Effect of Creative Drama Method on the Occupational Self Efficacy of Teacher Candidates

Mehtap KARAÇIL KILIÇASLAN
Kafkas University, Turkey
karakil.mehtap@gmail.com

Ahmet YAYLA
Van Yüzüncü Yıl University, Turkey
ahmetyayla33@gmail.com


Extended Summary

Introduction: The frequent execution of creative drama method in the classes of teacher training programs at bachelor degree may make a significant contribution to the development of teacher candidates’ abilities like occupational self-efficacy, discovering one’s potential, creative thinking, empathizing, criticizing and reflection (McCaslin, 2006; Üstündağ, 2004). The present research’s aim is to analyze and reveal the effect of creative drama method on the occupational self efficacy of candidate teachers. This study aims to determine to what extent the creative drama method affects the teacher candidates to enable the professional development among the professional competences of teaching. Indeed, the objective of creative drama method and that of professional development among teaching competences are in accordance with each other (Ömeroğlu, 2002; Sağlam, 2004; San, 2002). So, it is considered that the employment of creative drama method may make contribution to the professional development of teacher candidates.

Method: In the research is used the embedded design from the mixed research model. According to the objective of mixed model, the qualitative data is employed to support the reliability of quantitative data as an embedded model. (Creswell, 2008) The quasi experimental design and focus group interviews are used in the quantitative (pretest, posttest, retention test) and qualitative sections of the study, respectively. The independent variables of research are “Creative Drama Method” and “Traditional Method”, the dependent variable is “Occupational Self Efficacy”.

The sample of research is comprised of 68 teacher candidates studying in the fourth grade of the Education Faculty of Kars Kafkas University, The Department of Basic Education in the fall period of 2016-2017 academic years.

Findings: In analyzing the quantitative data, the normality distribution is firstly examined. The evaluation units of normality statistics, Skewness and kurtosis coefficient, are analyzed. The values within the range ±1.50 demonstrate that the distribution does not extremely deviate from the normal state (Tabachnick, and Fidell, 2012). The paired and independent samples t-tests are employed following the normality analysis.

The occupational self efficacy of experimental and control groups are subjected to pretest and independent samples t test. No statistically significant difference is found between the pretest scores of experimental and control groups. p>0.001

The occupational self efficacy of experimental group is subjected to pretest, posttest, and paired samples t test. A statistically significant difference is found between the pretest and posttest scores of experimental group. p<0.001

The occupational self efficacy of control group is subjected to pretest, posttest, and paired samples t test. A statistically significant difference is found between the pretest and posttest scores of control group. p<0.001

The occupational self efficacy of experimental and control groups is subjected to posttest and independent samples t test. A statistically significant difference is found between the posttest scores of experimental and control groups in favor of experimental group. p<0.001

The occupational self efficacy of experimental group is tested by the repeated ANOVA measures. A statistically significant difference is detected between the pretest, posttest and retention test scores of experimental group. p<0.001

The repeated measures ANOVA test is conducted in comparing the occupational self efficacy of experimental group. A statistically significant difference is detected between the pretest, posttest and retention test scores of experimental group. p<0.001
In the analysis of frequency and student views obtained from the qualitative data, it is found that the creative drama method has a positive impact on the teacher candidates’ professional competence such as achievement, occupational knowledge, ability, problem solving, critical thinking.

**Conclusion And Discussion:** There is no significant difference between the occupational self efficacy pretest scores of teacher candidates in the experimental and control groups. This finding shows that there is not any statistically significant difference between the occupational self efficacy pretest scores of experimental and control groups. The equivalency between the students’ behavior in terms of occupational self efficacy competences before the initiation of research enhances the reliability of study.

There is a significant difference between the experimental group’s occupational pretest posttest average scores in favor of the posttest. The analysis of arithmetic means reveals that the experimental group’s posttest average score doubles the pretest. This result demonstrates that the education through creative drama method has a considerable impact on the occupational self efficacy competences of teacher candidates.

There is a significant difference between the control group’s occupational self efficacy pretest and posttest scores in favor of the latter. This significant difference can be related to various factors. One of these factors may be the fulfillment of lesson requirements and covering the lesson by both two groups. Another factor is that the behavior measured is not knowledge based but attitude based. Therefore, it is expected that the control group posttest mean is higher, even at a low degree statistically, than that of pretest. However the examination of arithmetic means show that the difference between the control group pretest and posttest average scores is slight. On the other hand, the experimental group’s posttest mean is twofold greater than that of pretest. This result demonstrates that the education offered through traditional method has little effect in developing the occupational self-efficacy competences of teacher candidates.

There is a significant difference between the posttest scores of experimental and control groups on occupational self-efficacy of teacher candidates in favor of the posttest. The examination of arithmetic means reveals that the posttest mean of experimental group exposed to the creative drama method is nearly twofold higher than that of control group. This finding demonstrates that the creative drama method is more effective than traditional method in developing the occupational self efficacy competences of teacher candidates.

In the repeated ANOVA measures, it is observed that occupational self efficacy pretest, posttest, and retention test results increase in time and this rise is significant. The arithmetic means demonstrate that the occupational self efficacy pretest, posttest and retention scores increase significantly in time. The rise of scores in time is significant. The findings obtained in the focus group reviews done in order to increase the validity and reliability of retention test done by the repeated ANOVA measures are in accordance with the results of repeated ANOVA measures. These findings indicate that the creative drama method has a positive impact on the occupational self efficacy development of teacher candidates and its implementation has lasting effects.

The analysis results show that the creative drama method affects the occupational self efficacy development, which is an indicator of personal and professional development efficacy and performance among the teacher competences, more than the traditional method. In the literature, it is determined that the application of creative drama method has a positive impact on personal development (Freeman, Sullivan and Fulton, 2003), occupational attitude and achievement (Bağatır-Demir, 2008), self-awareness and professional competence(Kaf-Hasirci, Bulut and Saban, 2007) academic achievement of students (Karacil, 2009) and making contribution to the job of teaching (Karataş and Yavuzer, 2010). The findings of studies in the literature are supportive for the research results. This situation proves the significance of creative drama method in training teachers.