Preschool Teacher Candidates'
Pupil Control Ideology and Educational Beliefs

Okul Öncesi Öğretmen Adaylarının
Öğrenci Kontrol İdeolojileri ve Eğitimsel İnançları

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Abstract

The aim of the present study was to investigate prospective teacher candidates' educational beliefs and pupil control ideologies. The sample of the study consists of 218 teacher candidate from the early childhood education departments of two Universities at Türkish Republic of North Cyprus (Eastern Mediterranean and International Cyprus). The data was collected by; Parental Modernity Scale, Pupil Control Ideology Form (PCI), and Beliefs about Student Inventory (BSI). Data reveal significant differences on participants' educational beliefs and pupil control ideology due to gender and grade level. Women are seen to have lower scores on traditionalism dimension and less custodial beliefs for pupil control. Participants' modernity scores and humanistic beliefs for pupil control are seen to increase due to grade level. Prospective teachers' traditionalism orientation and beliefs about student were seen to be predictive of their PCI.

Keywords: teacher education, educational beliefs of teachers, pupil control ideology, early childhood education, classroom management

Öz

Bu çalışmanın amacı, öğretmen adaylarının eğitimsel inançları ve öğrenci kontrol ideolojileri arasındaki karşılıklı ilişkileri incelemektir. Çalışmaya, Kuzey Kıbrıs Türk Cumhuriyeti'nde eğitim öğretim hizmeti yürüten iki üniversitenin (Doğu Akdeniz ve Uluslararası Kıbrıs) eğitim fakültelerinde okul öncesi eğitimi programına devam etmekte olan 218 öğretmen adayı katılmıştır. Araştırmanın verileri; Ebeveyn Modernlik Ölçeği, Öğrenci Kontrol İdeolojileri Ölçeği ve Öğrencilere Yönelik İnançlar Ölçeği yoluyla toplanmıştır. Katılımcıların öğrenci kontrol ideolojileri ve eğitimsel inançlarında cinsiyet ve sınıf düzeylerine bağlı anlamlı farklılaşmalar bulunmuştur. Kadın katılımcıların erkeklere oranla daha az geleneksel yönelimli oldukları ve gözetimci kontrol ideolojisine daha düşük düzeyde sahip oldukları görülmüştür. Katılımcıların sınıf düzeyi yükseldikçe, geleneksellik yönelimleri azalmakta ve insancıl kontrol ideolojilerine ilişkin puanları artmaktadır. Öğretmen adaylarının, geleneksellik yönelimleri ile öğrenciye ilişkin inançlarının, öğrenci kontrol ideolojilerini yordamada etkili olduğu saptanmıştır.

Anahtar Sözcükler: öğretmen eğitimi, öğretmenlerin eğitimsel inançları, öğrenci kontrol ideolojisi, erken çocukluk eğitimi, sınıf yönetimi

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Introduction

In order to understand what prospective teachers need to learn, it is critically important to understand what they already believe and what personal attributes they have that may relate to their beliefs and learning (Decker & Rimm-Kaufman, 2008). Galbraith (2000) indicated that it is the basis for decisions, processes, and actions made about the process of instruction and learning.

Personal belief systems of teachers, their judgement and evaluations of best practice play a critical role in shaping teaching practices (McCarty, Abbott-Shim, & Lambert, 2001; Murphy, Delli, & Edwards, 2004). Work indicates that students come into teacher education programs with a set of beliefs about teaching, classrooms, and children stemming from their own educational experiences (Kagan, 1992; Pajares, 1992). For instance, a teacher's belief that the purpose of education is to transfer a pre-determined canon of knowledge from teacher to student may be consistent with that teacher's belief about the role of the student, and belief about the role of the teacher (Rideout & Morton, 2007). This situation creates a challenge to teacher educators striving to improve the practices of future educators. This challenge occurs because, in human learning, it is clear that it is more difficult to unlearn existing beliefs than it is to learn new beliefs (Bransford, Brown, & Cocking, 2000).

