

CLASSROOM MANAGEMENT APPROACHES OF PRIMARY SCHOOL
TEACHERS

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY

BY

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IN PARTIAL FULLFILMENT OF REQUIREMENTS FOR THE DEGREE OF
MASTER OF SCIENCE
IN
THE DEPARTMENT OF EDUCATIONAL SCIENCES

SEPTEMBER 2008

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ABSTRACT

CLASSROOM MANAGEMENT APPROACHES OF PRIMARY SCHOOL TEACHERS

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September, 2008, 76 pages

This study aimed at investigating classroom management approaches of primary school teachers and exploring if their management approaches are consistent with the constructivist curriculum. The sample consisted of 265 primary school teachers working in Kastamonu. Data were gathered from the participants via Classroom Management Inventory developed by the researcher. Both descriptive and inferential statistics were utilized to analyze the data. Mixed Design ANOVA (within subjects and between subjects) was employed to investigate the dominant classroom management approach that teachers use and to explore the effect of some variables on classroom management approaches of teachers.

Results of the study indicated that primary school teachers prefer to use student-centered management approach rather than teacher-centered approach. That is teachers' management approaches are consistent with the constructivist instruction. Furthermore, some background variables were found to affect the classroom management approaches of teachers. A significant difference was found in classroom management approaches of teachers with respect to teaching experience, branch, type of certification and average number of students teachers have in their classes while no significant difference was found with respect to gender variable.

Key words: classroom management, constructivist curriculum, student-centered approach, teacher-centered approach, primary schools

ÖZ

İLKÖĞRETİM OKULU ÖĞRETMENLERİNİN SINIF YÖNETİMİ YAKLAŞIMLARI

Yaşar, Seda

Yüksek Lisans, Eğitim Bilimleri Bölümü

Tez Yöneticisi: Yard. Doç. Dr. Cennet Engin Demir

Eylül, 2008, 76 sayfa

Bu çalışmanın amacı Kastamonu’da ilköğretim okullarında çalışan öğretmenlerin sınıf yönetimi yaklaşımlarını ve bu yaklaşımlarının uyguladıkları müfredat yaklaşımı ile uyumlu olup olmadığını incelemektir. Veriler araştırmacılar tarafından geliştirilmiş ve pilot çalışması yapılmış olan “Sınıf Yönetimi Anketi” kullanılarak Kastamonu ilindeki ilköğretim okullarında çalışan öğretmenlerden toplanmıştır. Çalışmaya 265 öğretmen katılmıştır. Elde edilen veriler betimleyici ve yordayıcı istatistiksel yöntemler kullanılarak analiz edilmiştir. Öğretmenlerin kullandıkları sınıf yönetimi yaklaşımını bulmak ve de bazı değişkenlerin öğretmenlerin sınıf yönetimi yaklaşımına etkisini incelemek için karışık desen varyans analizi (grup-içi ve gruplar arası) kullanılmıştır.

Araştırmanın sonucu öğretmenlerin öğrenci merkezli sınıf yönetimi yaklaşımını kullanmayı tercih ettiğini göstermiştir. Bu da genel olarak öğretmenlerin kullandıkları sınıf yönetimi yaklaşımının yapılandırmacı müfredat yaklaşımı ile uyumlu olduğunu göstermektedir. Aynı zamanda mesleki kıdem, branş, sertifika programı çeşidi ve sınıf mevcudu gibi değişkenlerin öğretmenlerin kullandıkları sınıf yönetimi yaklaşımına etkisi olduğu; cinsiyet değişkenine göre ise bir fark olmadığı görülmüştür.

Anahtar Kelimeler: sınıf yönetimi, yapılandırmacı eğitim programı, öğrenci merkezli yaklaşım, öğretmen merkezli yaklaşım

To My Family

ACKNOWLEDGEMENTS

I would like to thank to my supervisor, Assist. Prof. Dr. Cennet Engin Demir, for her encouragement, guidance and detailed feedback throughout the whole process of this study.

I'm also grateful for the insights and efforts put forth by the examining committee, Assist. Prof. Dr. Hanife Akar and Assist. Prof. Dr. Esen Uzuntiryaki.

I wish to give a heartfelt thanks to my family and especially to my mother. I couldn't have achieved this goal without their continuous love, support and encouragement.

Moreover, special thanks to my friend, Aydođan Yanılmaz for his proofreading in a very limited time.

Last, but not least, special thanks to my friends, Tlay elikkaya, Elif Olcay Ycel, Ferhan Gedik and Desen Yalım who have made this process more enjoyable with their constant support and companionship. Tlay shared her sweet home with me for all summer and gave me hope when I felt so desperate.

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CHAPTER I

INTRODUCTION

1.1 Background to the Study

Few aspects of education have generated as much concern as classroom management and organization. They are among the most frequently addressed topics for teachers in service; they head the list of concerns of school administrators and have recently attracted more attention from teacher educators and researchers because a teacher's ability to effectively manage the classroom and to organize instruction are basic components of teaching (Evertson, Emmer, Sanford & Clements, 1983). Moreover as classroom management strategies have a strong potential to positively influence student achievement and learning, they are paramount concern for many teachers, especially novices and teachers who are contemplating new instructional approaches for the first time (DeLong & Winter, 1998).

There are many studies indicating that classroom management is one of the crucial factors that influence learning. For example, in their study, Wang, Heartel and Walberg (1993) identified classroom management as being te first in a list of important factors that influence school learning. Also, Marzano and Marzano (2003) reached the same results with Wang and his colleagues (1993) by identifying classroom management as the most important factor influencing school learning. Ben (2006) states that effective classroom management strategies are significant to a successful teacher's delivery of instruction. This statement of the researcher explains the reason why classroom management is important. Effective classroom management prepares the classroom for an effective instruction which is crucial for the progress of learning.

The term classroom management has been defined differently by various educators throughout the history. In most general terms, classroom management refers to the

actions and strategies that teachers use to maintain order (Doyle, 1986). Martin, Yin and Baldwin (1998) define classroom management as a broader and comprehensive construct that describes all teacher efforts to oversee a multitude of activities in the classroom including learning, social interaction and students behaviors. Classroom management constitutes three broad dimensions; person, instruction and discipline. (Martin & Baldwin, 1992)

For many years, traditional approaches were dominant in teaching and learning practices in Turkish schools. Traditional approaches were mostly based on the behavioral principles and laws of learning. (Goffin, 1994). The child was often viewed as the recipient of knowledge and teacher had the control over the students and subject matter. As a result of behavioral approach to instruction, teachers preferred behavioral classroom management techniques that consistent with their way of instruction. The behavioral model requires strong intrusion and management techniques on the part of the teacher (Garrett, 2005). Teacher is the leading person and therefore, has the responsibility of all ongoing issues in the classroom; from students' motivation to misbehaviors.

Over the past years, cognitive theories' reflections have been observed on education and the curriculum; and instruction has been affected by the principles of constructivist approach all over the world (Brophy, 1999). As stated by Elen, Clarebout, Leonard and Lowyck (2007), with the advent of constructivism, the educational settings have been enriched by the concept of 'student-centered learning environment'. This new concept is used to describe curriculum and instructional settings in which students' learning activities take place. The student-centered orientation emphasize the individual value of the student and attempts to help him develop more positive social- emotional aspects of his behavior. Classroom organization integrates student needs, interests, experiences, and personalization into learning activities. Classroom activities are designed to facilitate self-expression, to encourage consideration of the viewpoint of another, to increase creative acts, to develop purposeful listening and to encourage critical thinking. Student-centered learning environments may be in various forms. Bereiter and Scardamalia (cited in Elen et al., 2007, p. 1) for instance, distinguish between 'messing around', 'hands-on

learning or guided discovery’, ‘learning through problem solving’, ‘curiosity driven inquiry’, and ‘theory improvement inquiry’. While student-centered learning environments differ in form and purpose, they also share common basic features. In most so-called student-centered learning environments learners are presented with an authentic task in order to induce relevant learning experiences. For instance, rather than presenting information on global warming to students in a lecture, students are asked to make a report on the changing weather conditions in their own region.

As a result of this change in the curriculum and instructional approaches, teachers should adapt their approaches to classroom management. Rogers and Freiberg (1994) suggest that such a shift requires teachers to adopt a student-centered rather than teacher-centered orientation toward classroom management, which features shared relationship and community building. The role of teacher changes from a control agent, who is dominant in the classroom, makes all the decisions and demands respect from the students into a guide who facilitates students’ learning, encourages students’ efforts and is open to discussions. According to the categorization of Martin and Baldwin (1992), the teachers implementing behavioral techniques are more controlling and interventionist while the teachers implementing constructivist techniques should be interactionist and non-interventionist.

Such a transition, however, will only be successful when the main actors, i.e., teachers and students, understand and agree with the keystones of so-called ‘student-centered learning environments’ (Elen et al., 2007). The transition period of curriculum surely necessitates adaptations of learners’ and teachers’ roles in the learning environment as well as in the actual interactions. In order for the achievement of the objectives of student-centered classrooms -namely to enhance the students’ sense of responsibility and empower them; it is essential that teacher’s role change from an authoritarian figure to a guide. As Brophy (1985) states the teacher is a facilitator, not a prison warden, and the student is a well-intentioned, reasonable human being, not a wild animal in need of training or a weak individual dominated by emotions or compulsions that he or she cannot control.

Unless instructional and management strategies are explicitly integrated around a coherent set of learning goals, they can easily work at cross-purposes (Evertson & Neal, 2005). However, McCaslin and Good (1998) suggest that in many classrooms, there may be a fundamental mismatch between instruction and management with a curriculum based on constructivist principles of learning and a behavior control approach to management.

In accordance with the current trends in education throughout the world, the Elementary School Curriculum was revised in Turkey and designed based on the main principles of constructivist learning theory. This large-scale curriculum reform has been implemented since 2005 in primary schools in country level. This reform aimed at major changes in the primary school programs in all subjects and has been described as “constructivist education reform”. The existing subjects such as social studies, science, and mathematic are expected to incorporate into curriculum in terms of reforms’ framework (Güven & İscan, 2006). In line with these changes in the curriculum, teachers have needed to adapt their classroom management techniques strategies into the learning environment while trying to achieve the constructivist curriculum objectives. Although there have been such a number of studies conducted to explore the effectiveness of constructivist curriculum since 2005 (Kalender, 2006; Çelebi, 2006; Ekinçi, 2007), the number of studies conducted to examine the changes in classroom management strategies of teachers is very limited. Whether McCaslin and Good’s (1992) concern about a mismatch between instruction and classroom management is present in Turkish primary schools or not seems to be an important issue to be addressed in current situation. Therefore, the major purpose of this study is to identify classroom management approaches of primary school teachers. By identifying teachers’ classroom management approaches, it will be understood whether teachers’ classroom management approaches are conducive to implementation of constructivist approach in primary school classrooms or not.

1.2. Purpose of the Study

The purpose of this study is to identify classroom management approaches of primary school teachers. Whether there is a consistency between the teachers' classroom management approaches and constructivist approaches implemented in the or not is another question to be explored in the present study.

1.3. Significance of the Study

This study has been designed to investigate the classroom management approaches of primary school teachers. Whether there is a consistency between the teachers' classroom management approaches and constructivist approaches or not is another question to be explored in the present study. The need for this study emerged as a result of the reform attempts in primary school curriculum in Turkey. This reform aims to settle constructivist learning principles in the elementary education in line with the changing educational settings throughout the world.

Reforming schools is a complex task. It requires attention to many aspects of educational settings from modern learning and instructional theory; student development issues; motivational considerations; issues of testing, curriculum and technology to home-school relations and much more. There is not another issue in education that receives greater attention or causes more concerns for teachers, parents and students than classroom management as the lack of effective classroom management skills is the major block for a successful career in teaching (Long, 1987). Accordingly, the present conceptions about classroom management as an important aspect of school system must be changed if there will be a reform for schools (McCaslin & Good, 1992) since unless classroom management supports the instructional approach, they will work at cross-purposes.

There should be a shift in the classroom management techniques of teachers consistent with the constructivist instruction in classrooms. Although some studies exist on classroom management that identifies the classroom management beliefs and practices of teachers in Turkish context, they were conducted before the

implementation of new curriculum. After the constructivist approach shaped primary school curriculum, some studies were conducted to identify the problems confronted within new classrooms or the effectiveness of new curriculum; but the issue of classroom management seems to be disregarded though its noteworthy meaning for efficient learning environments.

