

## The Effect of The Creative Drama Method on Pre-Service Physical Education Teachers' Classroom Management Self-Efficacy Beliefs and Communication Skills\*

**Damla Güler<sup>i</sup>**  
Ankara University

**Fehmi Tuncel<sup>ii</sup>**  
Istanbul Gelişim University

### Abstract

This study aimed to reveal the effect of the creative drama method on the communication skills and classroom management self-efficacy beliefs of pre-service physical education teachers. The research group consisted of 47 pre-service physical education teachers (23 in the experimental group, 24 in the control group). The study followed an experimental design with pre-test and post-test control groups. While the experimental group conducted the classroom management lesson with the creative drama method for 10 weeks, the control group conducted it using the traditional method. Classroom management self-efficacy beliefs scale and communication skills scale were applied to the students in the first week before the classes began and in the last week after the classes finished. The study used a one-way analysis of covariance (ANCOVA) to compare the effectiveness of two different methods while keeping the common effect of students' pre-test scores under check. The study results showed that using creative drama as a method in the classroom management lesson positively affects the classroom management self-efficacy beliefs and communication skills of pre-service physical education teachers.

**Keywords:** Classroom Management, Self-Efficacy, Communication Skills, Drama Method, Pre-Service Teachers

**DOI:** 10.29329/ijpe.2023.579.7

**Submitted:** 30/05/2022

**Accepted:** 19/07/2023

**Published:** 01/08/2023

-----  
\* This study was derived from the master's thesis prepared by the first author under the supervision of the second author. This study was presented at the 18th International Sports Sciences Congress held on November 7-9, 2020, and its abstract has been included in the conference proceedings book.

<sup>i</sup> **Damla Güler**, Lecturer, Physical Education and Sports Teaching Department, Ankara University Faculty of Sport Sciences, ORCID: 0000-0002-9907-1065

**Correspondence:** gulerd@ankara.edu.tr

<sup>ii</sup> **Fehmi Tuncel**, Prof. Dr., Department of Exercise and Sports, Istanbul Gelişim University, ORCID: 0000-0003-3940-673X

## INTRODUCTION

It is the most important task of the teacher to carry out educational activities and to maintain these activities effectively. Every year, thousands of students graduate from universities to start the teaching profession. These teachers, who have just started their profession, prepare themselves for the teaching profession with the lessons they take in their pre-service education.

Self-efficacy, as postulated by Bandura (1986), is the personal conviction of one's ability to arrange and display the necessary actions to fulfill a specific task within a particular context. This belief system is a crucial cornerstone in the profession of teaching. Teacher self-efficacy includes regulating relationships in the educational process (classroom management competence), as well as active participation in the organizational, political, and social procedures of the institution (representing organizational competence) (Friedman & Kass, 2002). Classroom management, which is a part of teacher self-efficacy, refers to actions taken to create and maintain a learning environment that will help teacher achieve its goals. These actions include organizing the physical space of the classroom, setting rules and procedures, ensuring sustained attention during lessons, and encouraging participation in academic activities (Brophy, 1988). As included in this definition, studies reveal that teachers' ability to manage their classrooms well is related to teachers' self-efficacy beliefs (Babaođlan & Korkut, 2010; Bayraktar & elik, 2021; Yılmaz, 2007). Teachers' classroom management self-efficacy is defined as the ability to control undesirable behaviors, calm down and interfere with students who cause problems, and set up a routine that enables learning activities to proceed with minimal disruption (Aloe et al., 2014).

Another factor affecting teachers' good classroom management is their effective communication skills (Gülbahar & Sıvacı, 2018; Tan & Tan, 2015). According to studies, healthy conduct of classroom communication and interaction plays a significant role in preventing undesirable behaviors and academic achievements of students (Bayraktutan, 2008; Doğruer, 2007; Ekici, 2009).

Communication in the classroom is a versatile flow of knowledge, skills and news between the teacher, the student, the parent and the environment in order to achieve the desired gains (Ünal & Ada, 2003). Communication is important in establishing unity in classroom management. Building unity in the classroom is essential for teaching and is part of teachers' social duties. An effective communication is needed between students and teachers to create this unity (Küçükahmet, 2000). In order to establish healthy relationships with students, a teacher should act sincerely and naturally, use "I" language in the communication process, create a democratic environment, use clear and non-boring language, listen to students effectively, be understanding and patient, and use gestures and facial expressions effectively (Olgun, 2005).

Classroom management skills are very important for the success of new teachers and the teaching profession as a whole (Ficarra & Quinn, 2014; Merç & Subaşı, 2015; Sivri & Balcı, 2015). Today's university graduates do not have enough knowledge about classroom management techniques, and the same is true for today's senior teachers and administrators (Tauber, 2007). Many studies in the field of classroom management reveal that students find the education they receive before starting their professional life insufficient and that they do not feel competent in classroom management (Karakoç, 1998; Shamina & Mumthas, 2018; Şentürk & Oral, 2008; Türnüklü, 2000). The reason for this is the disconnection between the lessons given at the university and the applied field experiences (Symons et al., 2020). Studies emphasize that pre-service teachers should be allowed the opportunity to apply theoretical knowledge (Flower et al., 2017; Symons et al., 2020). For this reason, the classroom management lesson, which is included as a lesson in the curriculum of teacher training institutions, should be designed to ensure students' active participation. Student-centered methods such as creative drama should be used to design these processes.

Creative drama is the animation of a subject based on the experiences of the participants by making use of creative drama techniques (Adıgüzel, 2006). Creative drama enables students to participate effectively in teaching processes, express their ideas, learn by experience, increase their

self-efficacy, think critically, and develop their problem-solving, imagination, and communication skills (Adıgüzel et al., 2014). Numerous studies in the literature (Briones et al., 2022; Çayır & Gökbulut, 2015; Hasırcı et al., 2008; Ömeroğlu, 1985; Özyürek, 2020) suggest the use of the creative drama method in the teacher training process.

