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Examination on self-efficacy of the pre-service teachers of classroom teacher and pre-school teacher according to creative drama method

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Abstract

This study aims at investigating self-efficacy of the pre-service teachers of Pre-School Teacher and Classroom Teacher according to creative drama method. This search is a survey model which is quantitative search. Scale of Efficacy for Using Creative Drama Method of Can (2008) has been employed as data collection instrument. The study of validity and reliability of the scale has been carried out by Can (2008) and after making explanatory factor analysis again by researcher, the scale consisting of 46 questions has been applied on pre-service teachers of Pre-School Teacher and Classroom Teacher who study at Marmara University during the academic year of 2009 – 2010. SPSS package program has been used for analyzing and independent t test has been employed in the analysis of the data. Efficacy of the pre-service teachers has been examined according to the variables of department, class and gender; and consequently, it has been stated that there is meaningful difference in terms of department and class level, whereas there is no differentiation according to gender variable.

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1. Introduction

Methods play important role in achieving the educational objectives and arranging educational status (Demirel, 2006). Using the most effective method among the ones used for learning and teaching purposes in order to reach the objectives on this arranged road increases the efficiency. It is necessary to make the learners gain capacities such as applying their knowledge and skills they have obtained, making up decisions, taking responsibility, communicating and working in a team (Gürol, 2003; Doğan, 1997:1) The methods which take the learners as center, allow the learners to learn and assign the teachers to act as a guide have been gained importance in order to make learning more joyful. Drama which is one of the methods spoken very frequently these days is based on the students' learning through acting and experiencing. Drama training was started in France by J.J. Rousseou (1712-1778). According to the mentality of education believed by J.J. Rousseou, it says that development of body, covering and emotions is smooth and natural and the duty of the trainer is to respect to this development process and

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to create an environment which will drive this process to work accurately instead of controlling, directing, forcing and advising the children. Thanks to this, the child will learn within natural cycle even without realizing. (Bayrakçı, 2007; www.olusumtiyatrosu.com). What is in the basis of the drama is to replace oneself with another person, role-playing and interacting with other persons (Wright, 2005). Johnson and O'Neill (1984), states "drama is no longer considered simply as another branch of art education, but as a unique teaching tool, vital for language development and invaluable as a method in the exploration of other subject areas"(Yaşar, 2006)

Creativity is to create relations between the relations which have not been created before, to produce new life, experience, idea and products within new thinking network which is revealed; in other words, to restructure the universe and to add proper innovation for the individuals and cultures (San, 1985). The world which is rapidly and continuously changing requires to produce new product; thus, to grow up creative persons. Educational drama, which is one of the important methods in improving that skill: "is the process of activities for restructuring a word, a concept, a behavior, a unit, an idea, a life or an event by utilizing drama or theater techniques such as role-playing and improvising, by developing game and games within a group work and with the help of past cognitive patterns" (San, 1991). Creative drama is adaptable for the groups consisting of persons belonging to different age groups starting from the age group 1-6, which is called age of playing games, up to adolescence period. The supporters of creative drama express that infinite numbers of results will occur when the students participate in the creative drama including activities of healthy emotional development, self-reliance, social communication, creative expression, critical thinking, concentration, physical balance, perceptual awareness, basic skills, aesthetics sensitivity and so on (Massey, Koziol; 1978). Bolton (1981) defines creative drama, helping people gain a critical point of view, the ability of self-confidence and free-thinking, as a holistic activity and states that drama is related to one's environmental, physical and mental inner and outer potential. (Sungurtekin, Sezer, Kahraman and Sadioğlu, 2009). Creative drama in education refers to giving meaning and role playing a lie, an event, sometimes abstract concept or behavior by utilizing drama or theater techniques such as role-playing and improvising within a group work, by rearranging past cognitive patterns and in which observation, experiences, emotion and experiments are reviewed (Adigüzel, 2006; San, 1990). Educational drama considerably offers wide range of possibilities for pre-school and primary school education. However, it is important to educate the teachers based on the application and that other requirements which should be gained attachment are fulfilled in order to get full benefit from these possibilities (Gürol, 2003).

