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## **The Effects of Drama on Pre-service Teachers' Affective Traits about Teaching\***

**Necdet Aykaç<sup>1</sup>, Özgür Ulubey<sup>\*1</sup>, Özkan Çelik<sup>1</sup>, Perihan Korkut<sup>1</sup>**

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### **Abstract**

This study aims to investigate the effect of a drama program that was created to develop the affective traits of pre-service teachers; specifically, their attitudes towards teaching, teaching motivation, and self-efficacy. The study took place in the education faculty at a state university located on the west of Turkey, with 32 pre-service teachers enrolled in various departments of the faculty. Utilizing an embedded design; a type of mixed methods, the effects of the developed drama program were investigated. Quantitative data collection methods were used before and after the implementation so as to find out the effects of the program while qualitative data were collected during and after the program. Qualitative data were analysed along with the quantitative data to enhance the findings of the experiment. The quantitative data collection tools were "Teaching Motivation Scale", "Teacher Self-Efficacy Scale", and "Attitudes towards Teaching Scale". The qualitative data were collected through semi-structured interview forms. According to the findings, the developed drama program was found to be effective in improving the pre-service teachers' attitudes towards teaching, teaching motivation, and self-efficacy.

**Key words:** Creative drama, Teaching motivation, Teacher self-efficacy, Teacher attitudes, Affective domain

### **Introduction**

Human development consists of three dimensions called cognitive, affective and psycho-motor dimensions. The cognitive dimension is related to remembering information, noticing, and developing the individual's mind. The psychomotor dimension consists of motor functions. The affective domain is the domain of interests, attitudes and values (Bloom, Englehart, Furst, Hill & Krathwohl, 1956). Defined as "characteristics that symbolize a person's emotions, the ways of feeling and expression" (Gable & Wolf, 1993), affective traits often shape actions by influencing visions, thoughts and perceptions (Ledoux, 2006).

In education, affective factors including attitudes, interest, self-efficacy, motivation, values, behaviors and attention have been paid great attention by researchers because of their potential effects on human cognition. Each of these affective factors has a certain effect that governs human behavior. For example, Bandura (1994) defined self-efficacy as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives". The role of self-efficacy is very important in education. The educational procedures are chosen according to not only the instructional outcomes but also their effect on the students' self-efficacy beliefs (Schunk, 2009). In the same vein, the teachers' self-efficacy plays an important role in education (Alpaslan, Ulubey & Yildirim, 2018). As defined by Akbas and Celikkaleli (2006), teachers' belief that they can teach effectively and increase the students' success is called self-efficacy for academic achievement.

Motivation, as one of the factors that influence learning, is seen as a natural force or energy that pushes individuals towards certain actions (Dornyei & Ushioda, 2011 as cited in Han & Yin, 2016). It must be remembered that motivation influence thoughts and then thoughts influence behaviors. Therefore, a teacher's beliefs regarding their ability to undertake teaching effectively will directly influence their motivation and

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indirectly their behavior. The motivation of teachers to teach affects the teaching-learning process as much as the students' motivation to learn. From the teachers' point of view, motivation determines the amount of time that the teachers spend on teaching and related tasks, the quality of the resulting work, and the teachers' willingness to work (Owens, 1998 as cited in Guzel-Candan & Evin-Gencel, 2015). According to Reeve, Bolt and Cai (1999), student motivation is also dependent on teacher motivation because a quality learning environment and a positive school/classroom atmosphere are prerequisites for student success and achievement of the learning aims. The most important factor in the fulfillment of these requirements is the teacher. Such a teacher has to be highly motivated towards teaching and learning (Celik & Terzi, 2017). This is also true for the pre-service teachers who will become the teachers of the future. According to Sinclair (2008), motivation tells a lot about the pre-service teachers. The initial or entrance motivation is the first step to the profession of teaching. From the perspective of teacher education, teaching motivation can be useful in ushering individuals into specific fields, predicting the individual's commitment to the profession during and after the teacher education, and finding out their level of interest about teaching and related issues (Yildirim, Alpaslan & Ulubey, 2019).

Another affective trait of teachers along with their teaching self-efficacy and motivation is their attitudes towards the profession. Teachers' attitude towards the profession is one of the strongest determiners of their behaviors and reflects their perception of the profession. The experiences of pre-service teachers during their teacher education serve as the foundation for their future teaching practices and should be designed in a way that will create positive attitudes towards the profession (Celikoz & Cetin, 2004). The knowledge, emotions and skills that are presented to the pre-service teachers are expected to shape their future teaching. Teachers can give due to carrying out their duties if they have positive attitudes towards it (Demirtas, Comert & Ozer, 2011). It will be useful to determine the pre-service teachers' attitudes towards teaching at the beginning, even before their teacher education starts. It is important to develop positive attitudes towards teaching in pre-service teachers (Semerci & Semerci, 2004).