Teachers' teaching-learning practices are a basic source of cognitive, psychosocial, and moral development of students. It is well known that teaching behaviors, teaching styles, management strategies and students' perception of the learning environment are related to student learning and development of beliefs about self and others (Brophy& Good, 1986). In this sense, teachers have to cope with a wide range of issues and problems in schools. Research findings demonstrate that among others, one of the main problems of teachers and beginning candidates is management of student behaviors and pupil control (Hoy, 2001).

Discipline typically refers to the structures and rules for student behavior and efforts to ensure that students comply with these rules. A model of discipline is a set of coherent approaches to deal with establishing, maintaining, and restoring order, which represents a certain philosophical perspective on a continuum of low to high teacher control (Wolfgang & Glickman, 1995). The main aim of discipline is to socialize children and help them to construct their own values, to teach students to cooperate with others and to develop integrity to make ethical choices and the confidence to act on their values.

Pupil control research addressed the ways that teacher beliefs and behaviors influenced classroom climate and teacher pedagogical choices. Willower, Eidell and Hoy (1967) concluded that pupil control was the dominant theme that gave meaning to much of the school's routine. Their study described a continuum on which the concept of Pupil Control Ideology (PCI) could be measured. PCI was described along a humanistic to custodial continuum. An individual's score on the PCI indicates her/his placement on a continuum from humanistic to custodial. Teachers who score on the "humanistic" side tend to create an "educational community" atmosphere in their classrooms, where student interaction and cooperation are paramount. Self-discipline, a democratic atmosphere, shared decision making, interpersonal sensitivity, and open communication are all important. A more custodial orientation is characterized by teachers with rigidly controlled classrooms where the maintenance of order predominates. For custodial teachers, schools are understood to be autocratic, hierarchical organizations with a downward flow of power and communication to students, who are generally perceived as irresponsible and undisciplined (Baş, 2011; Hoy, 2001; Rideout & Windle, 2010).

In the years following Willower, Eidell and Hoy (1967) establishment of the PCI Form, much work has been done to identify variables that influence teachers' PCI (cited in Hoy, 2001). Many variables are seen to be predictive of pre-service teacher candidates' pupil control ideologies (PCI) at the beginning

of the pre-service teacher education program. Early identification of these factors is important if pre-service teachers are to make authentic decisions about their teaching practice (Rideout & Morton, 2007).

Related research demonstrates significant relationships between PCI and some socio-demographic variables. Teachers aged 30 years and under, educators with less than five years' experience and female teachers were found to be less custodial (Smyth, 1977). Highly motivated teachers exhibited much higher levels of humanism and had an interaction that is more intellectual in their pedagogical repertoire than teachers with low levels of motivation (Kottkamp &Mullhern; 1987). Pupil control ideology was related with burnout, and custodial teachers were seen to experience more depersonalization and lack of accomplishment (Abacı & Kalkan, 1999; Baş, 2011). Custodial pupil control ideology of elementary teachers was found to be related with authoritarian classroom management style (Yılmaz, 2009).

Of the studies that do involve pre-service teachers and PCI, most examine changes that occur to their PCI during the pre-service program (Hoy & Rees, 1977; Hoy & Woolfolk, 1990). Teacher candidates with high teaching efficacy were more humanistic in their pupil control ideologies (Hoy & Woolfork, 1990). Elementary and early childhood teacher candidates demonstrated a more traditional orientation about teaching and learning at the beginning of education curriculum (File & Gullo, 2002). Pre-service teachers who reported observing teacher-centered (custodial) role models during the teacher education program were more likely to become more custodial (Rideout & Morton 2007; 2010).

