelings; thus cannot always set the discipline (Bosworth et al., 1996; Gürsel and Sünbül, 2000; Ekici, 2006). Since these teachers usually avoid applying class management rules and try to make students feel good rather than pay attention to class control, problems are expected to arise and sometimes not resolved in such classes (Gürsel and Sünbül, 2000).

Indifferent class management profile teachers are insensitive to students. They believe that in-class activities and preparation are useless, so they do not want to prepare class materials and use the same plans and materials without renewing them for a long time. In these classes, students are responsible for their own learning and have low motivation. Teachers cannot maintain the class discipline, do not give students the feeling of trust, just try to fill the class hours and usually finish their class in the first half of the lesson and set the students free for the rest of the lesson in order for students to study or talk (Bosworth et al., 1996; Ekici, 2006). Such teachers give freedom of movement to students and do not control negative behaviors. Students are not told what to do and what not to do to; therefore, discipline problems are frequently observed. The teacher acts under the influence of students' demands and effect; although there may be occasional confrontations, punishment and restrictions, these are usually far from deterring and a class management profile which supports teaching cannot be obtained (Gürsel and Sünbül, 2000).

Teacher's self-efficacy

Teachers' and pre-service teachers' emotional states, such as beliefs into forming an effective class

environment may reflect into their class management. Some researchers state that the teacher's teaching style and beliefs on class life and students' aims influence class management (Richardson and Fallona, 2001). Woolfolk et al. (1990) report that class management styles may be related to teachers' beliefs into having an influence on students' learning. Martin and Baldwin (1992) argue that teachers view their class management approaches as a function of their beliefs of appropriate and inappropriate teachers' behaviors and how much they can control them. Enochs et al. (1995) have found out that teachers' self-efficacy emotion and tendency to control students and the class are interrelated and pointed to the role of self-efficacy perceptions in relation to their positive perception of self-efficacy and achievement.

The bases of self-efficacy concept rely on Bandura's *Social Learning Theory* (1989). According to this theory, self-efficacy indicates an individual's belief and judgment of himself/herself in terms of coping with different situations, competence to plan and achieve necessary activities in order to show a certain performance. One of the most important concepts related to self-efficacy concept is teacher's self-efficacy perception (Ekici, 2008). Teacher's self-efficacy perceptions are defined as teachers' perceptions into their capacity to influence students' performance and perceptions related to performing their tasks successfully (Aston, 1984). Some findings illustrate that teachers' self-efficacy and students' achievement are interrelated (Goddard et al., 2004; Cappara et al., 2006). Similarly, there are many studies which point out that teachers' self-efficacy perception and effective teachers' behaviors such as trying to apply educational innovations, allotting more time to teaching (Guskey, 1988; Stein and Wang, 1988), professional loyalty (Cappara et al., 2006), preventing unwanted students' behaviors, having class management skills (Woolfolk and Hoy, 1990; Woolfolk et al., 1990; Brouwers and Tomic, 2000) are interrelated.

The relationship between pre-service teachers' class management and self-efficacy beliefs and their teaching plans and behaviors towards students has been a topic of interest. Cerit (2011) argues that identification of class management styles and the factors influencing these styles may provide information as to how to change the attitudes of teachers who use rigid approaches so that they can use effective class management approaches. Since pre-service teachers' self-efficacy beliefs may influence the acts they will perform when they start their profession, they may give clues as to how they will realize their tasks and manage their classes. In this respect, analysis of pre-service teachers' self-efficacy beliefs and class management profiles, and the relationship between these two variables may be noteworthy. In Turkey, in recent years, many studies have been conducted on teachers' and pre-service teachers' teaching of a certain field and self-efficacy beliefs, class

management behaviors and the relationship between these two variables (Akkoyunlu and Orhan, 2003; Yaman et al., 2004; Ekici, 2004; Tekkaya et al., 2004; Çakıroğlu et al., 2005; Orhan, 2005; Ekici, 2005; Yılmaz et al., 2006; Kiremit, 2006; Yaman, 2006; Ekici, 2006; Şentürk, 2007; Özçelik and Kurt, 2007; Özdemir, 2008; Şentürk and Oral, 2008; Çakmak et al., 2008; Yeşilyurt and Çankaya, 2008; Ekici, 2008; Çakıroğlu and Işıksal, 2009; Özan, 2009; Cerit, 2011; Demirtaş et al., 2011; Örucü, 2012). However, none of these studies have examined the class management behaviors and self-efficacy relationship in terms of physical education teachers. For this reason, the present study primarily aims to identify pre-service physical education teachers' class management profiles and self-efficacy beliefs and the relationship between pre-service teachers' class management profiles and self-efficacy beliefs.