Development of affective traits has great importance for the education of qualified teachers (Ustundag, 2010). Affective development depends on teaching and learning procedures along with maintaining a sustainable and consistent affective environment (Ozcelik, 1989). Despite the fact that the affective domain is often an ignored and forgotten element in the education world (Garritz, 2010), there has been emphasis on the necessity of affect in learning philosophies during the last two centuries. Moreover, the importance of affect for learning is shown in many studies (Birbeck & Andre, 2009; Pierre & Oughton, 2007). It is found that students' attention and motivation will be influenced positively when the affective domain is given more importance (Kara, 2004). Especially in teacher education, the studies show that this domain cannot be denied (Garritz, 2010; Pajares, 1992; Shoffner, 2009). In addition, the importance of work on the affective domain for professional readiness level has often been underlined (Bandranaik & Wilson, 2015). Therefore, affective domain is expected to occupy an important part of teacher education. Since it involves interest and attitudes towards a field or subject, the affective domain seems directly linked to success in that field.

Since the education faculties often give more importance to cognitive development rather than affective development of pre-service teachers, one can hardly say that the teacher candidates become fully competent in terms of their affective characteristics by the time they graduate from the faculty (Aykaç, Duman & Yurumezoglu, 2011). One reason for this is that the education faculties pursue a teacher-centered education policy. In the traditional teacher-centered educational practices, the most important thing is the transmission of knowledge and skills, causing the affective factors remain in the background. The role of activities that will help pre-service teachers enlarge their social network and develop a genuine enthusiasm for the profession is very important. Pre-service teachers' affective development can be ensured by participatory, learner-centered methods and techniques. At this point identifying the most effective methods and techniques to ensure affective development becomes important. For this, it is necessary to consider the advantages and disadvantages of different teaching methods and techniques.

As the teacher-centered teaching philosophy is replaced by a learner-centered one, teaching and learning procedures where the learners participate more are preferred. Examples for such procedures can be listed as station technique, brainstorming, case study, six thinking hats technique, vision improvement, conversation circles, small and large group discussion, and creative drama. Such methods and techniques enable effective participation of the student in the teaching and learning process (Ulubey, 2015; Ulubey & Gozutok, 2015). Creative drama method, which can affect the development of cognitive, affective and psycho-motor domains, is one of such methods and can be a very beneficial, inclusive and holistic method (Annarella, 1992).

O'Neill and Lambert (1991) define creative drama as a method which develops imagination and helps students to see the links between events easily. Drama expands the learning experience in the classroom without going onto the stage (Heathcote, 1991). Creative drama is a useful method that teachers and teacher candidates can use. In drama classrooms there is no risk or pressure, thoughts and values are shared freely, motivation is high, interdisciplinary links are established, and real-life issues are considered (Celik, 2016).

Creative drama is considered as a teaching method which addresses cognitive, affective and motor skills, that is used to create a holistic and aesthetic art appreciation by educating the senses, and a discipline which provides opportunities for explaining and controlling experience (Ustundag, 1996). Drama makes it possible to gain many skills such as communicating effectively in teaching context, improving creativity and imagination, critical thinking, developing democratic attitudes and behaviors, increasing sensitivity, realizing own emotions and social awareness (Akar-Vural & Somers, 2011; Freeman, Sullivan & Fulton, 2010; Kao & O'Neill, 1998; Onder, 2001; Ustundag, 2014). During the process, the students act as both performer and observer, interact with each other, and construct their actions and reactions related to their roles within the fictional situation (Andersen, 2004).

Creative drama has been used to increase the academic success and achieve the lesson goals in different school subjects (Ulubey & Toraman, 2015). There is research evidence showing that drama as a method is effective in increasing lesson success. For example, where drama was used as a method, students' academic success improved significantly in subjects such as social sciences (Aykaç & Adiguzel, 2011; Ozer, 2004; Yilmaz, 2013), Mathematics (Bulut & Aktepe, 2015), Science (Arieli, 2007; Hendrix, Eick & Shannon, 2012), Citizenship and Democracy education (Ulubey, 2015), English pronunciation teaching (Korkut & Celik, 2018), German language teaching (Kirmizi, 2012), French language teaching (Aydeniz, 2012), Arts education (Atan, 2007), Music education (Yigit, 2010), and Physics (Sahin, 2012) lessons.

Creative drama was not only used for increasing academic success, but also transforming individuals' attitudes in various studies. For example, using drama caused positive attitudes towards subjects such as science (Hendrix, Eick & Shannon, 2012; Ormanci & Ozcan, 2014), mathematics (Ceylan, 2014; Debreli, 2011), and geometry (Duatepe, 2004), and foreign language (Aydeniz, 2012). In a meta-analysis study where drama was evaluated in a holistic manner based on different studies in which drama was used as a method, it was concluded that drama has a positive effect on attitudes (Toraman & Ulubey, 2016).