It is not known if McCaslin and Good's (1992) concern about a mismatch between instruction and classroom management exists for Turkey's current situation or not. The present study attempting to identify teachers' classroom management approaches while the constructivist principles are being adapted to learning environment provides important data on the teachers' classroom management approaches. The results of the study will be helpful to explore whether the appropriate classroom management approaches which is requisite for an efficient instruction and for the new curriculum to be implemented properly are present in the current classrooms or not.

Identifying teachers' classroom management approaches may provide curriculum developers with the data to evaluate the implementation of constructivist curriculum in elementary schools. On the other hand, identifying teachers' classroom management approaches might offer insights to curriculum decision-makers about what is going on in the classrooms for maintenance of efficient learning environments with the help of classroom management after reform movement. Moreover, the findings obtained might be useful for the pre- and in-service teacher training programs to improve their management skills for constructive learning environments. This study may also contribute to program design in the field of teacher training by supporting the classroom management course providing information about classroom management skills necessary for new and more complex learning environments.

1.4. Limitations

There were several limitations to this study. First of all, a noticeable limitation of this study was that it relied on only teachers' self-reported data. It may be more

preferable to support teachers' self-reported data with a variety of measurement tools, such as direct observation and interviewing participants.

A second limitation is related to the population of the study. The population of this study is limited to the primary school teachers working in Kastamonu. So the results of the study cannot be generalized directly to all primary school teachers all over Turkey. The results can only provide us with insights and a general opinion from this specific sample.

The second chapter includes the related literature on classroom management. In the third chapter, the methods for sample selection, design of data collection instruments, data collection and data analysis are presented. After presenting the results of the questionnaire in the fourth chapter, discussion of the findings, conclusions drawn and implications for research and practice are given in the last chapter. The next chapter presents related literature on classroom management.

CHAPTER II

REVIEW OF LITERATURE

Literature review of this study includes three sections in accordance with the purpose- that is to investigate the classroom management approaches of teachers working in primary schools. In the first part, definition of classroom management and the importance of classroom management are presented. The second part consists of an overview of the literature on classroom management techniques under different categorizations. The last section includes studies on the classroom management conducted in other countries and in Turkey.

2.1. Classroom Management and Its Significance

Managing student behavior has always been a primary concern of teachers for student misbehaviors have interfered with a positive learning environment (Shin & Koh, 2007). From the beginning of teaching experience, teachers commonly express their concern about controlling the students and creating a disciplined environment in order to create a proper atmosphere for learning; and classroom management is commonly mentioned as the most intricate aspect of teaching. Doyle (1980) also states that maintaining order in a classroom is a basic task of teaching as management activities lead to the establishment and maintenance of those conditions in which instruction can take place effectively and efficiently. There is accumulating evidence from meta-analyses of variables that influence school learning and that classroom management has been identified as one of the variables that has greatest influence on school learning (Freiberg, 1999). Today, classroom management is becoming an increasing problem for teachers and administrators in primary schools because of changes in educational environments.

Firstly there should be clarity about what classroom management is so that its effect on learning environment could be understood. Since classroom management is a

multifaceted concept, it is defined differently by various writers. Conceptions of classroom management are influenced by changes in research perspectives at various points since the late 1960s (Harris & Evertson, 1999). Since that time the meaning of the term classroom management has changed from describing discipline practices and behavioral interventions to serving as a more holistic view of teachers' actions in orchestrating supportive learning environments and building community. In most general terms classroom management refers to the actions and strategies teachers utilize to maintain order (Doyle, 1986). Doyle (1986) stated that two major tasks - learning and order- constitute teaching. For learning to be achieved, order must be provided in the classrooms beforehand; so these two tasks are said to be indivisible. This relationship between classroom management and student learning makes the issue of classroom management of critical importance.

Classroom management was often viewed as the same with discipline in the past. Historically management research focused teachers' reactions to students' misbehavior. However, many researchers claim that they are not same; classroom management is much more than controlling the students and preventing misbehavior. Evertson, Emmer, Sanford and Clements (1983) state that classroom management is broader than the notion of student discipline. It includes all the things teachers must do to enhance student involvement and cooperation in classroom tasks and to establish a productive learning environment. Once again, Brophy and Good (2003) states that classroom management is different from a discipline plan; it includes the teachers' beliefs and values, as they relate to discipline, but also how they intertwine with various other underlying aspects of the class' structure. He suggests that there are mainly three aspects- the physical environment of the classroom, the amount of teacher preparation and ways in which the lesson is presented- which influence classroom management; and the classroom management is organization of all these aspects in a classroom.

With most influential study made by of Kounin (1970) classroom management dimension move from reactive to proactive teacher behaviors. Videotapes of classroom events' being carefully analyzed indicated that teachers' managerial success lay in their ability to prevent problems by eliciting student cooperation and

involvement in seatwork. Principles discovered by Kounin point out effective classroom managers succeed not so much because they are good at handling disruption when it occurs, but because they are good at maximizing the time students spend engaging in tasks. They are good at preventing interruption from happening in the first place. Their focus is not on prevention of misbehavior and disruption as such but on creating an efficient learning environment, preparing and teaching high-quality lessons, and selecting and monitoring student performance followed by supportive feedback.

Similarly, Brophy (1986) defines classroom management as a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning. Brophy (1982, 1986) discusses the importance of the close and mutually supportive relationships between effective classroom management and effective curriculum and instruction. Good classroom management implies good instruction. "All research results show that in addition to dealing with the misbehaviors and problems effectively, to prevent them from occurring is an important aspect of efficient classroom management" (Brophy, 1986, p. 6). He also states that prevention is possible with good planning, curriculum pacing, and instruction that keep students profitably engaged in academic tasks. As well management and instruction are closely interrelated since instruction is involved in much of the activity that would typically be described as classroom management; such as classroom routines for activities. Successful classroom managers increase the time students engaged in academic activities; they also maximize their students' opportunities to learn academic content, and these result in superior performance on achievement tests (Brophy, 1982). In another study, he describes the ways of creating an effective environment for teaching and learning with the help of classroom management techniques, and he focuses on establishing an effective management system, maintaining attention and task engagement, and pursuing broader student socialization goals (Brophy, 1986).

Additionally, Johnson, Rice, Edgington, and Williams (2005) supports Kounin's argument about proactive classroom management by stating that being proactive in behavior management from the start is much easier and more productive than

reacting when misbehaviors after occurrence. They define classroom management as “a wide-array of proactive, well-established, and consistent techniques and practices teachers employ to create an atmosphere conducive to learning” (Johnson et al., 2005, p. 2). Randolph and Evertson (1994) proposed “orchestration” to be the more appropriate definition for classroom management. The teacher is expected to orchestrate the classroom where proactive and reactive strategies are included, the students’ agenda and needs are catered for, less paperwork is required and more reflection and discussion take place (Randolph & Evertson, 1994). Akbaba and Altun (1998) also defined classroom management with the phrase “classroom climate” and stated that classroom management relates to preparing specific rules, establishing a warm climate, and maintaining an orderly environment with problem solving strategies.

Like many educators, Martin and Yin (1997) supported that classroom management is a powerful dimension of teacher effectiveness. Effective student behavior management has always been an essential issue in the mind of most educators. Thus, effective classroom management plays a significant role for constructive educational environments for both learners and educators. To provide clarity about what classroom management is – and is not – Martin, Yin, and Baldwin (1998) offered that although often used in the same meaning, the terms classroom management and discipline are not synonymous. Discipline classically refers to the structures and rules for student behavior and attempts to guarantee that students obey those rules. “Classroom management, on the other hand, is a broader, umbrella term describing teacher efforts to watch over a multitude of activities in the classroom including learning, social interaction, and student behavior” (Martin, Yin, & Baldwin, 1998, p.1). They defined classroom management as a comprehensive concept that consists of three independent dimensions: instructional management, people management, and behavior management.

The instructional management dimension is based on the daily routines of the classroom and allocation of materials. The people management dimension is centered on how the teacher perceives the students and how they view their relationship with the students. The final dimension, behavior management, is somewhat similar to the concept of classroom discipline but differs in that it focuses on a teacher’s pre-planned methods of preventing misbehavior, rather

than simply on their reaction to it once it occurs.” (Martin, Yin, & Baldwin, 1998, p.2)

As it is suggested by many researchers, classroom management is one of the leading factors influencing learning, since it is significant in facilitating the learning process. Effective classroom management strategies are crucial to creating efficient learning environments for the learners.

In their meta-analysis research, Wang, Haertel and Walberg (1993) found out that direct influences like classroom management affect student learning more than indirect influences such as policies. They made an analysis of 50 years of research combining 11.000 statistical research findings from the content analysis, the research synthesis, and the survey of experts; they obtained an average score for each of the 28 categories. Classroom management included teachers’ “with-it-ness,” learners’ responsibilities, group alerting, and smooth transitions. Then they listed the categories from most to least influential; and classroom management, metacognitive processes and home environment variables were at the top the list and had the greatest influence on students’ learning. The research also indicated that effective classroom management increases student engagement, decreases disruptive behaviors and makes good use of instructional time. Constructive student and teacher social interactions also have a familiar effect on school learning. The frequency and quantity of these interactions contribute to students’ sense of self-esteem and foster a sense of membership in the class and school (Wang, Haertel & Walberg, 1993).

In the study about the differences between the effective teachers and ineffective teachers, Evertson, Emmer and Brophy (1980) compared math teachers- six of them were identified as ineffective and three were identified as highly effective teachers basing on the student learning gains in achievement test and on the basis of students attitudes measured by the questionnaire given at the end of the year to each teacher’s students. These teachers’ classrooms were extensively observed by the objective observers who had no knowledge about the students’ achievement level. Although the results showed that there was no significant difference on classroom behavior between two groups of teachers, there were reliable differences on classroom

management variables. Teachers labeled as highly-effective were more successful in managing the classroom activities and routines.

Marzano and Marzano (2003) also stated that classroom management is a key to high student achievement. In their research, they found out that teachers' actions in their classrooms have twice the impact on student achievement as do school policies regarding curriculum, assessment, staff collegiality, and community involvement. Effective classroom manager provides effective instruction, so management is an integral part of learning process.

In 1976 Brophy and Evertson also reported the results of one of the major studies in classroom management. Their sample included some 30 elementary teachers whose students had exhibited consistently better than expected gains in academic achievement. The comparison group consisted of 38 teachers whose performance was more typical. Although the study focused on a wide variety of teaching behaviors, classroom management surfaced as one of the critical aspects of effective teaching.

Moreover; studies show that there is a positive correlation between teacher effectiveness and student achievement. There are many characteristics- such as well-organized, active, strongly academically oriented, managing efficiently- that define an effective teacher. Many studies have demonstrated that classroom management is an influential attribute in teacher effectiveness (Raptakis, 2005). The more academically effective teachers in those studies generally had better organized classrooms and fewer behavior problems (Everstson et al., 1980). Highly effective teachers make good use of instruction time by providing task-engagement for all the students with the help of variable and challenging activities. Effective teachers can multitask and have an elevated awareness of all actions in the classroom while solving minor problems and distraction (Good & Brophy, 1997). In well-organized classes, the successful teachers did not have to react as often to behavior problems, because such problems are quite rare.

More effective teachers were seen as more effective classroom managers. They were more consistent in rule enforcement, monitored better, accepted less disturbance, had fewer interruptions, and had more efficient transitions. They are also perceived to have greater confidence and enthusiasm, less anxiety, and to be more encouraging and receptive to student input (Emmer, Evertson & Brophy, 1980). Laut (1999) found in his analysis of research in the area of classroom management that effective classroom management is often identical with being an effective teacher. Creating a safe and orderly classroom environment optimizes the opportunity for students to learn and teachers to teach. Classroom management may increase or decrease the value of teaching and learning basing on its appropriateness (Laut, 1999).

While assessing the self-efficacy beliefs of teachers, classroom management constitutes one of the six main domains of teacher functioning. Teacher efficacy has been related to teachers' behaviors in the classroom, affecting their levels of effort, aspiration, planning, and organization, and their persistence and resilience in complicated conditions (Gordon, 2001). Specifically, teachers with a higher sense of efficacy tend to be more enthusiastic about teaching and committed to teaching. In the study about dimensions of teacher self-efficacy carried out by Gordon (2001), classroom management domain is the one that teachers had the lowest confidence about; which means that this is a major obstacle for effective learning environments.

