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A comparison of preservice teachers' beliefs on education and classroom management

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The beliefs held by preservice teachers will affect their classroom perceptions and behaviors. Therefore, understanding these beliefs is necessary to better understand preservice teachers, manage educational reforms successfully, and improving their teaching practice. From another perspective, understanding the belief structures of preservice teachers is important to improve their professional readiness and teaching. This study thus aims to explore whether there is a relationship between preservice elementary teachers' beliefs on education and classroom management. The relational model was used in the study. The study was conducted on 394 third and fourth year students from the Division of Classroom Teaching in the Elementary Education Departments of five public university. The scales used for the data collection are "Beliefs on Education Inventory" and "Attitudes and Beliefs on Classroom Management Survey". Data analyses were made through descriptive statistics, the Chi-Square Test, One-Way Analysis of Variance (ANOVA), Independent Samples t-Test, and the Kruskall Walls Test. Even though preservice teachers might have different beliefs, it was found that those who adopted the progressive view in the people management dimension of classroom management were less interventionist, those who adopted the eclectic education belief were more interactive than the former, and those who held the transfer belief were more interactive than those in the other groups. This study attempted to determine and compare pre service elementary teachers' educational and classroom management beliefs. They have various beliefs on education and classroom management. However, it is not clear what beliefs need to be altered or what beliefs are better. Even if we were, we would not have a way of changing these. The beliefs of future teachers will be reflected in their practices; thus, these research results may contribute to teacher education institutions, policy-makers, teachers and school administrators.

Key words: Preservice teacher, beliefs on education, progressivism, transfer, classroom management beliefs and attitudes.

INTRODUCTION

There are several previous studies based on preschool and high school teacher beliefs which concluded that educational beliefs significantly affect teachers' classroom practices, teaching perceptions and assessment (Ferguson, 2002; Heilman, 1998; Luft and Roegrig, 2007; Sahin, Bullock and Stables, 2002), played a role in

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lesson plans and selection of activity types (Chou, 2008; Hatala, 2002; Heilman, 1998), influenced the professional preparation of teachers (Chou, 2008; Theuer, 2003), and reflected on instructional approaches in hopes of increasing student learning and motivation (Edwards, 2003). These results concern novice and seasoned teachers (Doppen, 2007; Tamir, 1991; Minor et al., 2002) as well as preservice ones (Raths, 2001; Hatala, 2002; de Leon-Carillo, 2007).

Educational beliefs not only shape teachers' thoughts about classroom related issues, but they also influence their reactions to different classroom situations (Cited in: Theuer, 2003). The studies which have concluded that educational beliefs affect perspectives on classroom management (Parker, 2002; Garret, 2005; Martin et al., 2005) and associated it with effective teaching behaviors also state that the physical state of the classroom (Başar, 1998; Özel and Bayındır, 2008), time spent on task (Başar, 1998; Özel and Bayındır, 2008), student behaviors and awareness (McEwan, 2003), orchestrating the classroom (Raptakis, 2005), the way problems are solved (Stronge and Hildman, 2003, Raptakis, 2005), and relationships with students affect their behaviors and achievement (Ang, 2005; Fredriksen and Rhodes, 2004; Hughes et al.,1999). Based on these findings, it would be wrong to keep beliefs on education and classroom management separate from any discussion of teachers' effectiveness. An examination of these studies also shows that beliefs on education and classroom management are intertwined. Therefore, different from the studies mentioned above, the present study treats these two concepts together to reveal the relationship between them. The beliefs studied here were considered within the framework explained below.