Considering the research evidence as summarized above, creative drama can be considered effective in developing cognitive, psychomotor and affective traits such as attitudes towards the lesson. Creative drama, as an art form, as a discipline and as a teaching method, engages all cognitive behaviors, motor movements, and at the same time affective traits (Ustundag, 2010). In this respect, drama can be used in teacher education especially to serve the purpose of improving pre-service teachers' affective traits such as teaching motivation, and developing a teacher identity. By this way, pre-service teachers can be educated as individuals who not only know the necessary knowledge their subject, but also who love their job, and who are motivated to do their job best. A teacher who has got these affective traits can create a better learning environment. With this premise in mind, this study investigates the effects of a drama program on pre-service teachers' development in terms of affective traits related to teaching. The research questions of the study were identified as the following:

1. Is there a statistically significant difference between the pre- and post-test results in terms of teaching motivation points of the pre-service teachers as a result of participating in the drama program?
2. Is there a statistically significant difference between the pre- and post-test results in terms of self-efficacy points of the pre-service teachers as a result of participating in the drama program?
3. Is there a statistically significant difference between the pre- and post-test results in terms of attitudes towards teaching points of the pre-service teachers as a result of participating in the drama program?
4. Has the program contributed to the development of affective traits of the pre-service teachers?

## **Method**

### **Research Design**

Embedded design, as mixed methods research, was used in this research. According to Plano-Clark (2014), the embedded design is which one data set (qualitative or quantitative) is used to support a larger qualitative or quantitative data set. The reason for choosing the second data set is that the one type of data set is not satisfactory. In this study, the focus was given on quantitative data set and quantitative data set was used to

support the quantitative data set. Quantitative data were collected via motivation scale, self-efficacy scale and attitude scale at the beginning and end of the program. Qualitative data collection tools including learner diaries, letters, and semi-structured interviews were used at during, and at the end of the program in order to determine a better understanding of the effects of the drama program on the affective traits of the pre-service teachers.

### **Participants**

The participants of this study were pre-service teachers who were enrolled in various departments of the education faculty of a state university which is located on the Western Turkey. Five from primary education, five from pre-school education, six from English language teaching, two from German language teaching, nine from Turkish language education, and five from counseling department, a total of 27 pre-service teachers five of whom are males and 32 females participated in this study. The volunteering participants were in their senior and sophomore years, which can be considered as an advantage since they had already had an important portion of the field-specific courses and teacher training courses provided in the program.

### **Collection Tools Instruments**

The following data collection methods and tools were used in this study.

*Teaching Motivation Scale:* This scale was developed by Kauffman, Yilmaz-Soylu and Duke (2011) in order to measure the intrinsic and extrinsic motivation of teacher candidates. In its original form, the scale has 12 items and two sub-dimensions. Higher points achieved from the scale indicate higher levels, and lower points indicate lower levels of motivation for teaching. According to the reliability analyses, the reliability of the intrinsic motivation sub-dimension was measured as .86; the extrinsic motivation sub-dimension as .76. In this study, the reliability of the scale was measured as .84 for the whole scale, .76 for intrinsic motivation and .70 for extrinsic motivation.

*Teacher Self-efficacy Scale:* This scale was developed by Tschannen-Moran and Woolfolk (2001) and adapted to Turkish by Capa, Cakiroglu and Sarikaya (2005). It is a nine-point Likert scale with 24 items and three factors labeled as “effective student participation”, “effective teaching strategy”, and “effective classroom management”. In this study, a shortened version of the scale which has 12 items was used. The reliability analyses measured .81 for the student participation dimension, .86 for the teaching strategy dimension, and .86 for the classroom management dimension. The Cronbach Alpha coefficient for the entire scale was measured as .90.

*Attitude towards Teaching Scale:* This scale was developed by Ustuner (2006) to measure teacher candidates’ attitudes towards teaching. The 34-item scale is comprised of three dimensions with factor loads varying between .74 and .41. The scale explains the 40 percent of the total variance. The internal consistency (Cronbach Alpha) for the scale is .93.

*Semi-structured Interview Form:* The researchers prepared a semi-structured interview form to provide further evidence for the effect of the program and to support the data. The form was shown to experts from educational program development, Turkish language, and creative drama fields. In line with the expert advice, the number of the questions was reduced, and the necessary language amendments were made. A pilot application with two pre-service teachers revealed ambiguity in two questions. Once these questions were fixed, the interview form was ready for use.

*Learner Diaries:* The pre-service teachers kept learning diaries during the drama program. These diaries served as data for the study.