Both the definitions of classroom management and the studies that prove the crucial role of an effective management for successful learning environments direct us the conclusion that researches in educational settings have to enrich our literature in this area.

2.2. Classroom Management Approaches

Classroom management is a multifaceted concept and views about classroom management styles can be categorized in various ways. Writers categorize different classroom management approaches basing on the different aspects of classroom management. Nevertheless, most generally degree of teacher-control over classroom issues and students is taken as the organizer for classification by researchers.

Burden (1995) stated that the most useful organizer for classroom management is the degree of control that teacher exerts on the students and the classroom. A continuum showing a range of low to high teacher control illustrates the educational views. Burden grouped the different classroom management approaches under three main headings:

1. The Intervening Model which consists of high control approaches includes *Behavior Modification, Assertive Discipline, Positive Discipline, and Behaviorism and Punishment*
2. The Interacting Model which are medium-control approaches include *Logical Consequences, Cooperative Discipline, Positive Classroom Discipline, Noncoersive Discipline, Discipline with Dignity, and Judicious Discipline.*
3. The Guiding Model which can also be called as low-control approaches include *Congruent Communication, Group Management, Discipline as Self-Control, Teaching with Love and Logic, Inner Discipline and from Discipline to Community.*

Like Burden, considering the degree of teacher control as an organizer for their categorization, Wolfgang and Glickman (1986) proposed a model to classroom interaction and discipline and showed it in a chart (see Table 2.1). Their model in which classroom management strategies are classified as interventionist, non-interventionist, or interactionist illustrates a continuum. According to this model, interventionist teachers -at one end of this continuum- believe that students learn appropriate behaviors primarily when their behaviors are reinforced by teacher-generated rewards and punishments. Consequently, they contend that teachers should exercise a high degree of control over classroom activities. At the other extreme, non-interventionists teachers believe that students have an inner drive that needs to find its expression in the real world. As a result, non-interventionists suggest that students should be allowed to exert significant influence in the classroom and that teachers should be less involved in adjusting student behaviors. In the middle, interactionist teachers believe that students learn appropriate behaviors as a result of encountering the outside world of people and objects. Therefore, interactionists

suggest that students and teachers should share responsibility for classroom management.

Table 2.1. Classroom Management Models

Interventionist	Interactionalist	Non-interventionist
Teacher has primary responsibility for control	Student and teacher share responsibility for control	Students have primary responsibility for control
Teacher develops the rules	Teacher develops the rules with some student input	Students develop the rules with teacher guidance
Primary focus in on behavior	Initial focus in on behavior, followed by thoughts and feelings	Primary focus is on thoughts and feelings
Minor emphasis on individual differences in students	Moderate emphasis on individual differences in students	Major emphasis on individual differences in students
Teacher moves quickly to control behavior	Teacher allows some time for students to control behavior, but teacher protects right of the group	Teacher allows time for students to control behavior
Types of interventions are rewards, punishments, token economy	Types of interventions are consequences and class meetings	Types of interventions are non-verbal cues and individual conferences

Source: Wolfgang and Glickman (1986)

They believe that teachers will act according to all three models of discipline, but one model usually predominates in beliefs and actions. Thus; the application of these various theories emphasizes teacher behaviors that reflect the matching degrees of power possessed by student and teacher (Martin & Baldwin, 1993).

In addition, Rogers and Freiberg (1994) identified two approaches based on the locus of control in the classroom as organizer; teacher- and student-centered approaches. They have developed a chart (see Table 2.2) comparing and contrasting the aspects of these two approaches. Similar to the classification of Wolfgang and Glickman (1986), these two approaches are the opposite ends of a continuum; and it is difficult to say that a teacher has just student-centered approach or teacher-centered.

However, these classes are useful to discover which orientation is dominant on teacher's classroom management approach. In the chart, basic strategies used in some key areas of classroom management are presented for both of the approaches.

Table 2.2. Discipline Comparison in Teacher-Centered and in Person-Centered Classrooms

Teacher-Centered	Person-Centered
Teacher is the sole leader	Leadership is shared
Management is a form of oversight	Management is a form of guidance
Teacher takes responsibility for all the paperwork and organization	Students are facilitators for the operations of the classroom
Discipline comes from the teacher	Discipline comes from the self
A few students are the teacher's helpers	All students have the opportunity to become an integral part of the management of the classroom
Teacher makes the rules and posts them for all students	Rules are developed by the teacher and students in the form of a constitution or compact
Consequences are fixed for all students	Consequences reflect individual differences
Rewards are mostly extrinsic	Rewards are mostly intrinsic
Students are allowed limited responsibilities	Students share in classroom responsibilities
Few members of the community enter the classroom	Partnerships are formed with business and community groups to enrich and broaden the learning opportunities for students
Rogers, C. & Frieberg, J. (1994). <i>Freedom to Learn</i> , 3 rd Edition. Columbus: Merrill Publishing. Adapted by permission of Prentice-Hall, Inc., Upper Saddle River, NJ.	

Source: Rogers, C. & Freiberg, J. (1994)

Traditional classrooms can be called as teacher-centered classrooms that are directly affected by the principles of behaviorist approach emerged from the work of Skinner. The child is often viewed as the recipient of knowledge and teacher has the control over the students and subject matter. As a result of behavioral approach to instruction, teachers prefer behavioral classroom management techniques consistent with their way of instruction. The behavioral model requires strong intrusion and management techniques on the part of the teacher (Garrett, 2005). Traditionally, student behavior management has heavily depended on behaviorism theory, which is primarily based on rewards and punishments as reinforcement. Behaviorism mainly focuses on modifying individual behavior to lead the student to build positive behavior in the classroom. Behaviorism essentially forces external controls over the student to shape his or her behaviors in a desirable way (Lerner, 2003). Teacher is the dominant person in the classroom and has the responsibility of all ongoing issues in the classroom; from students' motivation to misbehaviors. Teacher exerts control over students. Teacher's job is to mediate the environment where possible, and by

incorporating a reward and punishment approach to redirect the student's behavior when needed. In these teacher-centered classrooms students are passive learners and compliance is valued rather than initiative (Freiberg, 1999). From the perspective of behaviorism, teachers can easily reach the conclusion that student misbehaviors can be decreased by rewards or punishments. Some educators, however, have criticized behaviorism because of the passive role of the learner while the teacher is in control; for instance, students always sit and wait for teacher directions. Many educators contend that a fundamental deficiency in behaviorism lies in the lack of learners' initiative within the learning process (Freiberg, 1999).

According to Rogers and Freiberg (1994), the child-centered classroom management model started from criticizing the perspective of behaviorism, a teacher-centered classroom discipline strategy. The child-centered theory places the learner at the center of classroom management models. This approach is derived from cognitive learning theory that emphasizes a child's capacity to lead his or her own learning and thinking, developing self-automaticity (Lerner, 2003). Cognitive learning theorists perceive the learning as process. Thus, they are concerned more about individual differences than individual academic outcomes. Current classrooms are more student-centered (learning-centered) since educators recently have been affected by the principles of cognitive theory and constructivism which emphasize the importance of learners' construction of knowledge. According to new principles, student learning is most effective in student-centered classrooms where students are encouraged to develop their own meaning. Constructivist teachers encourage and accept student autonomy, allow student responses to drive lessons, shift instructional strategies, and alter content (Brooks & Brooks, 1993). Leinhardt (1992) asserts that interactive instructional approaches bring about "powerful changes in the dynamics of the classroom. While students' role changes from passive recipient of knowledge to active participant in construction of the knowledge; for teachers, the role is to facilitate rather than to directly control all aspects of the learning process, to serve as a resource person, to coach, to give feedback, to provide the needed assistance (Brophy, 1999; Larrivee, 1999). Willower, Eidell and Hoy (cited in Garrett, 2005, p. 56) described two kinds of teachers as a custodial and a humanistic educator. While the educator with custodial orientation is likely to be high controlling, employing

highly impersonal relationships with students and has a major focus on the maintenance of order, the educator with more humanistic orientation is likely to maintain a classroom climate that supports active interaction and communication, close personal relationships, mutual respect, positive attitudes, as well as student self-discipline. When these two teacher models are considered in terms of learning environments, a humanistic teacher is needed in new classrooms since a custodial teacher will display behaviors contradictory to the principles of social constructivist learning environment.

Current conceptions of learning that emphasize students' active construction of knowledge, including how to regulate their behavior and interact socially with the others; do not fit with conceptions of management such as behavioral control, compliance, and obedience (McCaslin & Good 1992). Therefore, shift in educational settings; teachers' and students' roles and classroom environments necessitate a change in classroom management techniques. In learning-centered classrooms, teachers recognize the importance of explicitly integrating management and instructional strategies to attain broader and more challenging learning goals for all students. Some researchers propose that teachers implement more student-centered classroom management techniques to help accomplish their goal (Brophy, 1999; Dollard & Christensen, 1996; Evertson & Neal, 2006; Frieberg & Rogers, 1994). The purpose of classroom management in student-centered classrooms is for teachers to actively engage students in learning, encourage self-regulation, and build community. (Evertson & Neal, 2006). Teachers release their over-control on the students and learning environment in order for creating democratic learning communities where the students feel themselves safe and improve their social skills. Teachers share their leadership with the students and students are responsible for their behaviors in classes that student-centered classroom management is present. Classroom management can and should do more than elicit predictable obedience; indeed it can and should be one vehicle for the enhancement of student self-understanding, self-evaluation, and the internalization of self-control (McCaslin & Good, 1992).

Nevertheless, certain basic classroom management principles such as clarifying what students are expected at the beginning, or careful planning of activities before the lesson, appear to apply across all potential instructional approaches (Brophy, 1999). On the other hand, another basic principle that management system needs to support instructional system should not be forgotten. In a social constructivist learning environment that emphasizes promotion of self-regulated and active learning, higher order thinking and construction of knowledge, a management approach that orients students towards compliance and passivity will be an impediment for achievement of the learning outcomes. The development of personal identity is developed when classrooms are organized as places where students feel they belong and where they have a sense of ownership. Students spend considerable time in classrooms during an academic year; so it must be a place where they feel comfortable in order for it to be an environment that is conducive to learning. Also feelings of ownership and personal identity are enhanced by allowing students to participate in decision-making about the use of the space, the grouping of desks, and room decorations (Savage, 1999).

2.3. Studies on Classroom Management

Using ABCC (Attitudes and Beliefs about Classroom Control) Inventory, Martin and his colleagues investigated the relationship between teachers' perception of classroom management and other factors such as gender, age, classroom management training, class size, graduate studies, teacher characteristics and school setting. While exploring the classroom management styles of teachers, in these studies the researchers sometimes have come across with significant relationship between the classroom management approach and other factors, sometimes not. These studies have particular importance for this study as they show the important variables affecting the classroom management style.

In a study on the impact of teachers' experience levels on classroom management practices, Martin and Baldwin (1994) investigated the classroom management approaches of 238 teachers by using ICMS (Inventory of Classroom Management Style). As a result, they found that novice teachers were significantly more

interventionist than were experienced teachers. In another study, examining gender differences, Martin and Yin (1997) discovered that females were significantly less interventionist than were males regarding instructional management and regarding student management. However, in a different study, Martin, Yin, and Baldwin (1997) found no gender differences related to any of the classroom management approaches.

Martin, Yin, and Baldwin (1998) investigated the relationship between classroom management attitudes and classroom management training, class size and graduate study. Data were collected from 281 certified teachers, who were primarily working in urban schools, and were female. Most of the teachers were Caucasian (69.9%) and they had an overall average of 14.35 years of teaching experience. Results show significant differences on the Instructional Management subscale of the ABCC regarding classroom management training as well as significant positive correlations between average class enrollment and teachers' scores on the People Management and Behavior Management subscales of the ABCC. A one-way analysis of variance did not yield significant differences between the teachers who had enrolled in graduate courses in the last 6 months and those who did not. Although class size has likely a direct impact on the nature of instruction as well as teacher-student instruction, the results of this study showed no significant difference in teachers' classroom management styles regarding to class size.

Martin and Yin (1999) examined the classroom management differences between teachers in rural settings and those in urban settings and they found that urban teachers were significantly more interventionist than rural teachers in terms of people management. In another study, Martin and Shoho (2000) investigated the differences in the classroom management approaches of traditionally certified and alternatively certified teachers. The results revealed that teachers in alternative certification programs were significantly more interventionist (i.e., controlling) than were traditionally certified teachers regarding instructional management. However, these alternatively certified teachers were not more interventionist regarding people management or behavior management.