The effect of pupil control ideology on student outcomes were also investigated in some studies. The students in humanistic classrooms were more engaged in classroom activities (Kottkomp & Mulhern, 1987). There was a connection between PCI and students perception about the learning climate. Custodialism was a predictor of student alienation from school, rejection and hostility to teacher, pupil cynicism and disrespect at school (Lunenberg, 1991; Lunenburg & Stouten, 1983). Students who reported their teachers as humanistic had increased level of self-control at end of the year and perceived greater satisfaction in the classroom than students with custodial teachers (Satori, Bauske & Lunenburg; 2000). Students in classes of teachers with humanistic control orientation were more motivated and had higher self-esteem than students with custodial teachers (Lunenberg, 1983).

Beginning from very early years, children form representations of who they are, what they stand for, what their values and relationship with others are. It is important that the teachers realize that their discipline practices affect the students' sense of perceiving themselves as worthy, responsible, capable learners who can solve problems and exercise self-control. Improving teachers' classroom management and discipline beliefs and skills, through educational curriculums would be effective only if it is based on careful understanding of teacher candidates' educational beliefs and pupil control ideologies. Defining teacher beliefs as a useful outcome for understanding pre-service teachers' future teaching quality, the aim of the present study is to investigate pre-service teachers' educational beliefs and pupil control ideologies. The main questions of the study were: "What are the prevalent beliefs about child-rearing and pupil control among preschool teacher candidates?", "How do educational beliefs predict pupil control ideology of prospective teacher candidates?" and "In what ways are gender and grade level related with educational beliefs and pupil control ideology?".

Method

Participants

The participants of the study are 218 teacher candidate from the early childhood education departments of two Universities at Türkish Republic of North Cyprus – Eastern Mediterranean University (EMU) (N=100- 45.9%) and International Cyprus University (ICU) (N=118- 54.1%). The participants were informed about the aim of the study and were selected from second, third and fourth grade levels due to volunteering. 190 participants (87.1%) were women and 28 participants (13.0%) were men. 84 of the participants (38.5%) were continuing second grade, 80 participants (36.7%) third grade and the other 54 were forth graders (24.5%). 81.2% were from urban areas-city and metropolis (N=177) and 18.8% from

rural-villages and small towns (N=41). 86 of the participants were graduated from public high school (39.4%), 81 from vocational high school (37.2%) and 51 from private high school and Anatolian college (23.4%).

Instruments

Three instruments were used to collect the data for this study.

PCI Form: Willower et.al. (1967) developed the PCI Form consisting of 20 Likert-type items as a means of locating educators' pupil control ideologies on a humanistic-custodial continuum. Two sample items are: "Pupils can be trusted to work together without supervision" (this item is reversing scored) and "It is more important for pupils to learn to obey rules than that they make their own decisions". Lower scores are more humanistic and higher scores are more custodial. Willower et al. (1967) reported split-half reliability coefficients in two samples of 0.95 using the Spearman-Brown formula. The adaptation of the scale to Türkish was done by Yılmaz (2007) with 322 elementary teacher sample and the cronbach alpha correlation was .72. In this study, 5 items with low item –scale correlations (below 0.30) were extracted from the scale leaving the total item as 15 (item correlations range between 0.39 -0.75) and alpha correlation of the total scale was determined as 0.81. Lowest score of the scale is 15 and highest score 75, with higher scores showing custodiality.

Parental Modernity Scale: Originally developed by Schaeffer and Edgerton to assess the modernity or traditionalist values and attitudes about childrearing (Schaefer & Edgerton, 1985). Items of caregiver beliefs about child rearing and education along a dimension from authoritarian to child-centered are rated on a 5-point scale from "strongly disagree" to "strongly agree". Item samples for modernity and traditionalism are: "Adults should respect and support the ideas of children" and "If children are not taught what is correct for them, they will be bad". Items for modernity are reversed scored so, lower scores reflect modernity and higher scores traditionalism. The adaptation of the scale to Turkish was conducted by Gürşimşek (2008) with a sample of 198 parents. The 5 items with negative item-total correlations and below 0.30 were eliminated and the last format with 25 items and the alpha coefficient for the Parental Modernity Scale was obtained as 0.89 for traditionalism and 0.66 for modernity. The scale is used on a study (Gürşimşek & Göregenli, 2009) with a sample consisting of 447 early childhood and elementary education pre-service and in-service teachers in which the alpha coefficients for traditionalism was determined as 0.89, and modernity 0.86. 25 item form of Modernity Scale is used in this study, and the alpha coefficients for traditionalism dimension was 0.79, and modernity dimension was 0.78.