Pre-service teacher take many courses about creative drama method at bachelor's level. In these courses at the importance of creative drama, theoretical background and information and applications for practicing in the classroom. Pre-service teachers act as a guide in creative drama method; and therefore they play important role in making effective drama work of the students. The effective teacher must invent his own creative techniques as a part of the scientific, ongoing teaching operations in the classroom (Davis, Scott; 1971). In training the teachers, what is frequently taught to the pre-service teachers is the way to use drama in the classrooms. (Yaşar, 2005; Griggs, 2001) Stronge (2002) says that "many interview and survey responses about effective teaching emphasize the teacher's affective characteristics, or social and emotional behaviors, more than pedagogical practice" (Smith, Scarberk, Hurst ; 2005) Teacher do not have to be experienced in drama, actually, the role of teacher is to be guide for creative drama activities.

According to Bandura, efficacy is the judgment of a person about his own capacities to arrange necessary activities and to carry out them successfully in order for this individual to exhibit performance. Self-efficacy is defined as the ability to realize the person's worn skills and to believe such abilities in order to carry out a work (Yıldırım, 2008). The beliefs of the pre-service teachers in creative drama method are in direct correlation with their self-efficacy. It is stated that efficacy is defined by the factors such as past experiences (success or failure), experiences based on observations, (witnessing success or failure of other people), process of persuasion (by family, friend group, colloquies), and affective experience (experiencing intensive emotions such as excitement, fear etc.) (Akkoyunlu, Orhan, 2003; Cassidy, Eachus, 2001). Therefore, the beliefs of pre-service teachers about creative drama method carry importance.

The aim of the research is to determined whether the efficacy of the pre-service teachers of the classroom teaching and pre-school teaching for creative drama method vary according to the variables of department, class and gender and to analyze their efficacy behaviors according to creative drama method on the basis of items.

2. Method

This study is descriptive research which is useful for determining the efficacy of the pre-service teachers of classroom teaching and pre-school teaching for the creative drama method. The population of the research consists of 3rd and 4th class students of the department of Classroom Teaching and Pre-School Teaching at Marmara University in the fall academic year of 2008-2009. 268 students, 197 of whom are female and 78 of whom are male have participated in the study voluntarily. The scale used as an instrument for collecting data is the Scale of Efficacy for Using Creative Drama Method of Can which consists of 46 questions. In this scale formed with 5-likert-type, 3 questions measuring demographical features are also included. SPSS package program is used for analyzing quantitative findings obtained from the studies. The reliability of this scale whose validity and reliability has been done by Can (2008) is found to be as $\alpha=.928$. The normality of the test has been tested with kolmogorov-smirnov value as $\alpha=.200$ and since the values obtained are $p>.05$, independent t test has been applied according to the departments, gender and classes. Barlett test has been found to be 6978.252 and KMO value as .937 as a result of the factor analysis. Since the scale has one-dimensional feature, no axial rotation has been made and 46 units under the first factor have been unified under one title by the researcher. The validity data has been verified Can (2008)'s explanatory factor analysis.

3. Findings

In this part, the values obtained in order to determine the level of self-efficacy beliefs and creative self drama of pre-service teachers have been compared according to several variables and necessary statistical analyses have been

Table 1. Independent t-Test Findings about the beliefs of the Pre-Service Teacher in their Self-Efficacy and Creative Drama Method According to their Departments

Department	Classroom Teaching (N=157)		Pre-School teaching(N=113)		t	df
	Mean	Sd	Mean	Sd		
I can make the course more joyful with creative drama method	4.19	.90	4.43	.75	-2.25	268
I can enable the students to learn by making and experiencing with creative drama method	4.21	.77	4.46	.70	-2.74	268
I can solve the problems of the students very easily with creative drama method	3.29	.88	3.87	.80	-5.47	268
I can make my students to think critically with creative drama method	4.19	.83	4.39	.85	-2.60	268
I can make the students create relationship between past and new learning with creative drama method	3.68	.83	3.95	.80	-2.70	268
I can make the students discover themselves with creative drama method	3.77	.93	4.05	.88	-2.49	268
I can make the students to have logical deductions with creative drama method	3.75	.82	3.97	.89	-2.11	268
I can enable the students to have positive future view with creative drama method	3.48	.95	3.75	1.04	-2.18	268
I can develop the power of dream of the students with creative drama method	4.21	.80	4.56	.74	-3.64	268
I think I will have difficulty in applying creative drama method	2.85	1.13	2.32	1.30	3.57	268
I can improve my relations with my friends in other fields with creative drama method	3.73	.88	3.99	.89	-2.30	268
I cannot use creative drama method effectively	3.92	1.01	4.27	.95	-2.84	268
I don't know what to do if I encounter any problem while applying creative drama method	2.49	1.01	2.19	1.14	2.23	268

As seen in table 1, while the pre-service teachers of pre-school teaching have stronger efficacy perceptions about creative drama method, the pre-service teachers of classroom teaching have weaker beliefs. Particularly, the pre-service teachers of pre-school teaching who have focused on the ideas of creative drama method's efficiency in the class environment and its ability to make the students have positive behavior display meaningful differences about the anxieties of employing creative drama method.