Beliefs on education

The different educational philosophy trends of progressivism and determinism make the backbone of many teacher education programs educational practices (McCollum, 2004). The belief system referred to here as transferessentially reflects determinism. *Progressivism* is the reflection of pragmatist philosophy in education (Sönmez, 2003; Topses, 2006). The methods adopted in progressive education are student-centered approaches and a democratic class atmosphere (Edwards, 2003; Witcher, 1993). *Transfer* was born out of a reaction against the freedom granted by the progressivists in educational processes (McCollum, 2004; Witcher, 1993). Those who believe in transfer believe that the teacher is at the heart of the instructional process (Witcher et al., 2002). Traditional instruction is advocated in this philosophy and the teacher is responsible for the transfer of knowledge accumulated from the past. Failure to transfer this knowledge and the skills may mean the end of the society (Witcher et al., 2002). They mostly prefer to transfer knowledge to the student and appreciate showing methods (McCollum, 2004; Witcher, 1993).

Beliefs on classroom management

There are different models depicting teachers' beliefs on classroom management. The tool developed by Martin et al. (1998) evaluates teachers' views on classroom management as instructional management, people management, and behavioral management. On one end of the model is the overly controlling and interventionist teacher type, and on the other end is the non-interventionist teacher type. Also adopted by Wolfgang and Glickman (1980), the interactive approach lies in the middle of this line (Cited in: Parker, 2002). This line indicates a process from teacher to student centered practices (Parker, 2002).

Non-interventionist teachers believe that unwanted student behaviors result from unresolvedinternal conflicts. They believe that, given the opportunity and the right support, individuals can overcome these behaviors. Teachers in this group prefer high students' involvement and low control on their own part. For them, the priority of education is personal development (Glickman and Tamashiro, 1980; Parker, 2002). *Interventionist teachers* rely on the studies of experimental psychologists who claim that human behaviors are nothing but external conditioning. Teachers in this group prefer high control low students' involvement. They teach the whole class and emphasize basic skills (Glickman and Tamashiro, 1980; Parker, 2002). In the middle of the model, *interactionist teachers* use social and developmental psychology to make meaning of students' behaviors. They see the mutual relationship between students and the teacher or among classmatesas the resolution of the problem. They disperse control equally (Glickman and Tamashiro, 1980).

The beliefs held by preservice teachers will affect their classroom perceptions and behaviors. Therefore, understanding these beliefs is necessary to better understand preservice teachers, manage educational reforms successfully, and improving their teaching practice (Sang et al., 2009). From another perspective, understanding the belief structures of preservice teachers is important to improve their professional readiness and teaching (Garrett, 2005). This study thus aims to explore whether there is a relationship between preservice elementary teachers' beliefs on education and classroom management. In line with this aim, the following questions were studied:

1. What are the beliefs of preservice teachers on education?
2. Do preservice elementary teachers' beliefs on education vary with respect to their university, taking the teaching practice/observation course, and school experience/internship?
3. What are the beliefs of preservice teachers on classroom management?

4. Do preservice elementary teachers' beliefs on classroom management vary with respect to their university, taking the teaching practice/observation course, and school experience/internship?
5. Do preservice elementary teachers' beliefs on education vary with respect to their classroom management beliefs?

METHODOLOGY

Research model

The relational model was used in the study. This model is used to determine whether two or more variables move together and to what extent (Karasar, 1999). This model was chosen as it describes and defines the phenomenon as it is, in its own circumstances.

Study group

The study was conducted on 394 third and fourth year students from the Division of Classroom Teaching in the Elementary Education Departments of five public university Education Faculties located in five different cities in Central Anatolia and Aegeanregions. As University A did not have any 4th year students, all of their participants were 3rd year students.

Data collection tools

The data collection tools used in the study were Okut (2009)'s "Beliefs on Education Inventory" and Martin et al.'s (1998) "Attitudes and Beliefs on Classroom Management Inventory" which was adapted to Turkish by Savran (2002).