Beliefs About Students Inventory(BSI): Developed by the researcher to determine participants beliefs about the nature of students. BSI is rated on a 5-point scale from "strongly disagree" to "strongly agree" , with 5 items illustrating a positive belief about the nature of students - " I feel that students are cute and innocent"(reversed item), and the other 5 a negative belief -" I think that students are selfish and rebellious nowadays". Scores range between 10-50 with higher scores pointing to negative perception of student nature. Item-scale correlations of BSI in this study distributed between 0.39-0.68, with an alpha coefficient 0.58. The scale is determined as moderately reliable and acceptable for use, although this is realized as an limitation for the study.

Procedure

The data of this study was collected during the spring semester of the academic year 2011. Data were gathered from preschool teacher education classes from the two universities of North Cyprus, namely EMU and ICU. Participants were informed of the voluntary nature of their participation and the confidentiality of their responses, the survey forms were given only to students that accepted the conditions.

Analysis

Data was evaluated by SPSS 15.0 statistical analyze program. Descriptive statistics were compiled and t-test, one-way analysis of variance-ANOVA, multiple regression analysis were conducted to identify correlations between the variables, and to explore the predictive value of modernity- traditionalism and belief about student with PCI scores as the dependent variable.

Results

First part of this section consists of t-test and ANOVA results for Modernity-Traditionalism, PCI and BSI scores of the participants by gender and grade level. At the second part, correlation and multiple regression analysis results will be presented.

Table1.

Means and t-test Scores for Modernity-Traditionalism, PCI and BSI by Gender

Gender		Count	Mean	SD	T	P
Modernity	Female	190	13.924	4.718	2.673	.008**
	Male	28	16.950	5.808		
Traditionalism	Female	190	45.879	9.707	1.079	.318
	Male	28	48.100	9.245		
PCI	Female	190	41.803	8.965	2.054	.030*
	Male	28	46.100	8.397		
BSI	Female	190	26.222	4.938	1.623	0.117
	Male	28	27.700	3.757		

** p<.01   * p<.05

As seen in Table 1, significant differences are found in participants' modernity and PCI scores in relation with gender. Women (*M*= 13.92) are seen to have lower scores on modernity dimension than men (M=16.95) indicating a more child-centered orientation in education of children (*t* (216) = 2.673, *p*<.01). Men are more traditional oriented (M=48.10) than women (M=45.88) but the difference between the scores are not significant. The PCI scores of men (M=46.10) are higher than the women (M=41.80) indicating a custodial orientation (*t (216)* = 2.054, *p*<.05).

Table2.

Means and ANOVA Scores for Modernity-Traditionalism, PCI and BSI by Grade Level

Grade level		Count	Mean	SD	F	p	Sig.
Modernity	2	84	14.810	5.542	2.542	.081	
	3	80	14.413	4.817			
	4	54	12.944	3.610			
	TOTAL	218	14.201	4.892			
Traditionalism	2	84	49.333	9.191	9.065	.000**	2-3
	3	80	44.863	10.31			
	4	54	42.833	7.876			2-4
	TOTAL	218	46.083	9.664			
PCI	2	84	43.750	8.040	3.320	.042*	2-4
	3	80	42.175	10.72			
	4	54	39.815	6.947			
	TOTAL	218	42.197	8.982			
BSI	2	84	27.595	4.000	5.591	.030*	2-4
	3	80	26.050	5.267			
	4	54	24.889	5.027			
	TOTAL	218	26.358	4.854			