In this research, constructs that can improve teacher candidates' classroom management self-efficacy beliefs and communication skills are included by using the creative drama method in the classroom management lesson. The study is considered important in that it contributes to the classroom management self-efficacy beliefs and communication skills of pre-service physical education and sports teachers and sets an example for the planning of other theoretical lessons that prepare teacher candidates for the teaching profession so that students can be active.

This study attempts to explain the effect of using creative drama as a method in a classroom management lesson on communication skills and the classroom management self-efficacy beliefs of pre-service physical education and sports teachers. The following are the research questions determined for this purpose:

1. Is there a significant difference between the pre-test mean scores of the students in the experimental and control groups?
2. While keeping the pre-test scores of students' classroom management self-efficacy beliefs under check, is there a significant difference between the post-test scores?
3. While keeping the pre-test scores of the students' communication skills under check, is there a significant difference between the post-test scores?
4. Is there a significant change in classroom management self-efficacy beliefs and communication skill scores after students participated in the classroom management lesson, which was conducted using two different methods?

## METHOD

### Research model

This study focused on the impact of using creative drama techniques in a classroom management lesson on the communication skills and classroom management self-efficacy beliefs of third-grade students at the Physical Education and Sports Teaching Program, Faculty of Sports Sciences, Ankara University. It applied a true experimental design with pre- and post-test control groups. This method uses random selection to form the experimental and control groups. To test the cause-and-effect relationship, the researchers set up a research environment with dependent, independent and control variables (Karasar, 2016). Ethical approval was obtained for the research by Ankara University Social Sciences Sub-Ethics Committee. Each participant willingly agreed to take part in the study and signed the consent form.

### Study group

The sample for the study included 47 pre-service physical education teachers enrolled in the Physical Education and Sports Teaching Program at the Faculty of Sports Sciences, Ankara University, during the fall term of the 2018–2019 academic year. All participants were taking a classroom management lesson. From these students, 23 (10 females [43%], 13 males [56%]) were randomly assigned to the experimental group (EG) and 24 (12 females [50%], 12 males [50%]) to the control group (CG). The age range for the EG was 20-24 years, whereas it was 20-26 years for the CG. Prior to this study, none of the pre-service teachers in either group had undergone any drama training.

### Data collection

The study lasted for 12 weeks and was conducted in the Physical Education and Sports Teaching Program's compulsory two-credit classroom management lesson. To collect data in the first week, the researchers applied the Classroom Management Self-Efficacy Beliefs Scale (CMSES) and Communication Skills Scale (CSS) to both the experimental and control groups.

From the second week onward, the classroom management lesson was instructed employing the creative drama method in the EG, while the traditional method was used in the CG. The post-tests were administered at the end of the 12th week. Throughout the research period, the EG's lessons took place in the drama classroom located in the C block of Ankara University's Faculty of Sports Sciences.

### Preparation process of the session plans

The researchers prepared three of the ten session plans to introduce the pre-service physical education teachers to drama, having them gain drama experience and get used to each other. The remaining seven sessions followed the creative drama method and covered classroom management lesson topics. In the first three sessions were designed to draw pre-service teachers' attention to classroom management issues and minimize potential problems in actual practice.

The researchers took into account the lesson content for the classroom management lesson of the physical education and sports teaching program at the Faculty of Sports Sciences at Ankara University when planning these sessions.

Before the implementation, an instructor, who is an expert in the field of creative drama, read the session plans prepared by the researcher. The session plans were arranged and finalized in line with criticisms and suggestions from the expert. After the lessons that introduced the concept of creative drama, classroom management lesson subjects were conducted with creative drama activities for the remaining 7 weeks.

**Table 1. Weekly Plan of The 12-Week Process of The Implementation Phase.**

Classroom management lesson topics	Week	Subject
	1	Application of pre-tests
	2	Meet-communication-interaction
		Introduction-communication-interaction
Introductory sessions on creative drama	3	Perception and sensory practices
	4	Role playing and improvisation
	5	Basic concepts of classroom management
	6	Classroom management models and approaches
Creative drama sessions	7	Classroom rules, routines and discipline
Classroom management topics		
	8	Classroom communication and interaction
	9	Language of communication and types of listening
	10	Management of undesirable behaviours
	11	Role of the teacher in effective education
	12	Administration of post-tests

### Data collection tools

Classroom Management Self-Efficacy Beliefs Scale (CMSES) for pre-service teachers

To determine the impact of the applied teaching approach on pre-service teachers' classroom management self-efficacy beliefs, the study used the CMSES. Şaban Çetin developed the scale in 2013, and it consists of the classroom management efficacy belief and outcome expectation sub-dimensions, with a total of 15 items. The study utilized a five-point Likert scale (strongly disagree, disagree, partially agree, largely agree and completely agree), where a score of 5 points indicate high classroom management self-efficacy beliefs and 1 point indicates the same for reverse-coded items. A minimum of 15 points and a maximum of 75 points can be obtained on the scale. The Cronbach's

alpha internal consistency coefficient was 0.73 in this study. It takes about 10 min to complete the scale. In addition to the scale, the study contained general information questions on age and gender and to determine whether or not participants had previous drama education.

#### Communication Skills Scale (CSS)

The study employed the CSS to determine the effect of the applied teaching method affected pre-service teachers' communication skills. The scale was developed by Owen and Bugay in 2014. The scale used 5-point Likert-type rating (never, rarely, sometimes, often and always) to determine the level of agreement of the items in the scale. The scale has a four-factor structure and 25 items. The factors are communication principles and fundamental skills (CPBS), self-expression (SE), active listening and non-verbal communication (ALNC) and communication willingness (WTC). The scale can provide a minimum of 25 points and a maximum of 125 points. The Cronbach's alpha coefficient for the scale's internal consistency reliability was 0.88 in this study. The scale takes roughly 15 minutes to complete.