*Letters:* The participants were asked to write letters during some of the sessions of the program. These letters were analyzed and presented in the qualitative findings part.

### **Data Collection and Program Implementation Procedures**

The study was carried out in two phases. The first phase included the review of the literature and the development of the drama program by the researchers. All of the researchers are certified drama teachers who have completed the 320-hour creative drama leader training program. The program consisted of drama lessons planned around literary work such as successful teacher lives, biographies, films, verses, poems and stories as well as short videos, paintings and pictures. The lesson plans included activities such as writing letters, diaries,

poems, and stories; drawing pictures; preparing posters and wall displays for the participants to be able to express their feelings and thoughts. In addition, music, rhythm, and dance were used extensively especially at the beginning of the sessions. Pre-service teachers were presented with different types of teachers and situations whereby they were expected to develop their stories about how they would act in these situations, ways of coping with problems and ways of increasing their efficiency as a teacher. Therefore, the pre-text for the drama sessions were often a story, a picture, or a film. The pre-service teachers experienced true stories or possible scenarios by role-playing to form their future teacher identities. Many techniques from drama such as improvisation, role playing, still image, fragment, conscience alley, pantomime, and tableau were used as well as active teaching methods such as demonstration, discussion, case study, brainstorming, buzz 44, buzz 66, question-and answer, and station techniques.

Each session of the program was planned according to program outcomes with the duration of 3 hours. These outcomes included developing positive attitudes towards teaching, improving teaching motivation, becoming more efficacious as a teacher, becoming fond of teaching and education in general, increasing the self-efficacy of the pre-service teachers for teaching. The prepared program was reviewed by three different field experts. The necessary amendments were done in line with the experts' views.

The second phase of the study began by getting the necessary permissions from the university for the implementation of the program. Before the implementation, the quantitative data collection was carried out as pre-test. The program was implemented by the four researchers and lasted 30 hours. The four researchers participated in the first session of the program, introducing with the participants, giving information about the program and program aims, and doing ice-breaker activities. In a way that would fit the researchers' busy schedules, the first two of the researchers led 6 hours each and the other two led 9 hours of drama each. The program was implemented in the allocated drama room in the faculty. The participants kept diaries and wrote letters during the implementation process. At the end of the program, the same scales in the pre-test were applied as post-test. In addition, participants took part in semi-structured interviews. The resulting quantitative and qualitative data were analyzed and interpreted reciprocally.

### Data Analysis

The quantitative data were analyzed using descriptive analyses while the qualitative data were analyzed according to inductive content analysis approaches. As for the quantitative analyses, the results of the scales were put into SPSS statistical package and analyzed using paired samples t-test and Wilcoxon signed rank test. It was assumed that the dependent variable measurements were distributed normally, and that the variance was distributed evenly. Some preliminary analyses were carried out to see if the points were distributed normally. To do this, pre-test results were checked with Kolmogorov-Smirnov and Shapiro-Wilk tests to see their normality. The results were presented in Table 1 below.

Table 1. Normality analyses for the pre-test points achieved by the participants

Test	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	p	Statistic	df	p
Teaching Motivation	.104	32	.200*	.958	32	.242*
Teaching Self-Efficacy	.091	32	.200*	.969	32	.472*
Attitudes towards teaching	.160	32	.037	.926	32	.030

\*p<0,5

As seen in Table 1, the p value for the points from Teaching Motivation and Teacher Self-Efficacy scales is bigger than  $\alpha=.05$ . According to this finding, there is not significant deviation from the normal distribution for these two scales,  $p>.05$ . On the other hand, the p value for the points from the Attitudes towards Teaching scale is smaller than  $\alpha=.05$ . Therefore, there is significant deviation from the normal distribution for this scale. In other words, while the Teaching Motivation and Teacher Self-Efficacy scales showed normal distribution, the Attitudes towards Teaching scale did not show normal distribution. According to these findings, non-parametric tests were used for the attitude scale while parametric tests were used in the other scales.

For the content analysis, the data were first prepared by numbering and collocating after reading a few times. This first cycle coding included open-coding of the data in vivo and descriptive coding in order to put it into significant categories. The conceptual meaning in each category was identified. In the second cycle coding, the categories formed in the first cycle were put through focused and axial coding in order to identify the themes.

The validity and reliability of the qualitative part were determined by means of the transferability and expert review, and conformability strategies (Lincoln & Guba, 1985; Patton, 2014; Tedlie & Tashakkori, 2009). An expert researcher who is experienced in qualitative research methods was interviewed and given information about the design of the study. This expert was also informed about the results of the study to evaluate and validate the researchers' ways of working with the qualitative data. In order to ensure transferability in qualitative research, thick description is used often (Lincoln & Guba, 1985; Meriam, 2013; Teddlie & Tashakkori, 2009). This was ensured by giving detailed information about the participants and the procedures by which they were chosen for the study, the data collection procedures and tools, and the data collection procedures in the methods section. In addition, the findings of the study were presented objectively, with themes supported by example extracts and quotes from the data. Yildirim and Simsek (2013) advocate detailed descriptions of participant characteristics, method, data collection and analysis procedures for increasing the transferability of the research. In this respect, the methods and findings dimensions of the study were presented in detail.