Lastly, Martin, Yin, and Mayall (2006) conducted a study to investigate the difference classroom management styles of teachers regarding their classroom management training, teaching experience, and gender. Data were collected from 163 participants via the Attitudes and Beliefs on Classroom Control (ABCC) Inventory and a demographic questionnaire. Results revealed significant differences between males and females and between novice and experienced teachers on Instruction Management subscale scores. Females scored more interventionist than males and experienced teachers scored significantly more controlling than the less experienced counterparts.

Ritter (2003) studied the classroom management beliefs and practices of middle-school teachers. The purpose of her study was to determine if there was difference in classroom management beliefs and practices of teachers regarding to years of teaching experience or type of teaching certification. The sample consists of 97 teachers including traditionally certified expert teachers, alternatively certified expert teachers, traditionally certified beginning teachers and alternatively certified beginning teachers. As instrument, the researcher employed ABCC Inventory, classroom observations, teacher interviews and focus group discussions. The results of the questionnaire indicated that neither source of certification nor experience level alone affect teachers' orientation to classroom management. However, teachers with traditional certification and many years of experience exert significantly less control over classroom activities and students' behaviors than do the other group with less experience level and different certification type.

Shin (2004) studied the classroom behavior management beliefs and strategies of teachers by making a cross-cultural analysis. The purpose of her study was to compare the beliefs of teachers on classroom behavior management strategies for students in urban public high schools between the USA and the Republic of Korea. Researcher employed three different questionnaires for the teachers -ABCC, SBQ and Teacher Survey- to collect data from 116 American and 167 Korean teachers. The results of the study showed that there were statistically significant cross-cultural differences in teachers' instructional and behavioral management styles. The results, inferred from this study indicated that more American teachers tended to control

their instructional strategies and student behaviors than Korean high school teachers did; namely American teachers had more behaviorist standpoint in management.

Laut (1999) compared the classroom management approaches of classroom teachers, intern teachers and senior level practicum students by using the ICMS (Inventory Classroom Management Style). The results indicated that while senior level practicum students were not interventionist, intern teachers were found to be interventionist; and the more experienced teachers were not interventionist again.

Gibbes (2004) again investigated if there was a difference between the attitudes and beliefs of traditionally and alternatively certified teachers regarding classroom management. By employing the ABCC Inventory on 114 high school teachers, independent t-test was used to compare the results of two groups on three classroom management dimensions; people, behavior, instructional. Results revealed that in all three dimensions, there was no statistically significant difference between the attitudes and beliefs of alternatively certified and traditionally certified teachers. The overall findings indicated that two groups of teachers held similar attitudes towards classroom management.

Garrett (2005) also studied the student-centered and teacher-centered classroom management strategies by employing qualitative research methods. The purpose of her study was to explore the classroom management strategies used by three teachers who apply student-centered approach to their instruction and to examine the relationship between their managerial and instructional approaches. As a result, she found that the way teachers think about the relationship between their instructional and managerial approaches was influenced by what they see as the overall goal of classroom management. While two of them have a classroom management strategy consistent with their way of instruction, one does not.

Foxworthy (2006) utilized the qualitative research techniques to investigate teachers' beliefs about classroom management and the importance of this aspect's of teaching. Interviews with the teachers, observations of classes and field notes revealed that participants believed in respect and the notion that students' needs must come first.

Also, the important result of this study for us is that aspects of their beliefs and strategies about classroom management have changed since they began teaching, namely with experience of teaching. Participants have two explanations for the reason of this change; gaining experiences or gaining knowledge through professional development.

In Turkey, studies on the classroom management are also present since it has a vital role for an effective learning environment and also one of the important dimensions of an effective teacher. In addition, in the report that the Ministry of Education presents yearly, classroom management comes at the beginning of the list that contains effective teacher characteristics. Arslantaş (1998) studied opinions of teachers and student with respect to teacher communicative skills in classroom management. Erdoğan (2001) identified positive teacher-student relationships in terms of student control in classroom management in his study.

Apart from the general studies on classroom management, some researchers studies on the classroom management styles of teachers. Öğ (2003) investigated if the teachers' classroom management approach for three dimensions people, instruction and behavior dimensions change according to their teaching experience, gender and their working places. The data were gathered from the 178 teachers working in Adana through the ABCC inventory translated into Turkish by the researcher. The results of the study indicated that only the instructional dimension changes in relation with the variable of teaching experience. According to the results, teachers who are more experienced than eight years are more interventionist in instructional dimension than the less experienced ones.

Similarly Terzi (2001) made a study to identify the opinions of teachers on classroom management styles- authoritarian, democratic or laizes faire. The sample of the study included 736 teachers working in 73 schools in Eskişehir. The data were gathered through a questionnaire called as Classroom Management Attitudes of Teachers prepared by the researcher. The results indicated that teachers older than 51 years old have more tendency to have an authoritarian classroom management style than the younger ones. No other significant differences have been confronted in this

study in terms of teachers' classroom management styles and gender or Certification Sources of teachers.

Duman, Gelişli and Çetin (2002) investigated the approaches adopted by teachers to establish discipline in their classrooms, based on (529) students' opinions. In this study the aim was to identify the classroom management approaches the teachers use in different high schools in different socio- economic districts of Ankara. The results indicated that the teachers used Interventionist approach (teacher-centered) rather than Preventive-Constructive (student-centered) approach, and they acted differently according to the classroom and major, and they adopted different classroom management approaches according to the high school. Although Duman's and his colleagues' study is about high school teachers, it is important for us in terms of its results.

In Turkey the curriculum prepared in the light of the constructivist principles has been implemented in elementary classrooms for only three years. Nevertheless, there are quite a number of studies that investigate the effectiveness of new approach in the curriculum and its proper implementation. For instance, Kalender (2006) investigated the problems that the primary education teachers face with during the application new mathematical program based constructive approach and the proposal for the solutions of these problems. The results showed that teachers are optimistic about the program although they encountered some problems during the implementation. The lack of sample applications and the lack of course material or necessary supplies were pointed out as the most imported shortcomings of the program. Ekinçi (2007) also analyzed the social studies education program prepared consistent with the view of constructivist approach. Data were gathered from 294 teachers working in Eskişehir by means of a questionnaire about the ideas of teachers on new social studies curriculum. According to the result of this research, teachers look positively to the "achievements" and "contents" view of the social sciences lesson program. As well Saracalıoğlu (2007) evaluated the conformity of primary education for 3rd grade mathematics curriculum in terms of constructivist approach principles. The study was conducted to 536 third grade students and 56 teachers of

third graders. Generally, the teachers' and the students' perspectives on the curriculum was not different from each other.

As it stated in the first part of this chapter, the significance of classroom management for efficient instruction is crucial. There is not a unique and perfect management approach that suits every classroom; different learning environments necessitate different management strategies. Hence, in the second part, different approaches for classroom management were defined. As the last part of this chapter, studies conducted in Turkey and in the other countries were presented. It was seen that although the implementation of new curriculum, the discrepancies in the application and the effects of it on learning are investigated and studied by several researchers, classroom management aspect seems to be ignored somehow. The changing roles of teachers and students in new classrooms are strongly emphasized in theoretical part, however; it appears to be out of concern how it will be possible if the teachers continue to employ the same management techniques. Hence, it is not known if McCaslin and Good's (1992) concern about a mismatch between instruction and classroom management is present for Turkey or not.

CHAPTER III

METHOD

This chapter includes five sections and describes methodological procedures of the study. Overall design of the study, research questions, the participants of the study, development of the data collection instruments, data collection procedure and data analysis were presented, respectively.

3.1. Overall Design of the Study

The major purpose of this study is to identify classroom management approaches of primary school teachers. Whether there is a consistency between the teachers' classroom management approaches and constructivist approaches or not is another question to be explored in the study.

Cross-sectional survey method was used in the study. The subjects were administered a questionnaire in which they were asked to answer questions related to their beliefs and actions about classroom management. Items used in the questionnaire were prepared according to the related literature and interview results conducted with some primary school teachers. Descriptive and inferential analyses were conducted to get a deeper insight into the research questions.

3.2. Research Questions

The specific research questions are as follows:

1. Which classroom management approach (teacher-centered or student-centered) do primary school teachers' have?
2. Do male and female teachers differ in their approaches to classroom management?

3. Is there a significant difference among classroom management approaches of teachers with respect to the years of experience?
4. Is there an interaction effect between gender and years of experience regarding their classroom management approaches?
5. Is there a significant difference among teachers' classroom management approaches with respect to their branches?
6. Is there a significant difference among teachers' classroom management approaches with respect to type of certification?
7. Is there an interaction effect between the teachers' branches and the type of certification regarding their classroom management approaches?
8. Do teachers differ on classroom management approaches with respect to the average number of students in their classes?

3.3. Variables

Gender: The variable is a nominated dichotomous variable with categories of female (1) and male (2).

Type of Certification: This variable is nominated variable with categories of Traditionally Certified (1) and Alternatively Certified (2).

Years of Experience: This variable is made to be categorical variable with categories of 1-5 (1); 6-10 (2); 11-15 (3); 16 and more years (4).

Branch: This variable is taken to be a dichotomous one with categories of "classroom teacher" (1) and "other branches" (2).

Number of Students: This variable is made to be categorical variable with categories of 1-30 (1); and 30 and more students (2).

Teacher-Centered Classroom Management refers to the traditional methods utilized by teachers for management and in this study it is measured as one dimension of Classroom Management Approach Inventory.

Student-Centered Classroom Management refers to the current -constructivist methods utilized by teachers for management and in this study it is measured as one dimension of Classroom Management Approach Inventory.

3.4. Development of the Questionnaire

In this study a questionnaire was administered to collect data on the classroom management approaches of teachers. For the purpose of developing the questionnaire, the literature related to classroom management, and changing view of the curriculum and classrooms in accordance with the principles of constructivism was reviewed (Benjamin, 2003; Martin & Baldwin, 1999; Meece, 2003; Rogers & Freiberg, 1994). During the survey of the related literature, the interrelationship between the classroom management and instruction for educational settings, and the different classroom management approaches for different settings were identified. It was seen that there is not a unique classroom management approach with certain principles that is suitable for all classrooms. Instead, for years there have developed various approaches such as interventionist, interactivist or non-interventionist which were the results of different needs in classes. Additionally, literature reveals that in Turkey with the advent of constructivism in education, the view of classrooms has changed as well as the needs of the students and teachers. Thus; the need for adaptation of classroom management approaches of teachers to create a constructivist learning environment was recognized.

In addition to literature review, interview was conducted with the teachers for the purpose of developing of the questionnaire. In the school where the researcher works, five teachers from different branches were chosen to ask their opinions about

classroom management. While the items of the questionnaire were written, the words about classroom management that teachers used in the interview were taken into account.

To identify the classroom management approaches of teachers, two groups of items related to student-centered and teacher-centered classroom management approaches were included in the questionnaire. The participants were asked to determine the statements that describe them better and to add their comments and suggestions if necessary.

On the basis of the related literature, an instrument that consists of 34 items in a five-point Likert scale format by scoring 5 to “describes me very well”, 4 to “describes me usually”, 3 to “neither describes me nor undescribes me”, 2 to “does not describe me”, and 1 to “describes me not at all” was designed to identify teachers’ classroom management approaches. The final form of the scale was revised utilizing the responses and comments of two experts one of whom has worked on classroom management area, and they were from the Department of Educational Sciences at METU. This helped to eliminate the ambiguities and unfamiliar terms and to examine the face validity. The face validity was also examined by reviewing the literature related to classroom management, and features of constructivist classrooms.

3.5. Pilot Testing of Questionnaire

An initial pilot testing was conducted with 105 primary school teachers. They were asked to fill out the questionnaire that included background information part and 34 items related to classroom management and make comments about the statements themselves for clarity. On the basis of their replies and comments, statements which were criticized as being unclear were rewritten and some items were eliminated.