#### Data analysis

For statistical analysis of research data, the Statistical Package for Social Sciences (SPSS) was employed in the study. The fit for the normal distribution was evaluated by computing the skewness and kurtosis values and using analytical methods (Kolmogorov-Smirnov/Shapiro-Wilk tests). The results of the normality analysis revealed that the data were distributed normally throughout the groups.

Since the data were distributed normally, the researcher decided to use parametric tests. The experimental and control groups' pre-test mean scores were compared using an independent sample t-test in the study. General information about the pre- and post-test scores of the groups is presented with mean and standard deviation values. The study used a one-way analysis of covariance (ANCOVA) to compare the effectiveness of two different methods while keeping the common effect of students' pre-test scores under check. Before the covariance analysis, there was an analysis of the covariance assumptions to assure that there was no violation of the normality, linearity and homogeneity of variances and regression curves. The dependent samples t-test was used in the study to determine whether there was a significant change in the students' classroom management self-efficacy beliefs and communication skills scores after their participation in the classroom management lesson, which was taught using two different methods (Pallant, 2020). The study's significance limit was set at  $p < 0.05$ .

## RESULTS

#### Findings on the first research question

“Is there a significant difference between the pre-test mean scores of the students in the experimental and control groups?”

An independent sample t-test was conducted to compare the pre-test mean scores of students in the experimental and control groups in terms of classroom management self-efficacy beliefs and communication skills.

**Table 2. CMSES and CSS Pre-Test Scores and T-Test Results of The Experimental and Control Groups.**

	GROUP	N	$\bar{x}$	Ss	t	df	Sig.	$\eta^2$
CMSES-PRE	Control	24	3.71	.47	0.59	45	0.556	-
	Experimental	23	3.64	0.31				
CSS-PRE	Control	24	4.17	0.38	2.73	45	0.009	0.141
	Experimental	23	3.81	0.50				

CMSES: Classroom Management Self-Efficacy Beliefs Scale

CSS: Communication Skills Scale

Table 2 presents the independent sample t-test analysis results. There is no significant difference between the pre-test mean scores of students' classroom management self-efficacy belief ( $t(45) = 0.59, p = 0.556, p > .05$ ). Upon examining the scores of the students on the CSS, a significant difference was observed between the pre-test mean scores in favor of the CG ( $t(45) = 2.73, p = 0.009, p < 0.05$ ).

The researchers performed an independent sample t-test to compare the pre-test mean scores of the students in the experimental and control groups for the sub-dimensions of the CMSES and those of the CSS.

**Table 3. Pre-Test Scores and T-Test Results of The CMSES and CSS Sub-Dimensions.**

	Sub-dimensions	GROUP	N	$\bar{x}$	Ss	t	df	Sig.	$\eta^2$				
CMSES	Efficacy belief	Control	24	3.57	0.55	0.112	45	0.912	-				
		Experimental	23	3.56	0.42								
	Outcome expectation	Control	24	3.86	0.52								
		Experimental	23	3.73	0.34								
CSS	CPBS	Control	24	4.13	0.38	1.23	45	0.225	-				
		Experimental	23	3.97	0.49								
	SE	Control	24	4.26	0.60								
		Experimental	23	3.76	0.74								
	ALNC	Control	24	4.18	0.55					2.61	45	0.012	0.131
		Experimental	23	3.73	0.62								
	WTC	Control	24	4.10	0.46					3.02	45	0.004	0.168
		Experimental	23	3.65	0.54								

Table 3 presents the results of the t-test analysis. There was no significant difference between the pre-test mean scores of the sub-dimensions of students' classroom management self-efficacy beliefs ( $P > 0.05$ ). Upon examining the scores of the students in the sub-dimensions of the CSS, a significant difference was found between the pre-test mean scores in the other three sub-dimensions in favor of the CG, except for the communication principles and basic skills sub-dimensions. This difference was calculated as  $t(45) = 2.52, P = .015, P < 0.05$  for self-expression,  $t(45) = 2.61, P = .012, P < .05$  for active listening and non-verbal communication and  $t(45) = 3.02, P = .004, P < .05$  for the willingness to communicate sub-dimension.

### Findings on the second research question

“While keeping the pre-test scores of the students' classroom management self-efficacy beliefs under check, is there a significant difference between the post-test scores?”

**Table 4. Mean ( $\bar{X}$ ) and Standard Deviation (SD) Values for CMSES**

Dependent Variables	GROUP	N	Pre-test		Post-test	
			$\bar{x}$	SD	$\bar{x}$	SD
CMSES	Control	24	3.71	0.47	3.80	0.46
	Experimental	23	3.64	0.31	4.15	0.29
Efficacy belief	Control	24	3.57	0.55	3.65	0.60
	Experimental	23	3.55	0.42	4.08	0.31
Outcome expectation	Control	24	3.86	0.52	3.97	0.41
	Experimental	23	3.73	0.34	4.22	0.39

Table 4 presents values related to the scores obtained from the CMSES before and after implementation. The scores of the EG were more than that of the scores of the CG after implementation. The students taking the classroom management lesson for the first time may be the cause of this increase in the scores. Therefore, it was expected that the mean of the CG would be slightly increased.

Table 5 presents the results of the one-way ANCOVA, which aimed to compare the effectiveness of the two different methods by keeping the pre-test scores of students' classroom management self-efficacy beliefs under check.