## Results and Discussion

In this section, the quantitative and qualitative findings are presented and discussed in terms of the aims and research questions of the study.

### Findings related to the first research question

The first research question of the study is "Is there a statistically significant difference between the pre- and post-test results in terms of teaching motivation points of the pre-service teachers as a result of participating in the drama program?". In order to answer this question, the Teaching Motivation Scale was administered as pre- and post-test. The mean scores in the pre-test and post-test were compared using paired sample t-test. The results are shown in Table 2 below.

Table 2. Dependent groups t test results for teaching motivation scale points of the pre-service teachers

Measure (Teaching Motivation)			n	$\bar{X}$	s	sd	t	p
Sub dimensions	Intrinsic Motivation	Pre-test	32	4.18	.91	31	2.639	.013*
		Post-test	32	4.69	.93			
	Extrinsic Motivation	Pre-test	32	3.47	.93	31	2.947	.006*
		Post-test	32	4.02	1.07			
Total	Pre-test	32	3.89	.85	31	2.994	.005*	
	Post-test	32	4.41	.86				

\* p<.05

As shown in Table 2, the points before and after the implementation of the program differ significantly in both intrinsic motivation ( $t(31)=2.639$ ,  $p<.05$ ) and extrinsic motivation ( $t(31)=2.947$ ,  $p<.05$ ) sub dimensions. The mean point in the intrinsic motivation sub dimension was  $\bar{X}=4.18$  before the implementation and  $\bar{X}=4.69$  after the implementation. In the same vein, the mean point in the extrinsic sub dimension increased from  $\bar{X}=3.47$  before the implementation of the program to  $\bar{X}=4.02$  after the implementation of the program. According to analyses there was significantly difference between the pre- and post-test mean points of the pre-service teachers,  $t(31)=2.994$ ,  $p<.05$ . When the general mean points are considered, the mean points rose from  $\bar{X}=3.89$  in the pre-test to  $\bar{X}=4.41$  in the post-test. So, there is an increase in the mean points in the post-test. These results show that the implementation of the program was effective in developing both intrinsic and extrinsic teaching motivation of the pre-service teachers which is considered as an important element of their affective development. Depending on the analyses it can be claimed that the implementation of creative drama in the activities resulted in positive effect on the pre-service teachers' teaching motivation which is a dimension of their affective development.

### Findings related to the second research question

The second research question was "Is there a statistically significant difference between the pre- and post-test results in terms of self-efficacy points of the pre-service teachers as a result of participating in the drama program?" The results of the analyses related to this question were presented in Table 3 below.

Table 3. Dependent groups t test results for the teacher self-efficacy scale points of the pre-service teachers

Measure (Teacher Self-Efficacy)	n	$\bar{X}$	S	sd	t	p
Pre Test	32	6.34	1.13	31	5.250	.000*
Post Test	32	7.27	.81			

\* p&lt;.05

According to Table 3, there is statistically significant difference between the pre-service teachers' pre- and post-test mean points from the scale  $t(31) = 5.250$ ,  $p < .05$ . This difference is in favor of the post-test. The mean point was  $\bar{X} = 6.34$  in the pre-test while the mean point in the post test after the implementation of the drama program rose to  $\bar{X} = 7.27$ . Accordingly, the drama activities during the implementation had a positive effect on the pre-service teachers' teaching self-efficacy beliefs.

### Findings related to the third research question

The third research question of the study was "Is there a statistically significant difference between the pre- and post-test results in terms of attitudes towards teaching points of the pre-service teachers as a result of participating in the drama program?" The results about the attitudes of the pre-service teachers before and after the implementation of the drama program were presented in Table 4 below.

Table 4. Wilcoxon signed ranks test for the attitudes towards teaching scale points of the pre-service teachers

Post test-Pre test	n	Mean rank	Rank sum	z	p
Negative Rank	7	17.21	120.50	2.68*	.007**
Positive Rank	25	16.30	407.00		
Equal	0	-	-		

\*Based on negative ranks

\*\* p&lt;.05

According to the results in Table 4, the mean points of the pre-service teachers from the attitude scale before and after the implementation differ significantly,  $z = 2.68$ ,  $p < .05$ . Considering the difference in terms of mean rank and rank sum, this difference is in favour of the positive ranks, that is, the post-test points. Accordingly, the implemented program had a positive effect on the pre-service teachers' attitudes towards teaching.