Beliefs on education inventory

This scale has two factors. The corrected item total correlations vary between 0.737 and 0.765.Following factor rotation, the first factor was seen to consist of 12 items, and the second factor was seen to also have 12 items. The factor loads of the items in the first factor varied between 0.375-0.719 and those in the second factor between 0.380-0.652. As the items in factor one were considered to be related to the transfer belief, this factor was named transfer. For the same reasons, the second factor was named progressivism. The reliability of the scale was based on its internal consistency coefficient. The internal consistency coefficient of the items on the scale had Cronbach Alpha value of 0.757. The items were scored on a 5-point Likert scale:*(5) Completely agree, (4) Mostly agree, (3) Somewhat agree and (2) Disagree, (1) Completely disagree* (Okut, 2009).The Alpha reliability coefficient in this study was .72.

Total points possible vary between 0 and 24. A high total score indicates a high interest for progressivism, while a low score shows an interest in transfer. For each Completely Agree and Mostly Agree response to the items reflecting progressivism, participants received 1 point. Similarly, the responses of Disagree and Completely Disagree to the items reflecting transfer also brought the participants 1 point each. The responses to the items thus contributed to a total score for each participant. Those with a total score between 1-10 were considered to believe in transfer, those with a total score between 11-14 were considered to be eclectic, and those with a total score between 15-24 were considered to be progressivist. While these categories were decided by using the Beliefs on Education In this scale, participants who score between 1-16 are considered to believe in transfer, those who score between 17-23 are eclectic, and those who score 24-40 are progressivist. Starting from scores and intervals, those who score 40% of the total score (40) are considered to believe in transfer, those who score between 40-60%of the total score are eclectic, and those who score 60% or higher are progressivist. A similar approach was used in the present study with those scoring 40% of the total score (24) (1-10) being considered to believe in transfer, those between 40 - 60% (11-15) being considered eclectic, and 60% and higher (16-24) being considered progressivist (Okut, 2009).

Attitudes and beliefs on classroom management inventory

The Attitudes and Beliefs on Classroom Management Inventory was developed by Martin et al. (1998) to determine teachers' perceptions of classroom management beliefs and practices. The inventory includes 26 Likert type items, and defines classroom management, as a multi dimensional construct comprising instructional management (12 items), people management (10 items) and behavioral management (4 items). Each item is scored on a 4-point Likert scale: *(4) Describes me very well, (3) Describes me, (2) Somewhat describes me and (1) Does not describe me*. Each subscale describes teachers as interventionist, non-interventionist orinteractionist. After scoring certain items inversely, a high score from each subscale indicates interventionism and a low score indicates non-interventionism (Martin et al., 1998; Savran and Çakıroğlu, 2004; Yılmaz, 2009).

The Turkish adaptation of the Attitudes and Beliefs on Classroom Management Inventory was undertaken by Savran (2002). The total variance explained in the two factor structure was 29.60%. The Instructional Management subscale included 12 items whose factor load values varied between .33 and .64 and people management subscale consists of 10 items with factorload values between .46 and .58. The Cronbach Alpha internal consistency coefficient of items on the Instructional Management subscale was .71. In this study, the alpha reliability coefficient for instructional management was .71. The corrected total correlations of items in the Instructional Management subscale varied between .23 and .50. The Cronbach Alpha internal consistency coefficient of items in the People Management subscale was .73. In this study, the alpha reliability coefficient for people management was .70. The corrected total correlations of items in the People Management subscale varied between .31 and .47. Each item is rated on a 4-point Likert scale:*(4) Completely agree, (3) Agree, (2) Disagree and (1) Completely disagree*.In the instructional management dimension, a score between 12-24 was accepted as non-interventionist,between 37-48 as interventionist, and between (25-36) as interactionist. In the people management dimension, a score between 10-20 was accepted as non-interventionist, between 31-40 as interventionist, and between 21-30 as interactionist.

Data analysis

Data were analyzed through descriptive statistics, Chi-Square Test, One-Way Analysis of Variance (ANOVA), t-Test for Independent Samples, F Test, and Kruskall Walls Test.

FINDINGS

Subproblem 1: What are the beliefs of preservice elementary teachers on education?