The reliability of scale was reported as internal consistency measures. Internal reliability refers to the question whether the scale is measuring a single idea and hence whether the items that make up the scale are internally consistent. As there are

two groups of questions in the questionnaire, the answers given to questions in one of the group were reversed. For the overall reliability coefficient Alpha calculated to measure internal consistency of questionnaire of questionnaire with 34 items was 0.62. Factor analysis was performed to confirm underlying dimensions or factors of the inventory. Initial principal component analysis with varimax rotation of the 34 items inventory revealed eleven factors with eigenvalues greater than one. Considering the results of correlation coefficient, factor loading, and the examination of items clustered within each dimension in terms of their content, six items were removed from the questionnaire. When the content of these six items were taken into consideration, it was seen that they were very general statements about classroom management. Thus, it was thought that all teachers regardless of their approach might have same idea on these issues and so they agreed or disagreed with the idea in the items. The results of the principal component analysis are also considered as the evidence for construct and content validity of the questionnaire.

After deletion of six items, number of factors reduced to eight. Also eliminating six items from the questionnaire the overall reliability of the inventory was .76. Similar questionnaires in the literature show parallel results for the reliability coefficient and were considered as reliable instruments. For instance, ABCC Inventory (Attitudes and Beliefs about Classroom Control) that is to measure teachers' classroom control from being interventionist to non-interventionist was reported as having .74 and .75 alpha coefficient for the two subscales by Shin (2004). In a study conducted in Turkey, Gencer and Çakıroğlu (2007) calculated the Cronbach's a coefficient of the adapted questionnaire about classroom management (ABCC inventory) as .71 and .73 for instructional management and the people management subscales, respectively. Although this alpha level may be seen low for the questionnaire's reliability, other studies in the literature supports its suitability. It can be said that teachers do not act according to just one model of discipline; they integrate several management approaches uniquely in their classes. We assumed that they did not give extreme answers for the questions under two different groups; instead, they show some agreement and disagreement for both groups. This may be the reason of the relatively low reliability of items.

The final version of the questionnaire included two sections. The first section required background information. Selected background variables were those that might affect either directly or indirectly the responses of teachers. Information requested from the teachers was about their gender, the Certification Source, years of teaching experience, branch and the number of students they teach. The second section of the questionnaire included 28 items and consist two groups of questions. There were 14 items related to student-centered classroom management techniques and 14 items for teacher-centered (see Appendix A).

3.6. Population and Sample Selection

Population of this study included all the teachers working in the public primary schools in Kastamonu, 2007. From the list of 33 primary schools, 15 of them were selected by considering convenience. Then all of the teachers were given the questionnaire. The participants consisted of 265 teachers from different branches.

Background Characteristics of Participants

Descriptive statistics were employed to present the background characteristics of the respondents, and results are shown on Table 3.1.

Regarding gender distribution of the teachers in this study, 59.2 % of them were females while 40.8 were males (Table 3.1)

The second variable examined in this study was teachers' type of certification—traditional or alternative. Traditionally certified teachers enter the teaching profession by completing 4-year baccalaureate degree certification program and its requirements while enrolled in a Faculty of Education. These programs classically include large quantities of teacher education courses and a field practice in teaching. As a result, traditionally certified teachers typically possess strong content knowledge, pedagogical knowledge, and pedagogical content-specific knowledge. However, there are other teachers in schools entering the profession through alternative certification programs. One common characteristic is that these programs

allow individuals with at least a baccalaureate degree to earn teacher certification to be employed by a school system. Alternatively certified teachers typically take fewer education courses than do traditionally certified teachers. As a result, these teachers often possess as much content knowledge in a particular subject area, but less pedagogical knowledge and pedagogical content-specific knowledge. Out of 265 teachers in the study, 191 (72.1 %) of them were traditionally certified while 74 (27.9 %) were alternatively certified as graduates of other faculties such as Faculty of Arts and Sciences, Faculty of Engineering, and Faculty of Economic and Administrative Sciences.

Table 3.1. Distribution of Teachers Responding to Questionnaire by Background Variables

		<u>N</u>	<u>%</u>
Gender	female	157	59.2
	male	108	40.8
	<u>Total</u>	265	
Certification Source	Traditionally certified	191	72.1
	Alternatively certified	74	27.9
	<u>Total</u>	265	
Branch	Class teachers	121	45.7
	Branch teachers	144	54.3
	<u>Total</u>	265	
Teaching Experience	1-5	64	24.2
	6-10	57	21.5
	11-15	46	17.4
	more than 16 years	98	37.0
	<u>Total</u>	265	
Number of Students	1-30	76	28.7
	30 and more students	189	71.3
	<u>Total</u>	265	

The third variable examined in this study was the branch of teachers. The teachers who are responsible for students from first grade to fifth grade in elementary level and teach various subjects such as math and social sciences are called as class teachers in this study. The others who teach their own subjects such as math, social

studies, Turkish language, history to 6th, 7th and 8th grade students are called as branch teachers. The group of class teachers included 121 teachers (45.7 %) and the second group of branch teachers included 144 teachers (54.3 %).

For the fourth variable of teaching experience, four groups were formed. The distribution of participants according to years of experience was quite close to each other. There were 64 teachers (24.2 %) with less than 6 years of experience, 57 teachers (21.5 %) with the experience between 6 years and 10 years, 46 teachers (17.4) with the experience between 11 years and 15 years, and the last group included the teachers 37 % with the experience of more than 15 years.

As the last background variable, teachers were asked to write the average number of students in their classrooms. It was considered that the number of students in a class might have an effect on the selection of a classroom management approach. It is accepted that ideal class size is about 25 students and when the number increases the nature of learning environment changes. In small classes, various instructional methods can be easily used; students have more chance to actively engage in activities; student progress can be monitored easily; and teachers can manage the classes efficiently (Celep, 2002). The increase in class size decreases the opportunity for students actively engage in activities and brings out management problems, and disrupts the efficient learning environment. For the purpose of analysis, teachers having 30 and less student formed the first group while the teachers having more than 30 students formed the second group. The results of frequency analysis showed that the most classes within the scope of this study are bigger than ideal size; 189 teachers (71.3 %) have more than 30 students, while 76 teachers (27.8 %) have less than 30 students in their classes.

3.7. Data Collection Procedures

Firstly, the list of 33 Primary schools (see Appendix B) in Kastamonu was obtained from the formal website of Ministry of Education. Approval of METU Ethic Committee and permission from MONE were obtained to administer the questionnaire. In the last two weeks of the school year, 15 schools were visited by

the researcher and all of the teachers in these schools were asked to complete the questionnaire. A total of 265 questionnaires were returned. Out of 265 teachers who filled out the questionnaire, %45 of them was class teachers and %55 of teachers was from the other branches such as Math, English, Turkish, and Science...etc. The number of male and female teachers who responded to the questionnaire from different branches is represented in the Table 3.2

Table 3.2. *The Number of Female and Male Teachers with Respect to Their Branches*

Branch	Gender		Total
	Female	Male	
Class	66	55	121
Other	91	53	144
Total	157	108	265

3.8. Data Analysis

Principal Component Analysis was employed to confirm underlying two dimensions of the Classroom Management Inventory. In order to identify the classroom management approaches that teachers use most dominantly in their classes, Mixed ANOVA was employed for three times to compare the means scores of teachers on both groups of questions, as well to explore whether teachers' selection of a classroom management approach is changed according to some background variables.

The .05 alpha level was accepted as a criterion of statistical significance for all the statistical procedures performed.

CHAPTER IV

RESULTS

This study aimed to investigate classroom management approaches of primary school teachers. The results of the study are presented in three sections. In the first section results concerning to principal component analysis are given. In the second section, the findings of Mixed Design (one within factor and one between factor) ANOVA that was employed for three times to explore the classroom management approaches of teachers, as well as the effect of some background variables on teachers' classroom management approaches are presented.

4.1. Results Concerning Principal Component Analysis

In the Classroom Management Inventory used in this study, two groups of questions were included based on the categorization of Freiberg and Rogers (1999). Items related to student-centered and teacher-centered orientations to classroom management formed the groups.

Kaiser-Meyer-Olkin (KMO) and Bartlett's test indicated sampling adequacy for factor analysis. The KMO measure is 0.793 and also Bartlett's test of sphericity (.00) is significant. Initial principal component analysis with varimax rotation of the 28 items inventory revealed eight factors with eigenvalues greater than one. However, results of a scree plot (see Figure 4.1) indicated that two factors should be examined since they had large loadings and defined most of the items.

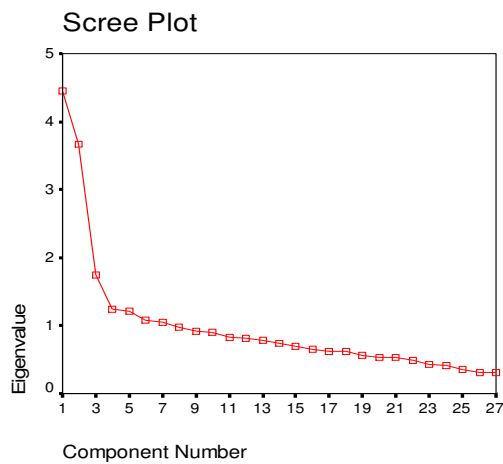


Figure 4.1. Scree plot for Factor Reduction

Initial principal component analysis calling for two factors was conducted. In two-factor structure, one item (Items 8) was omitted since it wasn't loaded heavily on these factors, and one item (Item10) loaded on the unrelated factor. After deleting the two items, subsequent factor analysis for the refinement of the two-factor structure retained items weighted highly on their own scale (See Table 4.1). These two dimensions explained 30% of variance. The student centered classroom management subscale pertained 13 items (Items 1, 2, 4, 6, 11, 13, 17, 18, 19, 21, 23, 27, and 28) with loadings ranging from .31 to .72 and the teacher-centered subscale pertained 13 items (Items 3, 5, 7, 9, 10, 14, 15, 16, 20, 22, 24, 25, and 26) with loadings ranging from .31 to .70. Critical value for factor loading is determined by considering sample size. Stevens suggests that .25 is accepted factor loading when the sample size is larger than 250. Scale variables were reached by computing the unweighted mean of the responses to the items retained within each factor in the factor analysis for each participant.

Table 4.1. Factor Loading Obtained via Principal Component Analysis with Varimax Rotation

<i>Item No</i>	<i>ITEMS OF THE QUESTIONNAIRE</i>	<i>F1</i>	<i>F2</i>
19.	I encourage students to solve their problems between each other independently when doing group work.	.727	-.090
18.	I often use group works since they are necessary for students' social and cognitive development.	.667	-.075
6.	I encourage students to propose and negotiate new classroom rules if the current ones are not working.	.643	.145
11.	In order to foster sense of responsibility it is important to give students chance to decide on and agree with the rules.	.641	-.026
13.	If a student is off-task, I try to understand the reason of it.	.631	.014
1.	I function like a learner and a companion for the students in the classroom.	.572	.047
23.	I think students should evaluate their works by themselves.	.519	-.167
4.	I ask students to come up with the suggestions for the class rules during the first weeks of the class.	.478	.256
17.	I do not interfere with the class-discussions in order that they can progress in the control of students.	.473	.081
21.	I think that students should have the chance of pursuing their own interests.	.468	-.143
27.	I do not limit the time of activities since the students pass from one learning activity to another in different times according to their own rate.	.419	-.122
2.	I provide opportunity for students to solve the problems between each others by themselves.	.390	-.059
28.	If the students are still wandering around when I enter the class, this is not a problem for me.	.310	-.137
26.	Evaluation should be made by teachers since the students cannot know what is necessary for them.	-.218	.705
22.	Students are not mature enough to choose the learning topics according to their interests.	-.092	.643
20.	I immediately tell students the correct answers when they cannot figure them out by themselves.	.058	.571
16.	I certainly direct the students' transition from one learning activity to another.	-.037	.563

Table 4.1. (Continued)

15.	I assign students to specific seats in the classroom during the first weeks of the class.	-.054	.552
24.	If the students are still wandering around when I enter the classroom. it is a problem for me.	-.183	.533
12.	It is more important for students to learn to obey rules than to make their own decisions.	-.136	.522
3.	It is more important to create a controlled environment in the classroom than a friendlier one.	-.004	.517
25.	I do not exceed the time plan that I specified for the activities beforehand.	.028	.497
5.	I believe that students should take the responsibility of their own behaviors.	-.068	.459
9.	When the rules do not work, I replace them with the new ones based on my experience.	.237	.427
14.	Students need my help during the transition between different learning activities.	.029	.400
7.	For instance, if a student comes class late, I do not permit him/her to come in.	-.005	.319

In order to assess the internal consistency of the Classroom Management Questionnaire, Cronbach's α coefficient was computed. Reliability coefficients for the two scales were found to be .76 and .78 for student-centered management and the teacher-centered management, respectively.