### Findings related to the fourth research question

The fourth research question was whether the drama program has contributed to the development of the pre-service teachers' affective traits. The qualitative data from the learner diaries, letters, and semi-structured interviews during and after the drama program were analysed and the findings were presented in Table 5 below.

Table 5. The contribution of drama method to the pre-service teachers' affective development

Theme/Code	f
Affective development related to the students	37
Empathize with students	14
Love the students	6
Respect the students	6
Realize how to approach to students	5
Realize the importance of motivating the students	2
Realize the importance of gaining the respect of the students	2
Realize the importance of transforming the students	1
Change the negative judgements towards students	1
Affective development related to the teaching profession	145
Increase positive attributes to the profession	17
Increase in self-efficacy about the profession	17
Motivation for coping with the difficulties of the profession	16
Enthusiasm for the profession of teaching	16
Belief that coping with the difficulties of the profession is possible	14
Belief that working in this profession is within their capabilities	10
Realize the difficulties of the profession	10
Prepare emotionally for the profession	8
Love the profession	7



Feel enthusiasm for the profession	6
Get rid of prejudices about the profession	6
Become a devoted teacher	6
Realize that the affective side of teaching is more important than its academic side	1
Gain a positive view of the profession	4
Respect the profession of teaching	3
Empathize with colleagues	1
Realize the importance of being idealistic	1
Realize the importance of not giving up hope on the profession	1
Become a determined teacher	1
Attitude Towards the Profession of Teaching	4
Gain positive attitudes towards the profession of teaching	3
Realize the importance of transforming the attitudes into behaviours	1
Reasons for their Development in the Affective Domain	48
Enactions	20
Improvisations	15
The materials that were used during the program	13
They enable experiential learning	3
They are fun	3
They enable participation	2
They are interesting	2
They are real life like	2
They enable interaction between the participants	1

As seen in Table 5, the drama program helped the affective development of the pre-service teachers in terms of their relations with the students and the profession of teaching, and positive attitudes towards the profession. They pointed out that this development is due to the implemented drama program. The pre-service teachers could empathize with the students (f=4), began loving (f=6), and respecting (f=6) them. They realized the importance of knowing how to approach the students (f=5), motivating the students (f=2), gaining their respect (f=2), and transforming them (f=1). In addition, they mentioned that their negative judgements of the students had changed thanks to the program. Some example quotes from the participants are given below.

P3: "My emotions were reinforced further. I think I can now put myself in the students' shoes"

P15: "We underestimate children and actually they deserve respect as much as a grownup"

P17: "There were extreme examples in the films you showed us. There were extremely bad classes and we discussed how to approach to such situations by using drama method. In that respect, I think it contributed to me."

P22: "I think I can maintain the motivation in my classroom. At least with the things I've learned now, I can maintain it to some extent."

P8: I can say that it enabled me to enter the students' worlds and help them, transform them... I have become aware of such things.

It was found that the pre-service teachers gained a more positive view of the profession (f=17), boosted their self-efficacy beliefs (f=16), became more determined to cope with the difficulties (f=14), with increased enthusiasm (f=16), gained confidence that they will be able to cope with the difficulties (f=14), and actually be able to become a teacher (f=10). The program raised awareness about the challenges about the profession (f=10), prepared the pre-service teachers for the profession emotionally (f=8), and endeared the profession to the pre-service teachers (f=7). This created more enthusiasm in the pre-service teachers for the profession (f=6). As a result of the program, pre-service teachers realized the importance of being a devoted teacher (f=6), who has got rid of prejudices of the profession (f=6), and gained a positive view of the profession (f=4). The pre-service teachers explained that they gained more respect towards the profession after the program (f=3), that the emotional side of the profession is stronger than its academic side (f=1), and that empathizing with colleagues (f=1), being an idealistic teacher (f=1), keeping up the hope in teaching (f=1), and being determined in teaching (f=1) are important virtues of the profession. Some example quotes from pre-service teachers' accounts are presented below:

P7: "I already had a positive view of teaching but now it has become even more positive."

P12: "Teaching was my dream job but I didn't have the self-efficacy. I think participating in this program gave me self-confidence."

P10: "I can say that I became more enthusiastic. Now I think I will do my job more willingly."

P9: "Whatever happens, what problems may occur stemming from my students, their parents or my own family; I think I will be determined to cope with them."

P10: "I believe that teaching is a unique job; affective side is important in other professions but it is the most important in teaching."

P11: "If you are enthusiastic, emotional and in love with teaching, that is enough for the students."

P12: "I think this caused me develop in many ways. It changed my view of teaching in a positive way."

P13: "Indeed, being successful, taking the best grades; these are not sufficient. The affective side of teaching is more important. I noticed this and it made a really big difference for us. I wish we had seen this earlier."