Table 1 shows the distribution of participant's education-

Table 1. Beliefs of preservice elementary teachers on education.

		n	%
Level of educational beliefs	Transfer	43	10,9
	Eclectic	131	33,2
	Progressivist	220	55,8
	Total	394	100,0

Table 2. Preservice elementary teachers' beliefs on education by university.

		University											
		A		B		C		D		E		Total	
		n	%	n	%	n	%	n	%	n	%	n	%
Level of educational beliefs	transfer	6	24,0%	5	4,6%	4	4,0%	14	20,9%	14	14,9%	43	10,9%
	eclectic	6	24,0%	27	25,0%	39	39,0%	27	40,3%	32	34,0%	131	33,2%
	progressivist	13	52,0%	76	70,4%	57	57,0%	26	38,8%	48	51,1%	220	55,8%
	Total	25	100,0%	108	100,0%	100	100,0%	67	100,0%	94	100,0%	394	100,0%

X^2=32.598; sd=8; p=0.000*.

Table 3. Preservice elementary teachers' beliefs on education with respect to having studied teaching practice / observation.

		Have you taken a course in teaching practice / observation?					
		Yes		No		Total	
		n	%	n	%	n	%
Level of educational beliefs	transfer	40	12,3%	3	4,6%	43	11,0%
	eclectic	101	31,0%	28	43,1%	129	33,0%
	progressivist	185	56,7%	34	52,3%	219	56,0%
	Total	326	100,0%	65	100,0%	391	100,0%

X^2=5.481; sd=2; p=0.065.

related belief levels.

Of the 394 preservice elementary teachers studied, 43 (10.9%) held transfer, 131 (33.2%) held eclectic, and 220 (55.8%) held progressivist educational beliefs.

Subproblem 2: Do preservice elementary teachers' beliefs on education vary with respect to their university, taking the teaching practice/observation course, and school experience/internship?

The chi-square test was used to see whether the university attended made a significant difference in educational beliefs and the results are given in Table 2.

The university attended created a significant difference in educational beliefs ($p<0.05$). While transfer beliefs were mostly present among the students of Universities D and E, eclectic beliefs were mostly held by those studying at C D, and progressivist beliefs were most notable among students from university B.

The chi-square test was used to see whether taking a teaching practice/observation class made a significant difference in educational beliefs and the results are given in Table 3.

Taking a teaching practice/observation class did not create a difference in students' beliefs on education ($p>0.05$).

The chi-square test was used to see whether doing an internship at a school made a significant difference in educational beliefs and the results are given in Table 4.

An internship did not create a difference in students' beliefs on education ($p>0.05$).

Subproblem 3: What are the beliefs of preservice teachers on classroom management?

Descriptive statistics about preservice elementary teachers' classroom management beliefs can be found in Table 5.

Table 4. Preservice elementary teachers' beliefs on education with respect to having completed an internship at a school.

		Have you done an internship at a school?					
		Yes		No		Total	
		n	%	n	%	n	%
Level of educational beliefs	transfer	26	12,7%	17	9,0%	43	10,9%
	eclectic	58	28,3%	73	38,6%	131	33,2%
	progressivist	121	59,0%	99	52,4%	220	55,8%
	Total	205	100,0%	189	100,0%	394	100,0%

X^2=5.160; sd=2;p=0.076.

Table 5. The beliefs of preservice teachers on classroom management.

		n	%
Instructional management	Non-interventionist teachers	3	1
	Interactioist teachers	211	54
	Interventionist teachers	180	46
	Total	394	100
PeopleManagement	Non-interventionist teachers	325	82
	Interactionist teachers	69	18
	Total	394	100

In terms of instructional management, the beliefs of preservice teachers on classroom management can be categorized as interventionist, interactionist and non-interventionist with the following percentiles respectively: 46, 54 and 1. However, in terms of people management, the percentiles are 82 and 18 for non-interventionaist and interactionist preservice teachers respectively.

Subproblem 4: Do preservice elementary teachers' beliefs on classroom management vary with respect to their university, taking the teaching practice/observation course, and school experience/internship?