4.2. Results Concerning Teachers' Classroom Management Approaches

In order to investigate which classroom management approach teachers' use dominantly and to explore the effects of five independent variables on the classroom management approaches, Mixed Design (within factor and between factors) ANOVA was performed for three times. Firstly, one within factor and two between factors design ANOVA was conducted to investigate which approach is used dominantly by the primary school teachers, and to explore the effect of gender and teaching experience variables on classroom management approach. Secondly one within factor and two between factors design ANOVA was conducted to see the effects the

certification type and branch. Lastly one within factor and one between factor design ANOVA was conducted to explore the effect of class size on classroom management approaches of teachers. ANOVA assumptions; normality and homogeneity of samples were checked and seen to be met for the statistical analysis.

4.2.1 Results Concerning Differences in Teachers' Classroom Management Approaches

The first research question was what the classroom management approaches of primary school teachers are. In order to investigate the classroom management approaches of primary school teachers, mixed design ANOVA (within subjects) was conducted to the mean scores of teachers. The results of the mixed ANOVA (Within subjects design) applied to the student-centered and teacher-centered subscale scores of teachers are shown in Table 4.2.

Table 4.2. The Results of the Mixed ANOVA (Within subjects design) Applied to the Student-Centered and Teacher-Centered Subscale Scores of Teachers

Source	df	F	<i>p</i>	η^2
Classroom Management Approaches	1	359.89	.00	.58

Result of the Mixed design ANOVA (within factor) which is presented in Table 4.3 revealed that there was main effect for classroom management scores [$F(1,257)=359.89, p<.00, \eta^2=58$]. This effect tells us that if we ignore all the other variables, the ratings of two subscales significantly differed. The mean scores of each subscale representing two different classroom management approaches are presented on Table 4.3.

As can be seen on the Table 4.3 teachers' mean scores for student-centered classroom management approach ($M=4.05, SD=.46$) are higher than mean scores for teacher-centered approach ($M=3, SD=.63$). Therefore results indicated that teachers use student-centered classroom management approach more than teacher-centered approach.

Table 4.3. Means and Standard Deviations of Subscales

Subscale	Mean	SD
Student-centered (SC)	4.05	.46
Teacher-centered (TC)	3.00	.63

4.2.2. Results Concerning Teachers' Classroom Management Approaches with Respect to Gender and Teaching Experience

With the aim of exploring if teachers' classroom management approaches differ with respect to their gender and years of teaching experience, which also address to second, third and fourth research questions, Mixed ANOVA design (one within factor and two between factors) was conducted. Means and standard deviations for subscales with respect to gender and experience are shown on Table 4.4.

Table 4.4. Means and Standard Deviations for Subscales in Respect to Gender and Experience

	GENDER	EXPERIENCE	Mean	SD	N
Student-centered	Female	1-5 years	3.92	.40	47
		6-10 years	3.86	.46	40
		11-15 years	4.11	.33	23
		more than 16 years	4.22	.38	47
		Total	4.02	.43	157
	Male	1-5 years	4.04	.39	17
		6-10 years	3.92	.49	17
		11-15 years	3.9	.42	23
		more than 16 years	4.20	.56	51
		Total	4.08	.50	108
	Total	1-5 years	3.96	.39	64
		6-10 years	3.88	.47	57
		11-15 years	4.05	.38	46
		more than 16 years	4.21	.48	98
Total		4.05	.46	265	
Teacher-centered	Female	1-5 years	2.98	.56	47
		6-10 years	2.98	.44	40
		11-15 years	2.74	.46	23
		more than 16 years	3.04	.69	47
		Total	2.96	.56	157

Table 4.4. (Continued)

Male	1-5 years	2.85	.62	17
	6-10 years	3.02	.67	17
	11-15 years	3.02	.58	23
	more than 16 years	3.14	.80	51
	Total	3.05	.71	108
Total	1-5 years	2.95	.57	64
	6-10 years	2.99	.51	57
	11-15 years	2.88	.54	46
	more than 16 years	3.09	.75	98
	Total	3	.63	265

Results of Mixed design ANOVA applied to the student-centered and teacher-centered subscale scores of teachers with respect to gender and experience are shown on Table 4.5.

Table 4.5. Results of Mixed design ANOVA Applied to the Student-Centered and Teacher-Centered Subscale Scores of Teachers with Respect to Gender and Experience

Between subjects	df	F	<i>p</i>	η^2
Gender	1	.65	.41	.00
Experience	3	5.84	.00	.06
Gender * Experience	3	.11	.95	.00
Within Subjects				
C.M * Gender	1	.30	.57	.00
C.M * Experience	3	1.01	.38	.01
C.M * Gender * Experience	3	1.34	.26	.01

As can be seen on Table 4.5 the results of tests of between subjects effects revealed that main effect for gender was not significant [$F(1, 257)=.65$, $p=.41$ $\eta^2=00$]. This means that if all other variables are ignored, male teachers' overall mean scores ($M=3.52$) were basically the same as females' mean scores ($M=3.48$).

The results of tests of between subjects effects revealed that main effect for teaching experience was significant [$F(3, 257)=5.84$, $p<.00$ $\eta^2=06$], which means that if all the

other variables are ignored, years of teaching experience made a significant difference in overall classroom management scores of teachers.

Teachers with the experience of more than 16 years had the highest mean score ($M=3.65$) when compared to other levels; and all the other mean scores for the teachers with the experience of less than 16 years are close to each other ($M^1=3.45$, $M^2=3.45$, $M^3=3.46$). In order to determine which experience level made the significant difference, a follow up analysis to the main effect of experience was conducted. The Bonferroni procedure was used to control for type one error across the pairwise comparisons. The results of this analysis shown on Table 4.6 indicated that teachers with more than sixteen years of teaching experience was significantly different than the other groups in terms of the classroom management approach they use. However, there was no significant difference between the first (1-5 years) and second group (6-10 years), second and third group (11-15 years), and first and third group of teachers in terms of the classroom management approach.

Table 4.6. Follow up Analysis with 95% Bonferroni Confidence Interval for the Main Effect of Experience

	(I) Experience	(J) Experience	Mean Difference (I-J)	Std. Error	Sig.
Bonferroni	1-5	6-10	.0142	.06	1.00
		11-15	-.0135	.06	1.00
		more than 16	-.1999(*)	.05	.00
	6-10	1-5	-.0142	.06	1.00
		11-15	-.0278	.07	1.00
		more than 16	-.2141(*)	.05	.00
	11-15	1-5	.0135	.06	1.00
		6-10	.0278	.07	1.00
		more than 16	-.1864(*)	.06	.02
	more than 16	1-5	.1999(*)	.05	.00
		6-10	.2141(*)	.05	.00
		11-15	.1864(*)	.06	.02

The results of tests of between subjects effects revealed that interaction effect for teaching experience x gender was not significant [$F(3, 257)=.11$, $p=.95$ $\eta^2=00$]. Although years of teaching experience had significant effect on overall classroom

management scores of teachers, these differences in overall classroom management scores of teachers did not depend on the gender.

Classroom management x gender interaction was not found significant [F(1,257)=.30, p=.57, $\eta^2=00$], which means that that the ratings of the two management approaches did not significantly differ in male and female teachers. Mean scores of female and male teachers across two subscales (student-centered and teacher-centered) are shown in Figure 4.2.

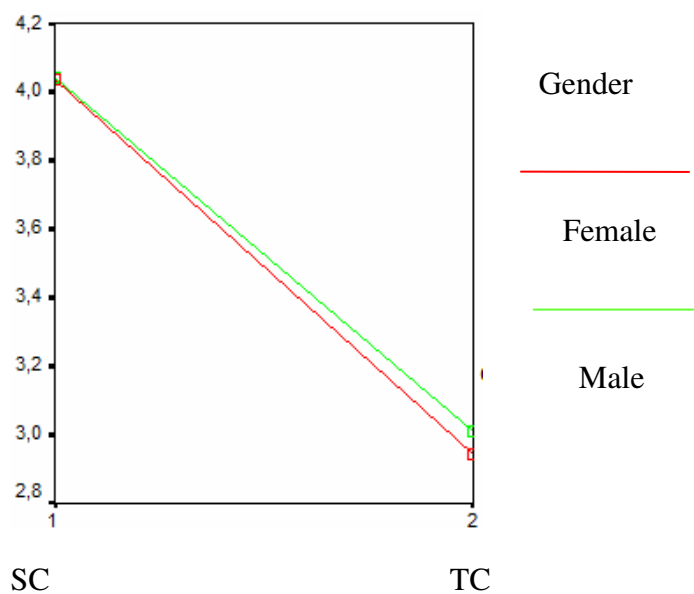


Figure 4.2. Student-centered and teacher centered means scores of male and female teachers

Again classroom management x experience interaction was not found significant [F(3,257)=1.01, p=.38 $\eta^2=01$], which means that the ratings of two management approaches did not significantly differed in teachers with different experience levels. Mean scores of teachers with respect to years of experience across two subscales (student-centered and teacher-centered) are shown in Figure 4.3.

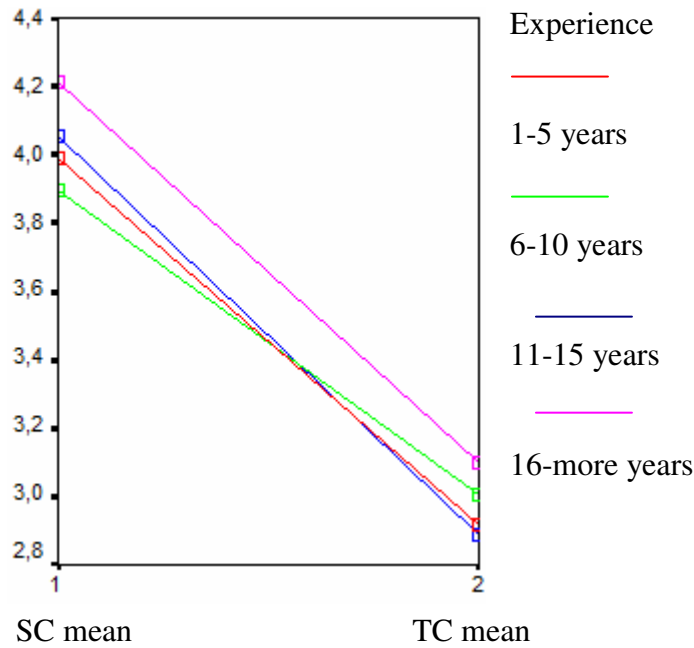


Figure 4.3. Student-centered and teacher centered means teachers with respect to years of experience

Lastly classroom management x gender x experience interaction was not found significant [$F(3,257)=1.34$, $p=.26$ $\eta^2=.01$], that means male and female teachers' classroom management approaches did not differ significantly according to the years of experience. Mean scores of male and female teachers with respect to years of experience across two subscales (student-centered and teacher-centered) are shown in Figure 4.4.

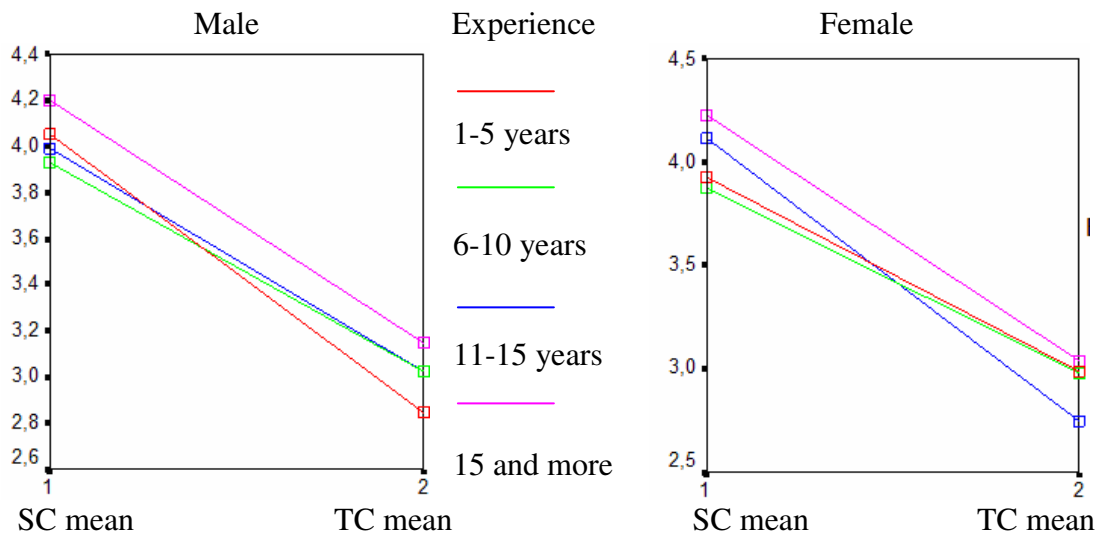


Figure 4.4. Student-centered and teacher centered mean scores of male and female teachers with respect to years of experience

4.2.3. Results Concerning Teachers' Classroom Management Approaches with Respect to Branch and Types of Certification

With the aim of exploring if teachers' classroom management approaches differ with respect to branch and type of certification, mixed ANOVA design (one within factor and two between factors) was conducted. The means and standard deviations of subscales with respect to branch and type of certification are given on Table 4.7.