** p<.01   * p<.05

Grade level of the participants is seen to be significantly related to participants' traditionalism, PCI and BSI scores. Second graders are seen to have traditional values and attitudes about child-rearing and education (M=49.33) more than the third (M=44.86) and the fourth (M=42.83) graders (F $(2,215)$ = 9.065, $p<.01$). According to Scheffe test, the difference between the scores of the participants is due to the difference between the scores of second and third graders also to second and fourth graders. The PCI scores of second graders (M= 43.75) are also significantly higher than the fourth graders (M=39.82) indicating that as preschool teacher candidates' progress on their education, they become more humanistic oriented (F $(2,215)$ = 3.320, $p<.05$). Scheffe test supports the notion that main difference between the scores is among second and fourth graders. Fourth grade pre-service teachers' perceptions of students is significantly more positive (M=24.89) than third (M=26.05) and second (M=27.60) graders (F $(2,215)$ =5.591, $p<.05$), and due to Scheffe results the main difference is caused by the scores of fourth and second graders.

Correlation and Multiple Regression Analysis: A series of correlation and multiple regression analysis is conducted to the data. Pearson moment's correlation analysis was used to determine the correlations between PCI, modernity-traditionalism and BSI; and regression analysis to determine the prediction level of modernity-traditionalism and BSI for participants PCI scores.

Table 3.
Correlation Matrix of PCI, Modernity-Traditionalism, and BSI

Variables	PCI	Modernity	Traditionalism
Modernity	-.109		
Traditionalism	.616*	-.079	
BSI	.516*	-.271*	.462*

* Correlation is significant at the .01 level (2-tailed)

Traditionalism in child-rearing and education was significantly related with PCI (r=. 616, p<.01), Preschool teacher candidates that had more traditional beliefs about child rearing and education are seen to be more custodial in their pupil control ideologies. Participants beliefs about students (BSI) was also significantly related with PCI (r=.516, p<.01). Preschool teacher candidates' belief about the negative nature of student behaviors is related with custodial pupil control. Negative but not significant correlation was found between modernity and custodial pupil control orientation (r= -.109, p>.05). Prospective preschool teacher candidates' child-rearing beliefs are also significantly correlated with their beliefs about student. There is a significant positive relation between traditionalism and BSI scores(r=.462, p<.01), on the contrary, negative and significant correlation between modernity and BSI (r=-.271, p<.01).

Table 4.
Prediction of Modernity-Traditionalism and BSI for PCI

Model		B	Sh$_x$	ß	t	Sig.
1	(Constant)	6.843	2.871		2.383	.018
	Modernity	-.062	.097	.034	.644	.520
	Traditionalism	.448	.053	.482	8.397	.000
	BSI	.525	.110	.284	4.777	.000

Note: n=218, R=.669, R2 = .448, F (3,214)=57.863, p<.000

Lastly, the overall contribution of traditionalism, modernity and BSI in predicting the PCI scores of the participants were examined and the results are given at Table 4. Participants traditionalism-modernity and BSI scores were a significant predictor of their pupil control ideologies (R=.669, R2 = .448) F (3,214) =57.863, p<.000. Preschool teacher candidates' modernity-traditionalism and beliefs about student

accounted for the 45 percent of the variance in their PCI scores. Only two of the variables of this variable cluster contributed significantly to prediction of PCI scores, traditionalism (ß=.482) and belief about student (ß=.284). As teacher candidates scored higher on traditionalism and BSI, their PCI scores tended to indicate a more custodial orientation.

Discussion

The findings of this study support the significance of understanding prospective teachers' educational beliefs, student perceptions and pupil control ideologies if the aim of teacher preparation is educating teacher candidates for a constructivist, child-centered and democratic education system. Beliefs of educators are conscious and unconscious preferences which mostly mirror the mainstream society. Understanding these belief systems, educational tendencies and dominating ideologies of prospective teachers would be the starting points for any kind of effort to improve the education system.