The independent samples t-test was used to see whether the university attended made a significant difference in preservice elementary teachers' beliefs on classroom management and the results are given in Table 6.

The instructional management belief levels of students from university A ($\bar{x}$ =38.48) were higher than others. Students from different universities had different instructional management belief levels (p<0.05). This difference occurred between the belief levels of students from university A and universities B, Cand D; and those from university B and universities C and E.

Students from university D had higher people management belief levels ($\bar{x}$=19.76) than others. Students from different universities had different people management belief levels (p<0.05). This difference was between students from university D and those from universities A, B, C and E.

The independent samples t test was used to see whether taking a teaching practice/observation class made a significant difference in classroom management beliefs and the results are given in Table 7.

Those who did not take a teaching practice/ observation class had higher instructional management belief levels ($\bar{x}$ =37.23) than those who did take a class.Those who did not take a class had more interventionist beliefs. The instructional management beliefs of those who did and did not take the teaching practice class differed (p<0.05). However, their beliefs on people management did not vary (p>0.05).

The independent samples t test was used to see whether doing an internship at a school made a significant difference in classroom management beliefs and the results are given in Table 8.

The beliefs on instructional management levels of students who did not do an internship at schools (=36.55) was higher than those who did so. The beliefs on instructional management levels of the two groups of students varied (p<0.05).Those who did not do an internship at schools had more interventionist beliefs than those who did so. However, there was no difference between the beliefs on people management levels of students who did and did not complete their internship (p>0.05).

Table 9 presents the One-Way Analysis of Variance (ANOVA) results of the comparison of education related

Table 6. Preservice elementary teachers' beliefs on classroom management with respect to the university attended.

		N	Mean	Std. deviation	Kruskall Walls Test	p	Significant difference
Instructional management	University A	25	38,48	4,23	13.284	0,010*	*A – D
	University B	108	35,00	5,12			* A – B
	University C	100	36,42	4,17			*A – C
	University D	67	34,87	4,53			* B – C
	University E	94	36,48	4,25			*B – E
People Management	University A	25	15,60	3,08	38.516	0,000*	* A- D
	University B	108	16,94	3,05			* C- D
	University C	100	17,08	3,92			* D- E
	University D	67	19,76	3,67			* B- D
	University E	94	16,32	3,54			

*p<0.05.

Table 7. Preservice elementary teachers' beliefs on education with respect to having studied classroom management.

Have you taken a teaching practice / observation class?		N	Mean	Std. deviation	t	Sd	p
Instructional management	Yes	326	35,64	4,64	-2,555	389	0,011*
	No	65	37,23	4,32			
People management	Yes	326	17,28	3,72	1,080	389	0,281
	No	65	16,74	3,38			

*p<0.05.

Table 8. Preservice elementary teachers' beliefs on education with respect to having completed an internship.

Have you done an internship at a school?	N	Mean	Std. deviation	t	Sd	p
Instructional management	Yes	205	35,32	4,67	-2,658	392	0,008*
	No	189	36,55	4,49			
PeopleManagement	Yes	205	17,49	3,96	1,479	392	0,140
	No	189	16,94	3,39			

*p<0.05.

beliefs of preservice elementary teachers.

Subproblem 5: Do preservice elementary teachers' beliefs on education vary with respect to their classroom management beliefs?

A difference was found between students' instructional management subscale beliefs and their educational beliefs [$F_{(2:285)}$ = 7.382, p<.05]. This difference was between students who held the eclectic education belief and those who held the progressivist education belief. Those who held eclectic beliefs have more of an interventionist orientation than those in the progressivist group. Similarly, significant differences were also found between the beliefs in people management subdimension and educational beliefs [F(2:285)= 13.562, p<.05]. All groups had differences. Even though preservice teachers

Table 9. One-way analysis of variance (ANOVA) results of preservice teachers'beliefs on education with respect to their beliefs on classroom management.