P24: "I felt ambitious. In fact this gave me the feeling that I can change everything as long as I wish so!"

Pre-service teachers remarked that they gained positive attitudes towards the profession as a result of the program ( $f=3$ ), and that they realized the importance of turning these attitudes into behaviours ( $f=1$ ) in their statements.

P17: "I used to think that this dimension of teaching was being exaggerated. Also I found it difficult to tackle with students. It seemed a daunting task. But now I don't feel that way. I now think this is very important so my attitude towards teaching changed for the positive."

P14: "If there were any friends here who experienced conflict in terms of their attitudes – and I was one of them, I think they all have overcome this problem."

Pre-service teachers attributed the stated developments in their affective domain to factors such as the enactments ( $f=20$ ), the improvisations ( $f=15$ ), and the materials used in the drama program ( $f=13$ ). According to them, these materials were effective because they enabled experiential learning ( $f=3$ ), they are fun ( $f=3$ ), and therefore they provide more participation ( $f=2$ ), they are interesting ( $f=2$ ), they provide real life like examples ( $f=2$ ), and enable interaction among the participants ( $f=1$ ). Some example quotes are presented below.

P10: "We became teachers or students during the improvisations, we saw the classroom climate."

P19: "The stories were effective in creating the mood for experiencing the emotions of teaching. I think the right stories were chosen. As we proceeded we were excited about what would happen next."

P6: "Actually we saw experiential learning. We stand up, we touch, we speak, we move constantly, we are exchanging opinions. If secondary school students were presented such activities, they would become more outgoing, better learners. They wouldn't be introverted, I think."

P17: "The activities were good and could really develop affective side. I like them and found them especially interesting."

P9: "We gave examples about our lives. I normally learn better through examples. So it was easier for me doing this way."

## Discussion and Conclusion

A significant difference was found between the pre- and post-test results of the Teaching motivation scale. At the same time, the pre-service teachers' points in terms of intrinsic and extrinsic motivation differed significantly in favour of the post-test. In the light of these results, the drama program was found to be effective in increasing the pre-service teachers' motivation both intrinsically and extrinsically. In another study which was done with primary school teachers, it was concluded that drama created intrinsic motivation in pre-service teachers and aroused curiosity (Kaf-Hasirci, Bulut & Saban-Iflazoglu, 2008). This finding is seen especially important for teacher development because an increased teaching motivation implies that the teachers will give more importance to their job, spend more effort for creating effective learning environments, become more ambitious for improving their teaching, and most importantly, become more enthusiastic for teaching.

Another impressive result of the study is that drama program was effective in increasing the pre-service teachers' self-efficacy beliefs. Self-efficacy beliefs, which include beliefs that a teacher can successfully teach their subject and increase student achievement, both influence teaching motivation and also provide teachers with the determination to create a good teaching-learning environment. It is more likely that a teacher who believes that the profession is within his capabilities will continue trying to cope with the challenges of the profession in a determined way. Studies show that self-efficacy beliefs of teachers increase significantly when drama is used in the teacher training programs (Cawthon & Dawson, 2009; Lee, Cawthon & Dawson, 2013). In

another study by Bilgin (2015) where drama techniques and scenario based teaching were used, pre-service teachers' self-efficacy beliefs increased significantly. This finding of the study can be explained by the effectiveness of drama in developing teaching skills. There are several studies which show that teachers can improve in terms of non-verbal immediacy (Ozmen, 2010), Meta-cognitive awareness (Horasan-Dogan & Ozdemir-Simsek, 2017), and several other teaching skills including body language, affective atmosphere, and spontaneous decision-making (Horasan-Dogan & Cephe, 2018). The teacher candidates in this study might have seen the progress they had made thanks to the drama implementation which might result in increased levels of teaching self-efficacy.

This study also showed that drama and drama-based activities have a significant effect on developing the pre-service teachers' attitudes towards teaching as a profession. Other studies done in this field confirm the results and conclude that creative drama plays an important role in developing positive attitudes (Ceylan, 2014; Debreli, 2011; Duatepe, 2004; Erkan & Aykac, 2014; Evin-Gencel, 2009; Gunaydin, 2008; Hendrix, Eick & Shannon, 2012; Ormanci & Ozcan, 2014). It can be concluded that creative drama can motivate the teachers for doing the profession and carrying out their responsibilities.