**Table 5. CMSES ANCOVA Results**

Dependent Variable	Group	Winsorized mean	Mean difference (I-J)	SE	F	Sig.	$\eta^2$
CMSES-POST	Control (I)	3.78					
	Experimental (J)	4.17	0.39	0.07	13.37	0.001	0.233
Efficacy Belief	Control	3.65					
	Experimental	4.09	0.44	0.08	13.15	0.001	0.230
Outcome Expectation	Control	3.95					
	Experimental	4.24	0.29	0.08	6.53	0.014	0.129

Table 5 shows that after the review of the pre-implementation scores (pre-test scores), there was a significant difference in favor of the EG in the post-implementation scores of the control and experimental groups in SSPS [ $F(1.44) = 13.37, P = 0.001$ , effect size ( $\eta^2$ ) = 0.233]. Thus, 23.3% of the variance in the dependent variable is determined by the independent variable. According to Cohen's (1988) classification of effect sizes of eta squared values,  $\eta^2 \leq 0.01$  indicates small effect size,  $\eta^2 \leq 0.06$  indicates medium effect size and  $\eta^2 \geq 0.14$  indicates large effect size. Thus, considering the effect size, based on eta squared ( $\eta^2$ ) values, the effect factor of students' classroom management self-efficacy beliefs scores is large.

During the examination of the post-implementation scores, in the sub-dimensions of students' classroom management self-efficacy beliefs, there was a significant difference in favor of the while keeping the joint effect of the pre-test scores under check. Table 5 shows that this difference in the efficacy belief sub-dimension is  $F(1.44) = 13.15, P = 0.001$ , and the effect size is large as seen from ( $\eta^2$ ) = 0.230. In the outcome expectation sub-dimension,  $F(1.44) = 6.53, P = 0.014$ , the effect size was medium ( $\eta^2$ ) = 0.129. Thus, the independent variable determines 23% of the variance in the efficacy belief sub-dimension and 12.9% in the outcome expectation sub-dimension. According to the edited post-test scores of the groups, the mean difference is 0.39 in the efficacy belief sub-dimension; it ranges between 0.29 and 0.44 in the sub-dimensions outcome expectation.

Based on the findings in Table 5, the classroom management self-efficacy beliefs and sub-dimensions scores of the pre-service physical education teachers who took the classroom management lesson conducted using the creative drama method were significantly higher than that of teachers who took the lesson taught with the traditional method.

### Findings on the third research question

“While keeping the pre-test scores of the students’ communication skills under check, is there a significant difference between the post-test scores?”

Table 6 presents values related to the scores obtained from the CSS before and after implementation.

**Table 6. Mean ( $\bar{X}$ ) and Standard Deviation (SD) Values for the CSS**

Dependent variables	GROUP	N	Pre-test		Post-test	
			$\bar{x}$	SD	$\bar{x}$	SD
CSS	Control	24	4.17	0.38	3.80	0.46
	Experimental	23	3.81	0.50	4.15	0.29
Communication principles and basic skills (CPBS)	Control	24	4.15	0.38	4.14	0.38
	Experimental	23	3.97	0.49	4.35	0.34
Self-expression (SE)	Control	24	4.26	0.60	4.16	0.59
	Experimental	23	3.76	0.74	4.38	0.50
Active listening and non-verbal communication (ALNC)	Control	24	4.18	0.55	4.04	0.44
	Experimental	23	3.73	0.62	4.38	0.40
Willingness to communicate (WTC)	Control	24	4.10	0.46	4.09	0.51
	Experimental	23	3.65	0.54	4.05	0.60

Table 6 shows that while the scores of the pre-service physical education teachers in the CG for the whole CSS and its sub-dimensions decreased at the end of the term, the scores of teachers in the EG increased. This may be because the traditional teaching method does not develop an environment that allows students to communicate and interact.

Table 7 presents the results of the one-way ANCOVA carried out to compare the effectiveness of the two different methods by keeping the communication skills pre-test scores of the students under control.

**Table 7. CSS ANCOVA Results.**

Dependent variables	Group	Winsorized mean	Mean difference (I-J)	SE	F	Sig.	$\eta^2$
CSS	Control (I)	4.06					
	Experimental (J)	4.38	0.32	0.06	13.09	0.001	0.229
Communication principles and basic skills	Control	4.11					
	Experimental	4.39	0.28	0.06	10.30	0.002	0.190
Self-expression	Control	4.06					
	Experimental	4.50	0.44	0.09	9.35	0.004	0.175
Active listening and nonverbal communication	Control	3.98					
	Experimental	4.45	0.47	0.08	14.68	0.000	0.250
Willingness to communicate	Control	3.99					
	Experimental	4.15	0.16	0.11	0.909	0.346	0.020

Table 7 shows that after the review of the pre-application scores (pre-test scores), there was a significant difference in favor of the EG in the post-implementation scores of the control and experimental groups in the CSS [ $F(1,44) = 13.09$ ,  $P = .001$ , effect size ( $\eta^2$ ) = 0.229]. According to Cohen (1988) eta-squared ( $\eta^2$ ) values, this effect is large, which means that the independent variable determines 22.9% of the variance in the dependent variable. Upon examining the edited post-test scores of the groups, the mean difference was 0.32, and it ranged between 0.16 and 0.47 in the sub-dimensions.



According to the results of the one-way ANCOVA, on reviewing the common effect of students' pre-test scores in other sub-dimensions, there was a significant difference in favor of the EG based on the post-application scores, except in the case of the willingness to communicate sub-dimension. Looking at Table 7, the difference in the communication principles and basic skills sub-dimensions was  $F(1.44) = 10.30$ ,  $P = 0.002$ , and the effect size was  $(\eta^2) = 0.190$ . The difference in the self-expression sub-dimension was  $F(1.44) = 9.35$ ,  $P = 0.004$ , and the effect size was  $(\eta^2) = 0.175$ . The difference in the active listening and non-verbal communication sub-dimension was  $F(1.44) = 14.68$ ,  $P = 0.000$ , and the effect size was  $(\eta^2) = 0.250$ . According to Cohen (1988) eta-squared values, the effect size is large in all sub-dimensions. Therefore, the communication principles and basic skills sub-dimensions determine 19% of the variance, the self-expression sub-dimension determines 17.5% and the active listening and non-verbal communication sub-dimension determines 25% of the independent variable. Thus, the communication skills and all sub-dimensions scores of the pre-service physical education teachers who took the classroom management lesson with the creative drama method were significantly higher than that of teachers who took the lesson with the traditional method, except in the willingness to communicate sub-dimension.