METHODOLOGY

Research model

In the present study, the general survey model was used in order to determine physical education teachers' class management profiles and self-efficacy beliefs. On the other hand, the correlation model was adopted for investigating the relationship between pre-service teachers' class management profiles and self-efficacy perceptions (Büyükoztürk et al., 2008).

Study group

The study group comprised 524 junior ($n=278$) and senior ($n=246$) students ($f=240$, $m=284$) studying at physical education college and sports teaching departments of six universities (Ahi Evran University, Karadeniz Technical University, Atatürk University, Kırıkkale University, Gaziantep University, Selçuk University in Turkey) in the 2011-2012 academic year. Since freshmen and sophomores did not attend class management, teaching practice and observation courses, they were excluded from the scope of the study. The scales were applied to volunteering students in different dates before the class hours and their teachers' permission was also taken. The mean age of the pre-service teachers was 22 ± 1.88 , and the mean general point average was $2.52\pm .44$.

Data collection instruments

Class management profile scale (CMPS)

The scale was developed by Kris (1996) in order to identify teachers' class management profiles. It was adapted to Turkish by Ekici (2006) and comprises 12 items of five-point Likert type (1-Strongly Disagree, 5-Strongly Agree) and there are three items for each class management profile. The class management profiles stated in the scale are authoritarian (ACM), authoritative (ACM'), laissez faire (LFCM) and indifferent (ICM) class management profiles. The maximum score to be obtained from the scale is 15.0 (3×5) and the minimum score is 3.0 (3×1). The Cronbach's alpha value for the whole scale as calculated by Ekici (2006) is .87, while this value is .82 for ACM, .80 for ACM', .84 for LFCM and .78 for ICM. In the present study, the Cronbach's alpha value for the general scale was found as .83 and .79 for ACM, .77 for ACM', .80

Table 1. Descriptive statistics related to pre-service teachers' class management profiles and teachers' self—efficacy.

	ACM	ACM	LFCM	ICM	TSES	SE	IS	CM
Mean	9.7	11.6	10.5	8.7	163.3	54.0	54.0	55.2
SD	1.9	2.0	2.0	2.2	22.7	8.1	8.0	8.3
Min.	3	4	3	72.0	24.0	24.0	22.0	24.0
Max.	15	15	15	15	216.0	72.0	72.0	72.0
N	524	524	524	524	524	524	524	524

for ECM and .76 for ICM.

Teachers' sense of efficacy scale (TSES)

The original form of the teacher's self-efficacy scale used in the study was developed by Tschannen-Moran and Woolfolk-Hoy (2001). The adaptation of the scale into Turkish as well as the reliability and validity studies were performed by Çapa et al. (2005). The scale includes 24 items of nine-point Likert type (1-unsatisfactory, 9-highly satisfactory) and three subdimensions. There are 8 items per each dimension: student engagement (SE), instructional strategies (IS) and class management (CM). The first dimension, which is called student engagement, includes items which are related to the extent that teachers can make students believe they can perform school activities in a good way. The second dimension, known as instructional strategies, comprises items concerned with the extent that teachers can use different instruction and evaluation strategies. As for the third dimension called class management, it is concerned with the extent to which teachers can cope with unwanted behaviors. The maximum and minimum scores to be obtained from the scale are 216.0 (24x9) and 24.0 (24x1) respectively. The maximum and minimum scores to be obtained from the sub-dimensions of the scale are 72.0 (8x9) and 8.0 (8x1) respectively. Çapa et al., (2005) calculated the Cronbach's Alpha reliability value for the whole scale as .93 and .82 for SE, .86 for IS and .84 for CM. The Cronbach's alpha coefficient of the whole scale was calculated as .93 and .81 for SE, .82 for IS and .81 for CM in the present study.

