

## **Exploring the Perceptions of Pre-service Teachers' Experiences of Autonomy in Transformational Teaching**

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**ABSTRACT** Over the past two decades, researchers in the humanities and social sciences have shown a growing interest in exploring teaching for transformation. The aim of this study is to explore the perceptions of pre-service teachers' experiences on autonomy for transformational teaching during teaching practice sessions. The researchers adopted a positivistic methodology during our quantitative investigation. Questionnaires were used to collect data. Four factors: emotions; classroom management; motivation; and transformation were extracted from the rotated matrix. The results revealed that pre-service teachers appear to be aware of what autonomy implies and gear their teaching in this direction, and it appears that the University where the research was conducted prepares their students to function autonomously.