### Findings on the fourth research question

“Is there a significant change in the classroom management self-efficacy beliefs and communication skill scores after students participated in the classroom management lesson, which was conducted with two different methods?”

Table 8 presents the dependent samples t-test results to determine whether there was a significant change in the classroom management self-efficacy beliefs and communication skills scores after the students participated in the classroom management lesson, which was conducted using two methods.

**Table 8. CMSES Pre- and Post-Test Scores Dependent Samples T-Test Results.**

GROUP	variables	<i>N</i>	$\bar{x}$	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>	$\eta^2$
Control	Efficacy belief (Pre)	24	3.57	0.55	-0.733	223	0.471	-
	Efficacy belief (Post)	24	3.65	0.60				
	Outcome expectation (Pre)	24	3.86	0.52	-0.874	223	0.391	-
	Outcome expectation (Post)	24	3.97	0.41				
	CMSES (Pre)	24	3.71	0.47	-0.91	23	0.372	-
Experimental	CMSES (Post)	24	3.80	0.46				
	Efficacy belief (Pre)	23	3.55	0.42	-5.55	222	0.000	0.583
	Efficacy belief (Post)	23	4.08	0.31				
	Outcome expectation (Pre)	23	3.73	0.34	-5.82	222	0.000	0.606
	Outcome expectation (Post)	23	4.22	0.39				
	CMSES (Pre)	23	3.64	0.31	-6.61	22	0.000	0.660
	CMSES (Post)	23	4.15	0.29				

The results presented in Table 8 show that after the comparison of the pre- and post-test scores of the pre-service physical education teachers in the CG, there was no significant difference in the efficacy belief and outcome expectation sub-dimensions of the scale and in the total test scores [ $t(23) = -0.91$ ,  $P = 0.372$ ,  $P > 0.05$ ].

On comparing the pre- and post-test scores of the CMSES of the pre-service physical education teachers in the EG, there was a significant difference in both sub-dimensions and total test scores. This difference in the efficacy belief sub-dimension was  $t(22) = 5.55$ ,  $P = 0.000$ ,  $P < 0.05$ , and the effect size was  $(\eta^2) = 0.583$ ; in the outcome expectation sub-dimension it was  $t(22) = 5.82$ ,  $P = 0.000$ ,  $P < 0.05$ , and the effect size was  $(\eta^2) = 0.606$ . The total test scores were  $t(22) = -6.61$ ,  $P = 0.000$ ,  $P < 0.05$ , and their effect size was  $(\eta^2) = 0.66$ .

Considering Cohen (1988) eta-squared ( $\eta^2$ ) values, the effect size determined has a large effect. That is, using creative drama as a method in classroom management lessons increased students'

efficacy beliefs by 58.3%, their outcome expectation by 60.6% and their total self-efficacy beliefs by 66%. As shown in Table 8, there is a significant increase in the classroom management self-efficacy belief scores in favor of the EG but no significant change in the scores of the CG, for which the traditional method was used.

Table 9 presents the dependent samples t-test results, which was conducted to determine whether there was a significant change in classroom management self-efficacy beliefs and communication skills scores after students participated in the classroom management lesson, conducted using two methods.

**Table 9. CSS Pre-Test and Post-Test Scores Dependent Samples T-Test Results.**

GROUP	Variables	<i>N</i>	$\bar{x}$	<i>SD</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>	$\eta^2$
Control	Communication principles and basic skills (Pre)	24	4.14	0.38	0.134	23	0.894	-
	Communication principles and basic skills (Post)	24	4.15	0.38				
	Self-expression (Pre)	24	4.26	0.60	0.792	23	0.436	-
	Self-expression (Post)	24	4.16	0.59				
	Active listening and nonverbal communication (Pre)	24	4.18	0.55	0.232	23	0.230	-
	Active listening and nonverbal communication (Post)	24	4.04	0.44				
	Willingness to communicate (Pre)	24	4.10	0.47	0.62	23	0.951	-
	Willingness to communicate (Post)	24	4.09	0.51				
	CSS (Pre)	24	4.17	0.38	0.54	23	0.596	-
	CSS (Post)	24	4.13	0.36				
Experimental	Communication principles and basic skills (Pre)	23	3.98	0.49	4.23	22	0.000	0.448
	Communication principles and basic skills (Post)	23	4.36	0.34				
	Self-expression (Pre)	23	3.76	0.75	4.97	22	0.000	0.528
	Self-expression (Post)	23	4.38	0.50				
	Active listening and non-verbal communication (Pre)	23	3.73	0.62	5.17	22	0.000	0.548
	Active listening and non-verbal communication (Post)	23	4.38	0.40				
	Willingness to communicate (Pre)	23	3.65	0.55	3.83	22	0.001	0.400
	Willingness to communicate (Post)	23	4.05	0.60				
	CSS (Pre)	23	3.81	0.50	5.92	22	0.000	0.610
	CSS (Post)	23	4.30	0.29				

As shown in Table 9, on comparing the pre- and post-implementation communication skills scores of the pre-service physical education teachers in the CG, there was no significant change in the total scores and that of the scale's sub-dimensions [( $t(23) = 0.54, P = .596, P > 0.05$ )].