The data collected with the quantitative data collection tools in this study showed that pre-service teachers' affective domain was positively affected by the program which was developed based on drama. The qualitative data supports and explains the findings from the quantitative part of the study. According to the findings of the study, the program that was implemented in the pre-service teacher education caused the participants to be able to achieve better empathy with students, love and respect them more. In addition, it was observed that the pre-service teachers began to realize the importance of gaining the respect of the students and transforming them. Having participated in the program, the pre-service teachers stated that they gained a positive view of the profession, that their self-efficacy increased, that they feel more confident that they will be able to tackle with the difficulties of the profession, that they feel more enthusiastic now, and that they believe their capability of teaching more thanks to the program. These findings from the semi-structured interview are parallel with the findings from the quantitative part that the pre-service teachers' teaching motivation, self-efficacy, and attitudes improved thanks to the program. In a parallel study, it was found that an acting-based teacher training could influence teacher candidates' identity constructions referring to personal missions, resources, and skills (Ozmen, 2011).

The other qualitative findings of the study were in the direction that the pre-service teachers gained awareness of the challenges of the profession and they transformed emotionally such that their love for the job grew and they became more enthusiastic about the job. Moreover, the program encouraged them to become more devoted teachers, without the previous negative judgements about the job, and with a more positive view of the profession. The pre-service teachers stated at the end of the program that this experience caused them gaining positive attitudes towards the program and that transforming these attitudes to actions and behaviours is important. In addition, a meta-analysis study whereby different studies are evaluated in a holistic way in terms of the effect of drama on attitudes, confirmed the positive influence of drama on students' attitudes towards the taught subject (Toraman & Ulubey, 2016). Therefore, drama plays an effective role in the development of affective traits, especially positive attitudes towards teaching when used in the training of teachers.

At the end of the study, the pre-service teachers' affective traits improved significantly. It was determined in other studies in which drama is used as a method that primary school teachers gained emotional intelligence development, affective sensitivity, and yonder of teaching (Cayir & Gokbulut, 2015; Ozdemir, 2003; Simsek, 2013). As seen in the results of this study, drama has a significant effect on developing the affective traits of especially teachers and teacher candidates. The qualitative data showed that the pre-service teachers who participated in the program began to respect their profession, noticing that the affective side of teaching is more important than the academic side, and realized the importance of empathizing with colleagues, being idealistic, not giving up hope on the profession, and being determined.

Pre-service teachers pointed out that the elements of the program such as the enactments, the improvisations, and the materials played an important role in their affective development. Specifically, they praised the materials; that the materials enabled experiential learning, they were fun, so enabled participation, they were interesting and real-life like, and that they enabled interaction among the participants. As these findings show, the importance of considering the participation opportunities in educational applications is of undeniable importance in education as well as the used methods and techniques. It seems possible to use real life like situations and blending real and fictional worlds through role plays and improvisations to serve the affective development in the education of teachers. In addition, it seems important to select literary works, films, and individual cases that are relevant as such a program is developed. In this respect, the program which included

drama and drama based instructional procedures seems to have had a significant role in developing the pre-service teachers' affective traits, increasing their self-efficacy beliefs, motivating them for teaching, and increasing their attitudes towards the profession of teaching.

In this study, the qualitative and quantitative analyses showed that, the creative drama program had a significant impact on the development of pre-service teachers' affective traits and created positive attitudes towards the profession. According to these results it can be claimed that creative drama can contribute to pre-service teachers' preparation for the profession emotionally and the development of their affective traits.

### Implications

Developing the affective traits has a great importance in raising qualified teachers in teacher education (Ustundag, 2010). The studies on this issue emphasize the importance of the affective domain (Garritz, 2010; Shoffner, 2009), and underline the necessity of preparing teachers emotionally for the profession (Bandranaik & Wilson, 2015). However, many teacher education programs prioritize cognitive achievements over affective domains of the pre-service teachers. The reason for more importance given to the cognitive development of the teacher rather than their affective development is the teacher-centred education whereby the information is in the focus rather than the learners' emotions (Aykaç, Duman & Yurumezoglu, 2011). Along with the pre-service teachers' cognitive readiness for the profession, their attitudes, self-efficacy and teaching motivation should also be addressed. This is because if a teacher is not ready emotionally for teaching, it may be difficult to transmit their knowledge to their students. It was seen in this study that the creative drama program had significant contribution to the pre-service teachers' affective development. By this means, it is advised that this program should be used to enable pre-service teachers to become emotionally attached to the profession of teaching and new programs based on this program can be developed using creative drama. These programs can be implemented at various points of the teacher education program and maintain the pre-service teachers' affective readiness (in terms of attitudes, motivation and self-efficacy) for the profession. In addition, other techniques such as brainstorming, station, speaking circle and six-hats thinking techniques can be added to the creative drama program to enhance the pre-service teachers' affective development.

### Limitations and Future Directions

The limitation of this study is that it was carried out with only one group. The number of volunteering students for the project did not allow more groups. On the other hand, the results were supported by qualitative data. In the future, the study can be repeated where a two-group experimental design is used or supported with observational data.

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