		N	Mean	Std. deviation	F	p	Significant difference
Instructional management	transfer	43	35,88	4,47	7,382	0,001*	* eclectic and progressivist
	eclectic	131	37,12	4,43			
	progressivist	220	35,20	4,63			
	Total	394	35,91	4,62			
People Management	transfer	43	19,35	3,95	13,562	0,000*	* eclectic and progressivist
	eclectic	131	17,76	3,32			
	progressivist	220	16,49	3,67			* eclectic and transfer
	Total	394	17,22	3,70			* progressivist and transfer

may hold different educational beliefs, it may be argued that those who adopted progressivism in the people management dimension of classroom management were more non-interventionist; those who held eclectic educational beliefs were orientated more toward interactionist beliefs than those who held progressivist beliefs; and those who held transfer beliefs adopted the interactionist belief more than others.

DISCUSSION AND RECOMMENDATIONS

Based on the findings obtained from 394 3rd and 4th year students from the elementary education divisions of five different education faculties within five different public universities located in five different cities, the following conclusions were drawn: Preservice elementary teachers' educational beliefs were as follows: 43 (10.9%) believed in transfer, 131 (33.2%) believed in eclectic education, and 220 (55.8%) believed in progressivism. Preservice elementary teachers' educational belief levels varied by university. On the other hand, their educational belief levels did not vary by having taken a teaching practice/ observation class, and having done an internship at a school.

Considering preservice elementary teachers' classroom management beliefs, they seem to have adopted the interventionist classroom management belief in the instructional management dimension, and then on-interventionist classroom management belief in the people management dimension. The instructional management beliefs of students who did not take a teaching practice/observation class were higher than those who took it. Those in the first group held more interventionist beliefs than those in the second group. The instructional management belief levels of students who did and did not take a teaching practice class also varied. However, their beliefs on people management levels did not.The instructional management belief levels of students who did and did not an internship varied. The latter held more interventionist beliefs than the former. However, people management beliefs of the two groups of students did not vary.

Considering the effects of preservice elementary teachers' classroom management beliefs on their educational beliefs:

1. A significant difference was found between students' instructional management subscale belief sand their educational beliefs. This difference was between students with eclectic beliefs and those with progressivist educational beliefs. Those who held eclectic beliefs adopted more interventionist instructional management beliefs than those who held progressivist educational beliefs.
2. Similarly, a significant difference was found between students' people management and educational beliefs; all student groups had differences among themselves. Even though preservice teachers may hold different educational beliefs, those who held aprogressivist approach to people management were orientated towards non-interventionism, while those who held the eclectic education belief were orientated more towards interactionism than those who held the progressivist view, and students who held transfer education beliefs adopted the interactionist belief more than those in the other groups.

The results suggest that considering educational beliefs, preservice elementary teachers mostly held progressivist views, followed by eclecticism and only then transfer. These findings are corroborated by the findings of Minor et al. (2002) that being student-centered is scored as number on equality of effective teaching by preservice teachers (Cited in: Parker, 2002). Despite other similarities found in a study by Minor et al. (2002). Okut (2009) found that 26.3% of the teachers were progressivist, 50% eclectic and 23.7% believed in

transfer. Minor et al. (2002) studied 134 preservice teachers and concluded that 12.7% were progressivist, 58.9% eclectic and 28.4% believed in transfer. Conversely, Sang et al. (2009) found that of the 820 classroom teachers within the Chinese education system that they studied, half held traditional education beliefs, followed by constructivist/traditional beliefs, and only slightly more than one fourth believing in pure constructivism.

Educational beliefs of preservice elementary teachers varied by university, taking observation classes or doing an internship did not. Thus, university are effective in educational beliefs. When faced with alternative beliefs, preservice teachers need support in finding contentment, establishing effective relations, and organizing the productive interaction between existing and potential beliefs (Leon-Carillo, 2007). In contrast, Leon-Carillo (2007) gave pre- and post-internship surveys to 89 preservice teachers from 8 different teacher education institutions from the Philippines, and found a positive and meaningful change in their professional views.