Upon examining the pre- and post-implementation communication skills scores of the EG participants, there was a significant difference in all sub-dimensions of the scale and the total test scores. This difference in the communication principles and basic skills sub-dimension was  $t(22) = 4.23, P = .000, P < 0.05$ , and the effect size was ( $\eta^2 = 0.448$ ); in the self-expression sub-dimension, it was  $t(22) = 4.97, P = 0.000, P < 0.05$ , and the effect size was ( $\eta^2 = 0.528$ ); in the active listening and

non-verbal communication sub-dimension, it was  $t(22) = 5.17$ ,  $P = 0.000$ ,  $P < 0.05$ , and the effect size was  $(\eta^2) = 0.548$ ; in the willingness to communicate sub-dimension, it was  $t(22) = 3.83$ ,  $P = .000$ ,  $P < .05$ , and the effect size was  $(\eta^2) = 0.400$ . The total test scores were  $t(22) = -5.92$ ,  $P = .000$ ,  $P < .05$ , and the effect size was  $(\eta^2) = 0.61$ . Considering Cohen (1988) eta-squared ( $\eta^2$ ) values, the effect values have a large effect. Thus, using creative drama as a method in the classroom management lesson caused an increase of 44.8%, 52.8%, 54.8%, 40% and 61% in the communication skills sub-dimensions and total post-test scores of the pre-service physical education teachers.

Table 9 shows that there is a statistically significant increase in favor of the EG in the communication skills scores, whereas there is no significant change in the scores of the CG, which used a traditional method.

## DISCUSSION, CONCLUSION AND SUGGESTIONS

The purpose of this study was to examine the effect of using creative drama as a method in classroom management lessons on pre-service physical education and sports teachers' communication skills and classroom management self-efficacy. In this direction, 23 of the students were in the EG and 24 in the CG, and the classroom management lesson was taught with the creative drama method in the and with the traditional method in the CG.

CSS and CMSES were applied to the students in the first week before the classes started and in the last week after the classes finished. The study found that the communication skills and classroom management self-efficacy belief scores of the pre-service physical education and sports teachers who took the classroom management lesson with the creative drama method were significantly higher than that of the pre-service physical education and sports teachers who took the lesson with the traditional method. This finding indicates that the creative drama method has an effect on pre-service physical education and sports teachers' communication skills and classroom management self-efficacy beliefs.

When the research findings were examined, it was discovered that the pre-service physical education and sports teachers who took the classroom management lesson using the drama method had significantly higher classroom management self-efficacy beliefs than the pre-service physical education and sports teachers who took the lesson using the traditional method. This finding shows that using the creative drama method to teach the classroom management lesson is considerably beneficial in increasing students' classroom management self-efficacy beliefs.

Researchers found that drama-based professional development programs boost teachers' self-efficacy belief, which is consistent with the findings of this study (Cawthon & Dawson, 2009; Lee et al., 2013; Stanton et al., 2018). Lee et al. (2013) investigated the effect of a drama-based teaching model on teachers' self-efficacy perceptions and revealed that the model affected teachers' self-efficacy perceptions positively. Similarly, Stanton et al. (2018) investigated the effect of year-long drama-based instruction on teachers' self-efficacy and concluded that drama-based instruction had a positive effect on teachers' self-efficacy. Çayır and Gökbulut (2015), in their study on personal development from teacher competencies with creative drama method, stated that pre-service lessons in the teacher training process should include the problems that pre-service teachers will encounter when they enter the field and suggestions for solutions to these problems. In addition, it was emphasized that the content of such lessons should be planned in a way to keep pre-service teachers active. They stated that with the creative drama method, pre-service teachers had the opportunity to experience the problems they might encounter in the profession through role-playing, they produced solutions to the problems they might encounter, and thus they felt more prepared and their belief in their ability to overcome the problems they might encounter increased. Teachers' self-efficacy beliefs and classroom management skills have a positive relationship. This relationship is in line with the increase in classroom management skills as teacher self-efficacy increases (Bayraktar & Çelik, 2021). New teachers, who are expected to learn classroom management skills on the job after starting the teaching profession, feel lonely and uneasy (Tauber, 2007). In fact, these teachers spend most of their energies

on classroom management (Demirtaş, 2011). For this reason, practice-based research that can further improve the classroom management skills of teacher candidates in pre-service teacher education is considered important. Klopfer (2014), who conducted such research, emphasizes the positive effect of the classroom management lesson, which includes simulated classroom scenarios, on pre-service teachers' self-efficacy, teaching style, feelings and reactions towards children, and their use of classroom management strategies. A practice-based study on classroom management was also carried out by Aydin and Karabay (2020) and it was revealed in the research that the "Classroom Management Education Program" enabled preschool teachers to be more successful in problem-solving, preventing undesirable behaviors, classroom management and discipline practice.

The communication skills scores of pre-service physical education and sports teachers who took the classroom management lesson using the drama method were significantly higher than the scores of pre-service physical education and sports teachers who took the lesson using the traditional method, according to this study. This research demonstrates that using the creative drama method to teach the classroom management lesson is significantly effective in improving students' communication skills. In education, the creative drama method is widely used to develop communication skills (Erdem, 2021).

When the literature is reviewed, it is seen that creative drama is an effective method in improving the communication skills of teacher candidates (Arslan et al., 2010; Dere, 2019; Şengül & Ünal, 2018). Creative drama includes many elements of communication (such as empathy, respect, acceptance, verbal and non-verbal speech, gestures and facial expressions, and body language). Drama enables individuals to become aware of their feelings, thoughts, and their own characteristics through interaction and communication activities. This awareness leads people to understand and accept other people (Üstündağ, 2010). Şengül and Ünal (2018) concluded that the creative drama method improved the dimensions of communication skills, communication principles and basic skills, self-expression, active listening, nonverbal communication, and willingness to communicate in their study on improving the communication skills of pre-service teachers. Supporting the findings of this study, Dere (2019) determined that after 12 weeks of drama training, teacher candidates' scores on the CSS increased. Afacan and Turan (2012) used the creative drama approach to assess pre-service science teachers' communication skills, the factors they focused on in communication, and the priority they placed on communication. According to the findings of the research, the creative drama method is effective in improving teacher candidates' communication skills, determining the factors they pay attention to in communication, and teaching communication problems.