Table 2. Independent t-Test Findings about the beliefs of the Pre-Service Teacher in their Self-Efficacy and Creative Drama Method According to their Classes

Class	3.Class(N=128)		4.Class (N=142)		t	df	p
	Mean	Sd	Mean	Sd			
I can make the course more joyful with creative drama method	4.18	.91	4.39	.78	-1.99	268	.047
I can enable the students to learn by making and experiencing with creative drama method	4.21	.80	4.41	.69	-2.15	268	.032
I can improve students communication skills with creative drama method	4.01	.92	4.25	.72	-2.36	268	.019
I can improve students empathy skills with creative drama method	3.97	.90	4.20	.88	-1.21	268	.038
I can relate the lessons with everyday life with creative drama	4.12	.93	4.40	.71	-.40	268	.006
I can provide students' to build a relationship between prior knowledge with new knowledge with creative drama method.	3.67	.87	3.90	.77	-2.20	268	.028
I can relate the lesson with other disciplines with creative drama method.	3.68	.90	4.00	.80	-3.00	268	.003
I can ensure that students tend to do group work with creative drama method.	4.10	.81	4.38	.73	-2.95	268	.003
I can improve the imagination of the students with creative drama method.	4.24	.83	4.47	.74	-2.38	268	.018
I cannot wake the sense of wonder of students with creative drama method.	2.02	1.06	1.70	.98	2.56	268	.011
I can use the drama method in an efficient way.	3.90	.95	4.02	1.04	-2.33	268	.021
Creative drama can help be communicate with the students.	4.02	.87	4.31	.67	-3.10	268	.002
I can improve my empathy skills with creative drama.	3.98	.86	4.21	.90	-2.10	268	.036
I can improve my imagination with creative drama.	4.10	.89	4.33	.76	-2.18	268	.030
I can maximize my questioning ability with creative drama.	3.85	.94	3.98	.98	-2.43	268	.016
I do not know what to do when I come across a problem when using creative drama method.	2.55	1.02	2.19	1.10	2.74	268	.006

Table 3. t-Test Findings about the beliefs of the Pre-Service Teacher in their Self-Efficacy and Creative Drama Method According to their Gender

	Female(N=197)		Male(N=7)		t	df	p
	Mean	Sd	Mean	Sd			
I can improve students empathy skills with creative drama method	4.18	.82	3.88	1.03	2.48	268	.013
I can relate the lessons with everyday life with creative drama	4.34	.78	4.08	.92	2.33	268	.021
I can provide students' to build a relationship between prior knowledge with new knowledge with creative drama method.	3.89	.78	3.56	.89	2.81	268	.006
I can ensure that the students become more sociable with creative drama method.	4.33	.71	4.08	.86	2.43	268	.016
I think I will have problems during the application of creative drama method.	2.49	1.20	2.98	1.24	-3.01	268	.003
I can maximize my questioning ability with creative drama.	4.06	.86	3.82	.09	2.09	268	.037

In table 3, it has been seen that the teacher candidates have differences between their self-efficacy regarding creative drama method according to their gender. According to female teachers, creative drama method will improve

the empathy skills of the students and using this method in class will create terminal behavior change among students; on the other hand, it has been observed that the male teachers will have issues when using this method. The reason for this is the number of female students in the department of classroom teacher and preschool teacher being higher.

Table 4. Independent t-Test Findings about the beliefs of the Pre-Service Teacher in their Self-Efficacy and Creative Drama Method According to their Gender

Group	N	Mean	Sd	T	df	p
Female	197	202.16	19.12	1.775	268	.077
Male	78	197.25	23.86			

There has not been a meaningful difference found regarding the self-efficacy points of pre-service teachers regarding creative drama method ($p>0.5$). This is because the number of male students is insufficient and they are less self-confident according to the creative drama method.