Data analysis

In the data analysis, along with descriptive statistics (arithmetic mean, standard deviation), Pearson's correlation coefficient was used in order to analyze the level of the relationship between pre-service teachers' self-efficacy perceptions and class management profiles.

RESULTS

The results of the descriptive analyses related to pre-service teachers' class management profiles and teacher's self-efficacy beliefs are provided in Table 1. As is seen in the table, the arithmetic means for pre-service teachers' class management profiles are $M=9.7\pm 1.9$ for the authoritarian class management profile, $M=11.6\pm 2.0$ for the authoritative class management profile, $M=10.5\pm 2.0$ for the laissez-faire class management profile and $M=8.7\pm 2.2$ for the indifferent class

management profile. On the basis of these findings, it could be argued that pre-service teachers have a tendency for authoritative and laissez-faire class management profiles. It was determined that pre-service teachers' arithmetic mean of the self-efficacy scale score ($M=163.3\pm 22.7$) was higher than that of the scale's mean ($M=120.0$); as for the self-efficacy levels in the the subdimensions, the arithmetic mean obtained in student engagement ($M=54.0\pm 8.1$), instructional strategies ($M=54.0\pm 8.0$) and class management ($M=55.2\pm 8.3$) were higher than that of the means of these subdimensions. These scores reveal that pre-service teachers have a satisfactory level of self-efficacy scores.

Table 2 presents the Pearson correlation scores for pre-service teachers' age, general point average, self-efficacy beliefs and class management profiles. In this respect, a low level of correlation was observed between age and authoritarian class management profile ($r=.096$, $p < .05$) and laissez-faire class management profile ($r=.093$, $p < .05$). A significant correlation in the positive direction was found between general point average and the total teacher's self-efficacy scores ($r=.135$, $p < .01$), and the subdimensions of students' engagement ($r=.124$, $p < .01$), instructional strategies ($r=.144$, $p < .01$) and class management ($r=.107$, $p < .05$). A positive, high and significant correlation was observed between the total scores from teachers' self-efficacy scale and total scores from the subdimensions (students' engagement $r=.927$, $p < .01$; instructional strategy $r=.924$, $p < .01$; class management $r=.928$, $p < .01$). This points to the consistency between teachers' self-efficacy scale and its subdimensions. A low level of relationship was observed between the general self-efficacy scale and authoritarian class management profile ($r=.134$, $p < .01$) and the laissez-faire management profile and a medium level relationship was observed between the authoritarian and ($r=.244$, $p < .01$) authoritative class management profiles. A low level of relationship was observed between teachers' self-efficacy scale of students' engagement sub dimensions and pre-service teachers' authoritarian and laissez-faire class management profiles ($r=.241$, $p < .01$); and a medium level of relationship was observed between students' engagement and authoritative class management profile ($r=.360$, $p < .01$). A low level of relationship was observed between teachers' self-efficacy

Table 2. Correlation analyses of pre-service teachers' class management profiles and self-efficacy beliefs.

	1	2	3	4	5	6	7	8	9
1.AGE	1								
2.GPA	-.070	1							
3.TSES	-.057	.135**	1						
4.SE	-.077	.124**	.927**	1					
5.IS	-.045	.144**	.924**	.787**	1				
6.CM	-.036	.107*	.928**	.792**	.783**	1			
7.ACM	.096*	-.024	.134**	.107**	.118**	.145**	1		
8.ACM	-.038	.048	.364**	.360**	.354**	.302**	.135**	1	
9.LFCM	-.036	.015	.244**	.241**	.261**	.176**	.162**	.407**	1
10.ICM	.093*	-.066	-.060	-.065	-.069	-.033	.355**	.049	.112*

* $p < .05$ ** $p < .01$; GPA-grade point average.

scale's instructional strategies subdimension and pre-service teachers' authoritarian class management profile ($r=.118$, $p < .01$) and laissez-faire profiles ($r=.261$, $p < .01$) and a medium level relationship was observed between instructional strategies and authoritative class management profile ($r=.354$, $p < .01$). A low level of relationship was found between teacher self-efficacy scale's class management subdimension and authoritarian class management profile ($r=.145$, $p < .01$), authoritative class management ($r=.302$, $p < .01$) and laissez-faire class management profiles ($r=.176$, $p < .01$); and a medium level relationship was observed between class management and authoritative class management profile.