Table 4.7. Means and Standard Deviations for Subscales in Respect to Certification Source and Levels of Students

	Type of Certification	Branch	Mean	SD	N
Student-centered	Traditionally certified	Class Teacher	4.12	.42	90
		Branch Teacher	3.96	.44	101
		Total	4.04	.44	191
	Alternatively certified	Class Teacher	4.37	.39	31
		Branch Teacher	3.87	.49	43
		Total	4.08	.51	74
Total		Class Teacher	4.19	.43	121

Table 4.7. (Continued)

		Branch Teacher	3.93	.45	144
		Total	4.05	.46	265
Teacher-centered	Traditionally certified	Class Teacher	2.88	.60	90
		Branch Teacher	2.97	.57	101
		Total	2.93	.58	191
	Alternatively certified	Class Teacher	3.09	.80	31
		Branch Teacher	3.23	.63	43
		Total	3.17	.71	74
Total	Class Teacher	2.94	.66	121	
	Branch Teacher	3.05	.60	144	
	Total	3.00	.63	265	

Results of Mixed design ANOVA applied to the student-centered and teacher-centered subscale scores of teachers with respect to type of certification and branch are shown on Table 4.8.

Table 4.8. Results of Mixed Design ANOVA Applied to the Student-Centered and Teacher-Centered Subscale Scores of Teachers with Respect to Certification Source and Student Levels

Between Subjects	df	F	<i>p</i>	η^2
Type of Certification	1	9.75	.00	.03
Branch	1	4.88	.02	.01
Type of Certification x Branch	1	2.01	.15	.00
Within Subjects				
C.M * Type of Certification	1	1.92	.16	.00
C.M * Branch	1	16.33	.00	.05
C.M * Type of Certification * Branch	1	3.06	.08	.01

As seen on Table 4.8, the results of tests of between subjects effects revealed that main effect for type of certification was significant [F(1,261)=9.75, $p < .00$ $\eta^2 = .03$].

This effect indicates that if all other variables are ignored, overall classroom management mean scores of traditionally certified teachers ($M=3.49$) were significantly different from the alternatively certified teachers ($M=3.64$).

The results of tests of between subjects effects revealed that main effect for branch of teachers was significant [$F(1,261)=4.88$, $p<.05$ $\eta^2=.01$]. This effect shows that if all other variables are ignored, overall classroom management mean scores of class teachers ($M=3.62$) were significantly different from the branch teachers ($M=3.51$).

The results of tests of between subjects effects revealed that interaction effect for type of certification x branch was not significant [$F(1,261)=2.01$, $p=.15$ $\eta^2=.00$]. Although type of certification had significant effect on overall classroom management scores of teachers, this effect did not depend on the branch of teachers.

Classroom management x type of certification interaction was not found significant [$F(1,261)=1.92$, $p=.16$ $\eta^2=.00$], which means that although two classroom management scores of teachers were significantly different, it was not differ significantly in traditionally-certified and alternatively-certified teachers.

However, classroom management x branch interaction was found significant although its effect size is small [$F(1,261)=16.33$ $p<.00$ $\eta^2=.05$], which means that classroom teachers' classroom management scores across two subscales differ from the scores of with other branches significantly. Mean scores of teachers with respect to branch across two subscales (student-centered and teacher-centered) are shown on Figure 4.5.

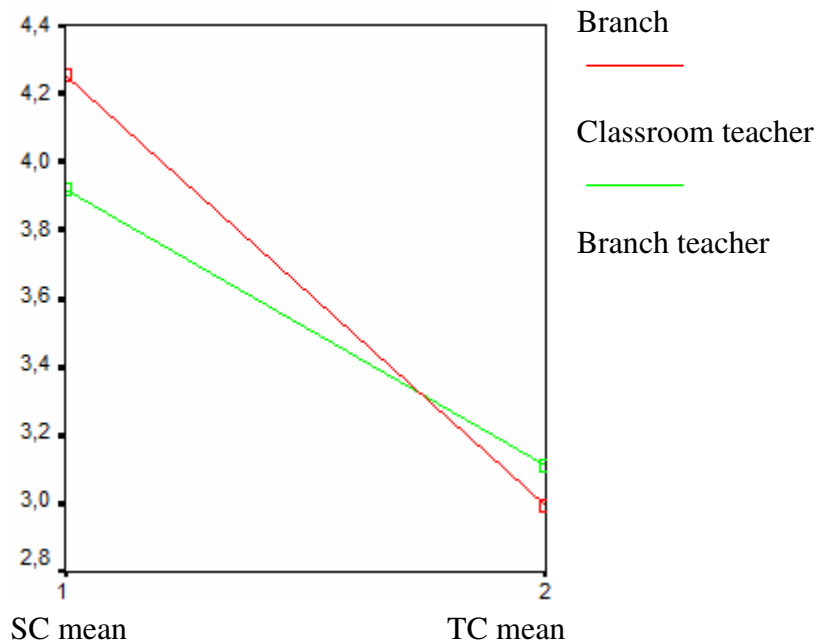


Figure 4.5. Student-centered and teacher centered mean scores of teachers with respect to branch

Lastly classroom management x type of certification x branch interaction was not found significant [$F(3,261)=3.06$, $p=.08$, $\eta^2=.01$], that means class teachers and branch teachers' classroom management scores do not change according to type of certification. Mean scores of class teachers and branch teachers with respect to type of certification across two subscales (student-centered and teacher-centered) are shown in Figure 4.6.

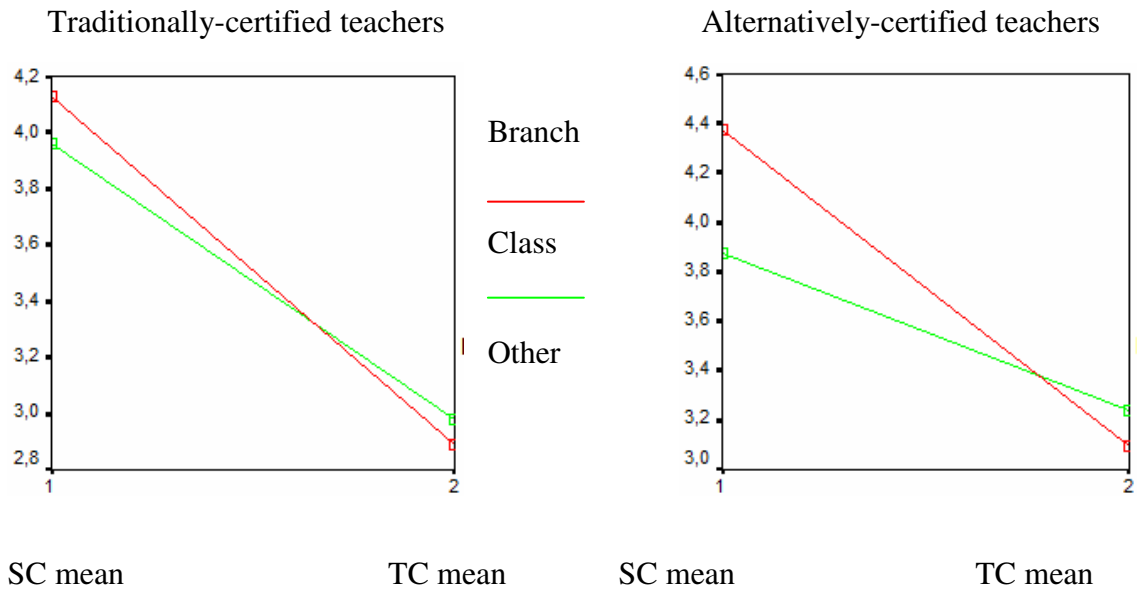


Figure 4.6. Student-centered and teacher centered means of class and other teachers with respect to type of certification

4.2.4. Results Concerning Teachers' Classroom Management Approaches with Respect to Average Number of Students Teachers Have

With the aim of exploring if teachers' classroom management approaches differ with respect to the average number of students they have in a class, Mixed ANOVA design (one within factor and one between factors) was conducted. Means and standard deviations for subscales with respect to the average number of students teachers have in class are presented on Table 4.9.

Table 4.9. Means and Standard Deviations for Subscales with Respect to the Average Number of Students Teachers Have

	Number of Students	Mean	SD	N
Student-centered	1-30	4.06	.47	76
	30 and more	4.04	.45	189
	Total	4.05	.46	265
Teacher-centered	1-30	2.77	.56	76
	30 and more	3.09	.63	189
	Total	3.01	.63	265

Results of Mixed design ANOVA applied to the student-centered and teacher-centered subscale scores of teachers with respect to average number of students are shown on Table 4.10.

Table 4.10. Results of Mixed Design ANOVA with Respect to the Number of Students Teachers Have

Between Subjects	df	F	<i>p</i>	η^2
Average Number Student	1	9.76	.00	.04
Within Subjects				
C.M * Average Number of Student	1	9.34	.00	.03

As seen on Table 10, the results of tests of between subjects effects revealed that main effect for the average number of students was significant [$F(1, 263)=9.76$, $p<.00$, $\eta^2=.04$]. This effect indicates that if all other variables are ignored, overall classroom management mean scores of teachers having less than 30 students ($M=3.41$) were significantly different from the teachers having more than 30 students ($M=3.57$).

Classroom management x average number of student interaction was found significant [$F(1,263)=9.34$, $p<.00$, $\eta^2=.03$], which means that classroom management approaches of teachers were significantly different from each others with respect to average number of students they have. Mean scores of the two groups of teachers across two subscales (student-centered and teacher-centered) are shown in Figure 4.7.

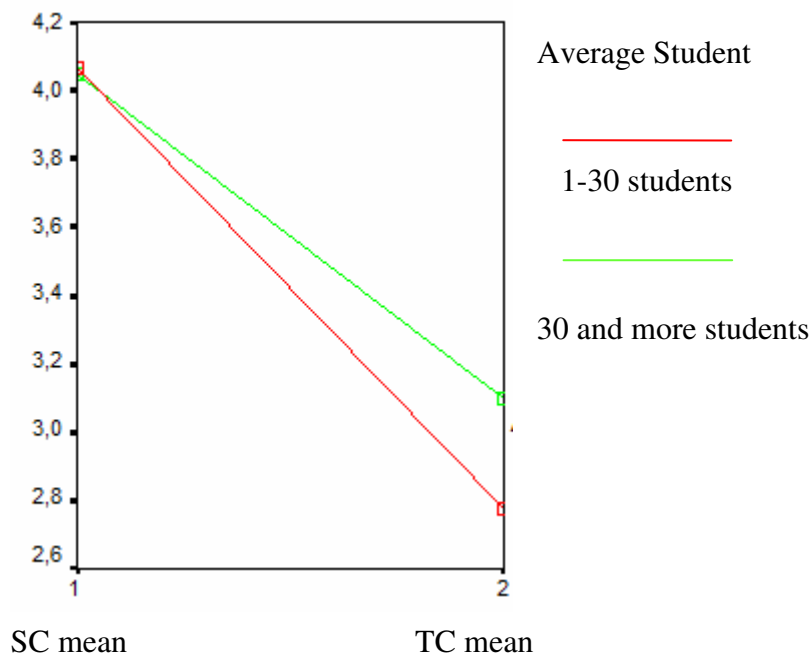


Figure 4.7. Student-centered and teacher centered means scores for two groups of teachers having less than 30 students and more than 30 students.

The data collected for the purpose of this study provided evidence that there is significant difference in views of teachers between two classroom management approaches; and student-centered approach is more favored by the teachers.