In this research, the classroom management lesson was taught with the creative drama method. In the lessons, pre-service physical education and sports teachers were provided with the opportunity to confront the undesirable student behaviors they may encounter when they start the teaching profession, to produce solutions on how to deal with such undesirable student behaviors, and to animate teacher and student behaviors in different classroom management approaches and models. In addition, activities about the communication skills that teachers should have and how effective these skills are in managing their classrooms are also included in the lessons. Thus, with this method, pre-service teachers had the opportunity to practice and experience the theoretical subjects of the classroom management lesson. After all these practices, it was concluded in the research that both the communication skills and classroom management self-efficacy beliefs of pre-service physical education and sports teachers increased.

According to the results of this study; in theoretical lessons such as classroom management in teacher education, the creative drama method can be used to create learning environments in which students will actively participate in the process and learn through their actions and experiences. Thus, pre-service teachers will prepare themselves for the profession with theory-based practices in the classroom management lesson and their self-belief in overcoming the problems they may encounter will increase. In addition, creative drama-based practices can be planned to support in-service teachers' communication skills and classroom management self-efficacy beliefs. It is recommended that the trainers who will plan these training processes take creative drama training. In addition to the positive

results, this study has some limitations. The number of sessions on classroom management topics can be increased. In addition, qualitative data can be collected from pre-service teachers to support the aims of the research.

**Conflicts of Interest:** No potential conflict of interest was declared by the authors.

**Funding Details:** The authors did not receive any funding or financial support for the research, authorship, and/or publication of this article.

**CRedit Author Statement:** Author 1 : Investigation, Conceptualization and Methodology, Data Analysis, Writing – Original Draft Preparation. Author 2 : Reviewing and Editing.

**Ethical Statement:** Ethical approval was obtained from Ankara University Social Sciences Sub-Ethics Committee. All participants voluntarily participated in the study and signed the voluntary consent form.

## REFERENCES

- Adıgüzel, Ö. (2006). Yaratıcı drama kavramı, bileşenleri ve aşamaları. *Yaratıcı Drama Dergisi*, 1(1), 17-30.
- Adıgüzel, Ö., Metinnam, İ., & Özen, Z. (2014). Yaratıcı drama bibliyografyası. *Ankara: Pegem Akademi*.
- Afacan, Ö., & Turan, F. (2012). Fen bilgisi öğretmen adaylarının iletişim becerilerine ilişkin algılarının belirlenmesinde yaratıcı drama yönteminin kullanılması. *Sosyal Bilimler Enstitüsü Dergisi*, 2(33), 211-237.
- Aloe, A. M., Amo, L. C., & Shanahan, M. E. (2014). Classroom management self-efficacy and burnout: A multivariate meta-analysis. *Educational psychology review*, 26, 101-126.
- Arslan, E., Erbay, F., & Saygin, Y. (2010). Yaratıcı drama ile bütünleştirilmiş iletişim becerileri eğitiminin çocuk gelişimi ve eğitimi bölümü öğrencilerinin iletişim becerilerine etkisinin incelenmesi. *Selçuk Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*(23), 1-8.
- Aydin, D. G., & Karabay, Ş. O. (2020). Improvement of classroom management skills of teachers leads to creating positive classroom climate. *International Journal of Educational Research Review*, 5(1), 10-25.
- Babaoğlan, E., & Korkut, K. (2010). Sınıf öğretmenlerinin öz yeterlik inançları ile sınıf yönetimi beceri algıları arasındaki ilişki? *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 11(1), 1-20.
- Bandura, A. (1986). Social foundations of thought and action. *Englewood Cliffs, NJ*, 1986(23-28).
- Bayraktar, H. V., & Çelik, O. (2021). Öğretmenlerin öz yeterlilikleri ile sınıf yönetimi becerileri arasındaki ilişkinin incelenmesi. *İZÜ Eğitim Dergisi*, 3(6), 98-127.
- Bayraktutan, Ş. (2008). *Sınıf içi iletişimin öğrenci okul başarısına etkisi (İstanbul ili Kartal ilçesi örneği)* [Sosyal Bilimler Enstitüsü].
- Briones, E., Gallego, T., & Palomera, R. (2022). Creative Drama and Forum Theatre in initial teacher education: Fostering students' empathy and awareness of professional conflicts. *Teaching and teacher education*, 117, 103809.
- Brophy, J. (1988). Educating teachers about managing classrooms and students. *Teaching and teacher education*, 4(1), 1-18.