The fact that preservice elementary teachers' universities appeared to be an effective variable in educational belief supports hopes that the Holmes group (1995) professional development schools will act as a positive power in teacher education (Cited in: Rats, 2001). Similarly, Sang et al. (2009) found significant differences between the educational beliefs of rural and urban area classroom teachers, and concluded that the region where teachers work can affect their beliefs. This may be thought as parallel to studying at universities located in different regions too. The findings suggested that preservice elementary teachers adopted the interven-tionist classroom management belief in the instructional management dimension, and the non-interventionist classroom management belief in the people management dimension. This finding is in line with the results of previous studies that preservice teachers have interventionist beliefs in the instructional management dimension (Martin et al., 1998; Martin and Yin, 1999; Parker, 2002; Savran and Çakıroğlu, 2004; Ünal and Ünal, 2009; Yılmaz and Çavaş, 2008; Yılmaz, 2009). In the people management dimension, there are previous studies that have found similar results (Martin and Yin, 1999; Savran and Çakıroğlu, 2004; Yılmaz, 2009) while there are also others that have found different results (Yılmaz and Çavaş, 2008; Ünal and Ünal, 2009). Considering the findings concerning the instructional management dimension, preservice teachers can be said to tend to control the management of instructional activities. In classes where the interventionist belief prevails, the teacher is in the center; she is the planner and organizer of classroom conditions, and knows how to use tools and materials for an ideal learning environment. She also decides what is best for students.

In the present study, while observation and internship did not appear to have an effect on people management beliefs, they did affect instructional management significantly. Within the context of urban schools, having limited experiences cause preservice teachers to create images (Gilbert, 1997). Considering that students who did not become involved in observation and internship held more interventionist beliefs, it may be said that the internship component of teacher education programs continues to play an important role in positively affecting preservice teachers'beliefs (Leon-Carillo, 2007).There are certain studies that suggest that preservice teachers are influenced by the teachers working atthe schools where they complete their internships (Kagan, 1992). Conversely, Savran and Çakıroğlu (2004) state that instructional practice is not an effective variable in classroom management attitude and belief levels. There are many previous studies in the literature that corroborate this finding (Martin et al., 2006; Onwuegbuzie et al., 2000; Taylor, 2009; Ünal and Ünal, 2009) and others that do not (Ritter and Hancock, 2007; Witcher et al., 2002). As the time spent in the profession increases, controlling approaches start to prevail in the instructional management dimension.

Based on the findings, it may be stated that preservice teachers' classroom management beliefs were different from their educational beliefs. Students with eclectic classroom management beliefs have more interventionist instructional management beliefs thn those who hold progressivist beliefs. Similarly,all groups had differences in the people management dimension. In other words, having different educational beliefs also cause different people management beliefs to preservice teachers. Witcher et al. (2002) also found that teachers with interventionist classroom management beliefs also believed in transfer. Those with non-interventionist class-room management beliefs tend toward progressivism. In the people management dimension of classroom management, those with the progressivist view were more non-interventionist; those with the eclectic view were more interactionist; while those with the transfer view were more interactionist than others.

This study attempted to determine and compare pre service elementary teachers'educational and classroom management beliefs. They have various beliefs on education and classroom management. However, it is not clear what beliefs need to be altered or what beliefs are better. Even if we were, we would not have a way of changing these (Raths, 2001). The beliefs of future teachers will be reflected in their practices; thus, these research results may contribute to teacher education institutions, policy-makers, teachers and school administrators. The most notable limitation of this study has been that the findings are limited to the scales used. In the future, qualitative studies may be conducted to focus on the effects of courses offered by teacher education instituitons in changingor not changing beliefs, and thus contribute to a review of policies.

Conflict of Interests

The authors have not declared any conflict of interests.

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