The results of the study indicate that there are significant relations between teacher candidates' educational beliefs, pupil control ideologies and gender. Women are more child-centered in their child-rearing beliefs and are seen to be less custodial in their pupil control ideologies. This result supports the findings related to educational beliefs (Gürşimşek & Göregenli, 2004; Gürşimşek & Göregenli, 2006; Kesici, 2008) and pupil control ideology research (Brame, 2007; Rideout & Morton, 2007; Smyth, 1977). Gürşimşek and Göregenli's (2009) study was designed with the aim to investigate and compare the beliefs and values of pre-service and in-service early childhood and elementary education teachers demonstrated that women had higher scores on both modernity and humanism. At Rideout and Morton's (2007) study, males had higher PCI scores or were more custodial than females. These and the other findings related to gender should be evaluated carefully, especially in the light of development efforts of early childhood education in Turkish education system. Nowadays in education faculties and schools, early childhood educators are mostly female and male population is increasing gradually in quantity. Male pre-school teachers with their previously adopted cultural gender roles and child-rearing beliefs, are seen to have some difficulties in adaptation to the programs, especially the beginning years of their pre-service teaching. It might be speculated that, female teachers probably may have a different style in interacting with students than male teachers, which isn't really investigated in depth. Understanding these differences in personal ideologies and beliefs, and their effects on content pedagogy, relations with students, pupil control ideologies and instruction is critical for the teacher candidates of both sex and also teacher educators in planning the curriculum.

The other socio-demographic variable related with teacher candidate's beliefs and control ideologies was grade level. At the beginning years of their teacher preparation, prospective teachers are seen to have child-rearing and education beliefs that are mainly more traditional oriented and custodial in nature. Participants at fourth grade are more child-centered in their beliefs, humanistic in their pupil control orientation and have a more positive perception of children. This result is similar to File and Gullo's (2002) study with elementary and early childhood pre-service teacher samples, in which the results demonstrated a more traditional orientation about teaching and learning at the beginning of curriculum. The finding of this study demontrating a change in teacher candidates pupil control ideology from custodial to humanistic orientation due to grade level is important. The custodial teacher is authoritarian, directs student's behaviors and expects orders to be obeyed without question. The humanitarian teacher is authoritative, seeks positive relations, and exhibits trust and mutual respect for their students (Rideout & Morton, 2007, 2010). The priority for custodial teacher is rules and regulations, while the priority for the humanistic teacher is the student. Additionally, humanistic teachers are known for stressing the importance of the individuality of each student and the creation of a climate to meet a wide range of student needs (Woolfolk & Hoy, 1990). In general, humanistic teachers show more favorable attitudes toward and greater use of classroom practices recommended in an innovative

curricular program (Willower, 1974). Based on the evidence presented above, it appears that, early childhood curriculum is effective in educating teacher candidates for democratic, child-centered, educational communities in which child is seen as being capable of self-discipline and learn through cooperative interaction and mutual respect.

This finding is promising in the light of the evidence that education and training can change teacher beliefs (Ravitz, Becker & Wond, 2000), but also should be evaluated cautiously because beliefs of pre-service teachers and beginning teachers tend to temper over time as they become immersed in the "culture of teaching" (Snider & Roehl, 2007). Hoy and Woolfork's (1990) study demonstrated that, when humanistic teachers experience a critical mass of custodial teachers, they shifted their beliefs to align more closely with the critical mass. Hoy (2001) reported that during practice, pre-service teachers resorted to imitating their mentor teachers' practices. Similar to this finding, Rideout and Morton (2007, 2010) in their studies, measured PCI of pre-service teachers at the beginning and end of a one-year pre-service teacher education program and the results revealed that pre-service teachers who reported observing teacher-centered (custodial) role models during the teacher education program were more likely to become more custodial. These research findings highlight the importance of in-service training of teachers. Interest should also be initiated on in-service education and providing professional development of preschool teachers so that they become more aware of classroom effects of their belief system. Self-discipline, democratic atmosphere, shared decision making, interpersonal sensitivity, and open communication should be the core issues for pupil control ideology awareness education. This and other in-service education opportunities could be an insightful information to teachers for looking inward and examining their classroom management strategies, teaching effectiveness, and feelings of self-efficacy.