- Cawthon, S., & Dawson, K. (2009). Drama for Schools: Impact of a Drama-Based Professional Development Program on Teacher Self-Efficacy and Authentic. *Youth Theatre Journal*.
- Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences (2nd ed.)*. Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.
- Çayır, N. A., & Gökbulut, Ö. (2015). Yaratıcı Drama Yöntemi ile Öğretmen Yeterliklerinden Kişisel Gelişim Üzerine Nitel Bir Çalışma. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 11(2).
- Demirtaş, H. (2011). *Sınıf yönetiminin temelleri*. Anı Yayıncılık.
- Dere, Z. (2019). Dramanın öğretmen adaylarının iletişim becerilerine etkisinin incelenmesi. *Başkent University Journal of Education*, 6(1), 59-67.
- Doğruer, G. (2007). *Ortaöğretimde sınıf içi iletişimde rol oynayan öğretmen davranışları*. Niğde Üniversitesi]. Niğde.
- Ekici, G. (2009). Lise öğrencilerinin biyoloji öğretmenlerinin iletişim davranışlarına ilişkin algıları. *Milli Eğitim*, 38(181), 152-168.
- Erdem, A. B. (2021). İletişim Becerilerinin Geliştirilmesinde Yaratıcı Dramanın Kullanımı. *Journal of Innovative Healthcare Practices*, 2(2), 88-95.
- Ficarra, L., & Quinn, K. (2014). Teachers' facility with evidence-based classroom management practices: An investigation of teachers' preparation programmes and in-service conditions. *Journal of Teacher Education for Sustainability*, 16(2), 71-87.
- Flower, A., McKenna, J. W., & Haring, C. D. (2017). Behavior and classroom management: Are teacher preparation programs really preparing our teachers? *Preventing School Failure: Alternative Education for Children and Youth*, 61(2), 163-169.
- Friedman, I. A., & Kass, E. (2002). Teacher self-efficacy: A classroom-organization conceptualization. *Teaching and teacher education*, 18(6), 675-686.
- Gülbahar, B., & Sıvacı, S. Y. (2018). Öğretmen adaylarının iletişim becerileri ile sınıf yönetimi yeterlik algıları arasındaki ilişkinin incelenmesi. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 15(1), 268-301.
- Hasırcı, Ö. K., BULUT, M. S., & Saban, A. İ. (2008). Öğretmen adaylarının yaratıcı drama dersinin bireysel ve akademik kazanımlarına ilişkin görüşleri.
- Karakoç, H. S. (1998). *Çanakkale ili ilköğretim kurumları öğretmenlerinin sınıf yönetimindeki yeterlilikleri* Onsekiz Mart Üniversitesi]. Çanakkale.
- Karasar, N. (2016). *Bilimsel Araştırma Yöntemi: Kavramlar İlkeler Teknikler*. Nobel Akademik Yayıncılık Eğitim Danışmanlık Tic.
- Küçükahmet, L. (2000). *Sınıf Yönetiminde Yeni Yaklaşımlar*. Ankara: Nobel Akademik Yayıncılık.
- Klopfer, K. M. (2014). *Pre-service teacher education and classroom management: An evaluation of EDU5572* University of Toronto].
- Lee, B., Cawthon, S., & Dawson, K. (2013). Elementary and secondary teacher self-efficacy for teaching and pedagogical conceptual change in a drama-based professional development program. *Teaching and teacher education*, 30, 84-98. <https://doi.org/10.1016/j.tate.2012.10.010>

- Merç, A., & Subaşı, G. (2015). Classroom management problems and coping strategies of Turkish student EFL teachers. *Turkish Online Journal of Qualitative Inquiry*, 6(1), 39-71.
- Olgun, B. F. (2005). *Sınıf öğretmenlerinin sınıf içinde etkili iletişim ortamı yaratma ve iletişimde fırsat eşitliği sağlama becerilerinin değerlendirilmesi* (Yayımlanmamış Yüksek Lisans Tezi). Cumhuriyet Üniversitesi Sosyal Bilimler Enstitüsü, Sivas.
- Ömeroğlu, E. (1985). Okul öncesi öğretmenin niteliğinin geliştirilmesinde yaratıcı drama eğitiminin rolü. *Yaratıcı drama*, 1995, 91-94.
- Özyürek, A. (2020). Sosyal bilgiler öğretmen adaylarının, yaratıcı drama dersinin etkililiğine yönelik görüşlerinin değerlendirilmesi. *Kapadokya Eğitim Dergisi*, 1(1), 35-51.
- Pallant, J. (2020). *SPSS survival manual: A step by step guide to data analysis using IBM SPSS*. McGraw-hill education (UK).
- Shamina, E., & Mumthas, N. (2018). Classroom management: Implications for teacher preparation programmes. *IOSR Journal Of Humanities And Social Science*, 23(1), 41-44.
- Sivri, H., & Balcı, E. (2015). Pre-service Teachers' Classroom Management Self-efficacy Beliefs. *International Online Journal of Educational Sciences*, 7(4).
- Stanton, K., Cawthon, S., & Dawson, K. (2018). Self-efficacy, teacher concerns, and levels of implementation among teachers participating in drama-based instruction professional development. *Teacher Development*, 22(1), 51-77.
- Symons, C., Anderson, B. E., & Ward, A. (2020). Teacher Candidates' Perspectives on the Value of a Site-Based Methods Course. *The Teacher Educator*, 55(4), 323-346.
- Şengül, Ö. A., & Ünal, F. T. (2018). The Effect of Creative Drama on Pre-service Teachers' Communication Skills. *Journal of Kirsehir Education Faculty*, 19(2).
- Şentürk, H., & Oral, B. (2008). Türkiyede Sınıf Yönetimi ile İlgili Yapılan Bazı Araştırmaların Değerlendirilmesi. *Electronic Journal of Social Sciences*, 7(26).
- Tan, Ç., & Tan, S. (2015). Öğretmen Adaylarının İletişim Becerileri ile Sınıfı Yönetme Becerileri Arasındaki İlişkinin İncelenmesi. *e-Kafkas Journal of Educational Research*, 3(1), 1-14.
- Tauber, R. T. (2007). *Classroom management: Sound theory and effective practice*. Greenwood Publishing Group.
- Türnüklü, A. (2000). Türk ve İngiliz ilköğretim öğretmenlerinin sınıf içi davranış yönetim stratejilerinin karşılaştırılması. *Kuram ve Uygulamada Eğitim Yönetimi*, 23(23), 449-466.
- Ünal, S. ve Ada, S. (2003). *Sınıf Yönetimi*, Marmara Üniversitesi, Teknik Eğitim Fakültesi Matbaa Birimi, İstanbul.
- Üstündağ, T. (2010). Yaratıcı drama öğretmenimin günlüğü.(10. bs.). *Ankara: PegemA Yayıncılık*.
- Yılmaz, G. (2007). *Sınıf öğretmeni adaylarının öğretmenlik uygulaması deneyimlerinin fen öğretimi öz yeterlik ve sınıf yönetimi inançlarına olan etkisi* Ege Üniversitesi. İzmir.