Table 5. Independent t-Test Findings about the beliefs of the Pre-Service Teacher in their Self-Efficacy and Creative Drama Method According to their Class

Group	N	Mean	Sd	T	df	p
3.class	128	197,96	21,44	-2,116	268	,035
4. class	142	203,26	19,70			

There has been a meaningful difference regarding the self- efficacy points of pre-service teachers regarding creative drama method according to their departments ($p<0.5$). From these results, it can be said that creative drama method of upper-class perceptions about their theoretical and practical infrastructure is in question.

Table 6. Independent t-Test Findings about the beliefs of the Pre-Service Teacher in their Self-Efficacy and Creative Drama Method According to their Department

Group	N	Mean	Sd	T	df	p
Classroom Teaching	157	198,34	20,59	-2,269	268	,024
Pre-School Teaching	153	204,08	20,42			

It has been observed that there is a meaningful difference regarding the self-efficacy points of pre-service teachers regarding creative drama method according to their departments ($p<0.5$). The reason underlying these results include the preschool teacher candidates being introduced to the creative drama method from the lower classes, the effectiveness of creative drama methods in the preschool and the excessiveness of the number of courses available on these methods.

4. Discussion

This study aimed to evaluate the self-efficacy points of Classroom and Preschool teacher candidates on creative drama method in terms their department, class and gender and identify their differences according to the variables that count as the number of self-sufficiency of this article. As a result of the independent t test results obtained, it has been observed that the teacher candidates showed differences in terms of department and class and did not show any differences in terms of gender.

In the studies for the methods used in the educational process to start drama for drama, especially drama, effects of the success of courses, class attitudes, attitudes toward drama, the possible differences by gender, socialization, creativity, etc.. have been approached (Hamurcu, no history; Üstündağ,1997; Şahin and Oktay,1998; Koç,1999; Ömeroğlu,1990; Okvuran, 2000; Selvi and Öztürk, 2000; Aylıkçı and Şimşek, 2001; Özsoy,2003; Tokgöz, 2003; Sağırlı and Gürdal, 2004; Özer, 2004; Ünal, 2004; Oğur and Bağcı Kılıç, 2005; Özdemir and Üstündağ, 2007; Şahbaz ve Hamurcu, 2009) . Although there are studies found on the attitudes of the teacher candidates on the creative drama method, there have not been any studies of self- efficacy.

Üstündağ (1997)'s study says“Teachers, who believe that the most effective use of drama in elementary schools, do not allow this situation. They notice personal needs of individual students and are aware of their reactions, who is isolated, thinking, feeling, so that teachers can assess feedback for each individual student, so bringing a social or

imaginative capacity into the classroom for satisfaction and fulfillment by using drama as a method. Mc Lennan & Smith (2007) determined that the female students were more active in getting involved in drama activities when compared to the male students who acted more reserved at the beginning, yet took active roles in activities within the course of time(Sungurtekin, 2009).

In one of his studies, Adıgüzel (2000) has stated "In a group work, the leader's goals and methods are uncovered and determined when individuals add a life event or a business of their own experiences into the floor and act in cases of the action. Therefore, first and foremost leader can be the person who knows the methods of drama and games open and willing to communicate, the theater can take advantage of the technical, creative and have sufficient knowledge of the game and it the analyst".

The teacher candidates shall be guided for the creative drama methods to be applied in an efficient way. The number of courses on creative drama methods shall be increased in the universities. Courses on creative drama methods shall be started from sub-classes. In primary education, more student-centered drama method should be adopted which contains an enjoyable and fun process, enhance creativity, learning providing permanence, and makes abstract concepts tangible assets. Universities shall concentrate on creative drama activities that provide support to teacher candidates' professional skills and personalities and must be equipped in terms of pre-service training in teaching methods.

5. Conclusion and recommendation

The self-sufficiency beliefs on creative drama method of teacher candidates of pre-school teacher's teacher candidates differ from the classroom teaching teacher candidates because of the belief of using this method more in early childhood and this course is more available in the courses of pre-school teaching program. It can be stated that the differentiation in class 3 compared to class 4 is based on the infrastructure of the theory and practice of teacher candidates in the final year being more robust. In addition to the efficiency of teacher candidates' creative drama methods, learning-teaching activities and their benefits a professional, pedagogical and personal development to support positive opinions about the explicit also been observed.

Creative drama method in teacher training programs of the faculty of the creative drama lessons can be investigated effectively. Studies on the investigation of sufficiency of drama teacher candidates can be carried out.

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