Rigorous, relevant and systematic professional development is necessary because the majority of teachers indicate that they acquired important teaching skills from on-the-job experience rather than from teacher training (COMPASS Inc., 2003; Snider &Roehl, 2007). This argument, when realized together with the findings related to the authoritarian profile of the Turkish education system (Gömleksiz, 1988; Göregenli, 2004; Gözütok, 1993) becomes critical. In spite of educational reform efforts toward a more constructivist and learner-centered approaches in Turkey, changing teachers' belief systems and their classroom practices is not easy because of the continuing effect of traditional understanding of education. Teachers are seen to get more normative and conformist depending on seniority; normative ideology is highly related to authoritarianism and the high-control discipline beliefs of early childhood teachers (Gürşimşek & Göregenli, 2004); elementary teachers are seen to be more custodial oriented (Turan & Altuğ, 2008), custodial control ideology is significantly related with authoritarian classroom management (Yılmaz, 2009), traditionalist, power and conformity values of early childhood teachers are positively related with justification of the education system (Gürşimşek & Göregenli, 2006). This portrayal of educators should be evaluated cautiously because of the critical role of early education in building future cognitive, academic and social skills of children. These years are critical for the development of self-concept, and also the first impressions on schooling and learning are shaped through the education given at pre-school and elementary years. Creating a democratic classroom environment based on moral reasoning and self-control, involving students in decision-making and shared responsibility, and generalized respect for others will encourage the development of social reasoning capacity of children throughout these years. Therefore, early childhood educators' realization of the relation between their educational tendencies, discipline practices and the affect it has on students' sense of perceiving themselves as worthy, capable learners is essential. High-quality pre-service teacher education provides candidate teachers with the knowledge and skills needed for effective teaching in today's schools. This competence should be supported by constructive in-service education programs to develop a positive climate in the classroom in order to make it a stimulating learning environment (NCATE, 2002).

Significant correlations between early childhood pre-service teachers' traditionalism tendencies, beliefs about students and pupil control ideologies might be an evidence of a necessity for further studies on the subject. Preschool teacher beliefs have been considered as guiding their decision-making, learning and professional development, but a more detailed understanding is needed to specify the mediating effect of beliefs on future practice. Studies provide evidence to suggest that changing teacher beliefs should and can occur during the training years (Brownlee, Purdie & Boulton-Lewis 2001; So & Watkins 2005). Systematic reflective approach which encouraged prospective teachers to surface and explore their beliefs and interpretations, would help them understand and examine critically the social, cultural and pedagogical dimensions of their professional and what kind of help they need to develop professionally. The National Council for Accreditation of Teacher Education recommends that teacher educators increase their awareness of beliefs of their pre-service teachers (NCATE, 2002). Goodreau and Fredua-Kwarteng (2006) identified the continuing need to facilitate reflection, application, contextualization, and internalization of knowledge and values in teacher preparation programs. Taken together, this body of work points to the importance of investigating the belief system of prospective teachers, and improving the education system to provide pre-service teachers a better understanding of the nature of their beliefs and the effect it might have on their future teaching quality.

Lastly, the present study provides empirical findings that beliefs about education significantly predict teacher candidates' pupil control ideologies. The findings of this study, seems important for understanding the relation between the personal ideologies of the educators and their control orientation. A more comprehensive understanding of pre-service teachers belief systems can offer a lens to look at social processes in schools, as well as, an understanding about how schools can contribute to the professional development of prospective teachers.

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