DISCUSSION

Effective class management behaviors are related to many variables, the most important of which are self-efficacy beliefs. It has been reported that teachers with high self-efficacy beliefs display positive educational behaviors and have more successful students (Woolfolk and Hoy, 1990; Gibson and Dembo, 1984), develop positive relationships with their students, are more conscientious and humanistic, and can maintain class control by paying less effort (Woolfolk et al., 1990; Enochs et al., 1995). An analysis of the results reveals that pre-service physical education teachers have high level of self-efficacy beliefs. The fact that entrance to physical education teaching programs is based on talent exams, the majority of the candidates who prefer this department are usually from sports high schools, they do sports actively and they view themselves more competent in their field; these may have positively influenced these preservice teachers' self-efficacy beliefs. In addition, similar results have been found in terms of Turkish teachers and teacher candidates (Ekici, 2005; Özçelik

and Kurt, 2007; Ekici, 2008; Sarı et al., 2010; Demirtaş et al., 2011).

An analysis of the class management profiles of the pre-service physical education teachers in the present study reveals that the highest scores belong to authoritative class management profile (Ekici, 2005; Özçelik and Kurt, 2007; Ekici, 2008; Sarı et al., 2010; Demirtaş et al., 2011). This is followed by laissez-faire, authoritarian and indifferent class management profiles. In Gürsel and Sünbül's (2000)'s study on branch teachers in high schools, Ekici's (2004)'s study on primary school teachers, and Sarı et al.'s (2010) study on biology, physics and mathematics teachers, similar results have been found.

These studies report a positive relationship between academic success and self-efficacy belief (Hampton and Mason, 2003; Zajacova et al., 2005). In the present study, too, a positive relationship has been found between pre-service teachers' self-efficacy beliefs and academic success. A low level of positive and significant relationship was found between authoritarian and laissez-faire class management profiles and a medium level positive and significant relationship was found between authoritative class management profile and self-efficacy scale and its subdimensions. Accordingly, as the physical education teachers' self-efficacy beliefs increased, they showed a tendency towards authoritative class management profile. Physical education classes have a different structure than other courses. Physical education class held in a sports hall or open air provides more freedom and physical activity compared to the classroom environment. As a result, the frequencies of trauma, injury, unwanted student behaviors, and discipline problems are higher than that of academic courses. For this reason, a physical education teacher must equip the students with personal management skills, give information on class rules, excuses, distribution and collection of tools, how to organize and teams and groups, and explain why

such rules are necessary (Harrison and Blakemore, 1992). These behaviors are in line with authoritative class management profile teachers. A relationship between laissez-faire class management and teaching self-efficacy scale and its subdimensions was not found. Teachers of indifferent class management profile are insensitive towards students, think that in-class preparation and activities are unnecessary; and given that they cannot maintain class management which supports teaching (Bosworth, 1996; Gürsel and Sünbül, 2000; Ekici, 2006), the findings of the present study are in line with the expectations.

In general, these results imply a relationship between the preferred class management profiles and teachers' self-efficacy levels. An analysis into related studies demonstrates that teachers' self-efficacy is related to teachers' behaviors and skills used in class management (Gibson and Dembo, 1984; Woolfolk and Hoy, 1990; Henson, 2001; Savran and Çakiroğlu, 2003; Anderson et al., 2004; Sarı et al., 2010; Cerit, 2011). Consequently, pre-service teachers' self-efficacy beliefs should be analyzed at certain intervals, they should be informed and the negative dimensions should be determined so that pre-service teachers' self-efficacy levels can be raised. It is an undeniable fact that giving place to practices where pre-service teachers can develop self-efficacy will support their future performance and efforts.

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