Statistical analysis of the effect of independent variables on classroom management scores of teachers showed significant effect of branch and average number of students on classroom management approaches of teachers. Gender, experience and type of certification of teachers did not make a significant difference in teachers' classroom management approaches. However, when the other variables were ignored, experience and type of certification affected the overall classroom management approaches of teachers, as well as branch and average number of students.

In the next chapter, the discussion of the results, conclusions drawn and implications for practice and future research are presented.

CHAPTER V

CONCLUSIONS AND IMPLICATIONS

The final chapter presents, the discussion of the results, conclusions drawn from the findings and implications for practice and for future research.

5.1 Discussion of the Results

5.1.1 Teachers' Classroom Management Approaches

The first aim to conduct this study was to explore classroom management approaches of primary school teachers. The motivation underlying this purpose was to gain insight into learning environments that are currently in process of change and to investigate if teachers' practices about one critical aspect- classroom management- are consistent with the new learning environments in the primary schools. By means of a Classroom Management Inventory developed by the researcher, data were collected from 265 primary school teachers in Kastamonu.

Of the two classroom management theories, mentioned in the literature, behaviorism is more focused on teacher directed methods; whereas, cognitive theory emphasizes student-centered methods. According to Rogers and Freiberg (1994), the child-centered classroom management model started from criticizing the perspective of behaviorism, which is considered as a teacher-centered classroom discipline strategy. The Classroom Management Inventory (CMI) used in the present study is based on this rationale. That is, specific items make up each of two subsets in the inventory, student-centered and teacher-centered approaches towards classroom management. These two approaches are the opposite ends of a continuum; and it is difficult to say that a teacher has just student-centered approach or teacher-centered (Freiberg, 1999). However, this classification is useful to find out which orientation is dominant on teacher's classroom management approach.

Moreover, as Martin and Baldwin (1993) suggest research efforts to explore the classroom management approaches are limited by the quality of instruments presently available to measure teacher perceptions and beliefs. CMI used in this study is also limited to the beliefs of teachers about classroom management since it does not give us definite information about the actual management practices of teachers in classes. However, Combs (1982) argues that teacher's personal belief system guides his/her choices of classroom management approaches and teachers' beliefs are the best indication of their future decision-making in the classroom (Pajares, 1992). Based on the literature that suggests teachers form their classroom practices on their beliefs; teachers' responses in CMI were assumed to indicate the dominant classroom management approach they used in their classes.

The first research question focused on classroom management approaches that primary school teachers use. The results of Mixed Design ANOVA for within subjects effects indicated that there was a significant mean difference between two classroom management scores of teachers. Teachers' ratings for student-centered items of the CMI were significantly higher than ratings for teacher-centered items; which points out that teachers use student-centered classroom management approaches more than teacher-centered approaches.

Reform attempts in Educational System of Turkey including the shift in the curriculum of primary education aim to settle constructivist learning principles in the primary schools' curricula in line with the changing educational settings throughout the world. It can be argued that results of change in the basic philosophy of primary school curriculum seem to reflect on participant teachers' approaches of classroom management. That is the use of student-centered classroom management approach is more conducive to constructivist learning environment than the use of teacher-centered approach.

Constructivist teachers encourage and accept student autonomy. Compromise and partnership of the teacher and the child promotes autonomy and allows the child to construct knowledge through his actions and experiences (Beasley, 1996). In order to

be able to sustain autonomy in the classroom, a democratic classroom atmosphere is a requisite. Teachers may enable students' creative thinking, foster them to discuss the topics liberally, to explain their ideas freely in a democratic classroom. Results of recent research conducted in Turkey are consistent with each other on the issue that teachers have democratic attitudes in classroom (Otluca, 1996; Atasoy, 1997; Güler, 2003).

In general there are not many studies conducted in Turkey to explore the classroom management approaches of teachers. A previous research (Duman, Gelişli & Çetin, 2002) conducted to explore management approaches adopted by high school teachers in establishing discipline in their classrooms from the perspectives of their students. Results of their study indicated that the teachers used teacher-centered classroom management approach rather than student-centered approach. Therefore results of the study did not reveal a consistent result with the present study. Since they conducted their study with high school teachers, the different conditions in high schools may be reason of this differentiation. Also Duman and his colleagues' research based on students' ideas while this study based on teachers' own ideas about their actions in the classroom. Self-reported data collected in this study from teachers may not be representing actual settings.

5.1.2. Teachers' Classroom Management Approaches with Respect to Gender and Experience

Another purpose of this research was to investigate the effects of gender and experience on classroom management approaches of teachers. Neither main effect of gender- as between subjects variable- nor the interaction effect of gender and type of classroom management approach were found significant. The results showed that there was not a significant mean difference between student-centered and teacher-centered management scores of teachers with respect to gender. That is to say gender difference does not affect the selection of a classroom management approach in primary schools.

This result is consistent with the other studies conducted in Turkey (Otluca, 1996; Arslantaş, 1998; Terzi, 2001; Öğ, 2003) and in the other countries (Martin, Yin & Baldwin, 1997) in order to explore the effect of gender on different classroom issues such as classroom management style, teacher-student relations, teachers' communicative skills, democratic attitudes. Researchers came up with no gender differences related to any of the classroom management approaches.

However, some other studies revealed a significant gender difference regarding classroom management approaches. In a separate investigation of gender differences, Martin and Yin (1997) concluded that females were significantly less interventionist than were males regarding instructional management and regarding student management. On the other hand, in another recent study Martin, Yin, and Mayall (2006) found that females scored more interventionist than males. Also in Turkey, in her study conducted on the classroom management strategies class teachers use, Erol (2006) found out that female teachers have more positive attitudes towards students in terms of management strategies than male teachers. The inconsistency in the results of these studies may result from the uncontrolled effect of other variables on classroom management approaches and different settings of the studies.

The main effect of experience, between subjects variable was found significant, which means that experienced and novice teachers did not have same classroom management orientation. The overall ratings of experienced teachers with more than 16 years are significantly higher than the ratings of their colleagues with the experience of less than 15 years. This finding suggests that teachers with more years of experience have a more student-centered orientation in classroom management than their colleagues who have less experience. However; the interaction effect between experience and type of classroom management approach was not found significant. This result indicates that mean scores of student-centered and teacher-centered management approaches did not significantly differ in experienced and novice teachers.

The result of this study is consistent with the previous research findings reporting the effects of experience on classroom management approach. Martin and Baldwin

(1994) and Laut (1999) found that novice teachers were significantly more interventionist than were experienced teachers. Also the studies conducted in Turkey resulted in similar findings. Akbaba and Altun (1998) found out that less experienced teachers are more interventionist in their classroom management approach compared to experienced teachers.

It can be concluded that years of experience in the teaching profession alone influence the extent to which a teacher exercises influence over classroom procedures. Different life experiences contribute to the formation of strong and enduring beliefs about teaching and learning and Foxworthy's (2006) study supported the idea that experience is a major contributor to the development of classroom management beliefs. Living and teaching in different settings might broaden the perspectives of teachers; provide them with tools of understanding and tolerance that benefit teaching students in today's changing classrooms.

However, in other studies investigation of the impact of teachers' experience levels on classroom management practices revealed contradictory results. Martin and his colleagues (Martin & Baldwin, 1992; Martin & Soho, 2000) came up with the result that experienced teachers were significantly more interventionist than were novice teachers regarding people and behavior management, but not regarding instructional management. According to the results of Öğ's study (2003) teachers who are experienced more than 8 years are more interventionist in instructional dimension than the less experienced ones.

Moreover, studies with no significant differences on teachers' classroom management approaches with respect to experience are available. Ritter (2003) did not come up with a significant difference on teachers' classroom management attitudes in terms of three dimensions- instructional, behavior, and people- with respect to years of experience. Terzi (2001), Otluca (1996) and Arslantaş (1998) did not find a significant difference in teachers' classroom management styles, democratic attitudes and communicative skills in classroom with respect to experience level.

As it can be deduced from the studies conducted both in Turkey and through the world, the experience level of teachers has sometimes created a significant difference on teachers' classroom management approach, sometimes not. It may be difficult to indicate facet of its effect as there are other variables influencing classroom management approaches which cannot be controlled. Furthermore, as the data for this study obtained from a limited number of teachers in a city of Turkey, the results cannot be generalized to all teachers in different cities.

Lastly, the interaction effect for classroom management, gender and experience was not found significant. This means that although teachers' classroom management approaches differ significantly based on the years of experience, this does not change for male and female teachers.

5.1.3. Teachers' Classroom Management Approaches with Respect to Type of Certification and Branch

The effects of type of certification and branch on the classroom management approaches of teachers were also investigated.

Main effect for the type of certification -as between subjects variable was found significant. This result points out that overall ratings for classroom management differs in traditionally certified and alternatively certified teachers. Alternatively certified teachers' ratings are higher than traditionally-certified teachers; and they have more student-centered approach for classroom management compared to traditionally-certified teachers. However; interaction effect for classroom management approach and type of certification was not found significant. This result indicates that the mean scores of student-centered and teacher-centered management approaches did not significantly differ in alternatively and traditionally certified teachers.

This result of present study is not consistent with the previous research findings that reported alternatively certified teachers were more interventionist (teacher-centered) in their classrooms. The low number of alternatively-certified teachers may simply

indicate that the sample group in the present study was not a true representation of the larger population of teachers. The results of the study conducted by Martin and Sohoho (2000) indicated that alternatively certified teachers are more interventionist in terms of instructional management than traditionally certified teachers. Ritter (2003) also reported that alternatively certified teachers were more interventionist in terms of behavior management. Moreover, Guliyeva (2001) found out that traditionally-certified teachers had more positive views about classroom environment than alternatively-certified teachers.

On the other hand, Gibbes (2004), Parker (2002, cited in Gibbes, 2004, p.71), Terzi (2001) and Arslantaş (1998) reported that teachers do not show significant difference in terms of their classroom management approaches, democratic attitudes and communicative skills with respect to their graduate programs.

Alternative-certification has been developed to solve the problem of teacher shortages in Turkey. However, as Gibbes (2004) mentioned alternatively-certified teachers are perceived to be ill-prepared to perform their responsibilities, particularly in the area of classroom-management from time to time. Nevertheless, in the present study alternatively-certified teachers' classroom management approaches seem to be more consistent with the constructivist learning environments since they are more student-centered in the classroom than traditionally-certified teachers. The reason of this may be that traditionally-certified teachers' experiences in a 4-year teacher training programs may lead these teachers to gain a controlled attitude towards students' behaviors and classroom activities as effective or responsible managers of classrooms. In addition, teaching practice courses in which students encounter with the complexity of learning environments may lead them to form interventionist approach in classroom management. Furthermore, some other variables such as class size might have an effect on this variable.

Main effect for the teachers' branch-as between subjects variable was found significant. This result points out that overall ratings for classroom management differs in classroom teachers and other branch teachers. The interaction effect for classroom management and branch was also found significant, which means the

ratings of student-centered and teacher-centered management approaches significantly differ in classroom teachers and other teachers. Classroom teachers have higher mean scores for student-centered classroom management and lower mean scores for teacher-centered classroom management approach compared to other branch teachers.

Since the type of subject may affect the classroom management approach teachers use, it was believed that basic differences exist between classroom teachers and other branch teachers, but there is slight information to verify this assumption. Inadequate amount of empirical information is available regarding the difference among teachers classroom management approaches with respect to the branch. The result of this study is consistent with Martin and Baldwin's (1996) study in which they investigated the differences between the classroom management approaches of elementary and secondary level educators and reported that elementary teachers scored significantly less interventionist than their secondary level counterparts. Also Galluzo and Minix's (1992, cited in Martin & Baldwin, 1996, p.5) study revealed that elementary level student teachers were much less concerned with their students' behaviors and attitudes than their secondary parts.

In Turkey, Gürşimşek and Göregenli (2004) investigated the humanistic attitudes and perceptions of democracy of teachers with respect to branch variable and they did not find out a significant difference among class teachers and the teachers of other branches.

Interaction effect for type of certification and branch was not found significant. Even though type of certification and have affected the branch of teachers classroom management scores of teachers independently, they do not have an effect when they are entered to the analysis together.

In addition, interaction effect for classroom management, type of certification and teachers' branch was not found significant. Although classroom teachers' classroom management scores are significantly different from the teachers of other branches, this did not change for the type of certification. Alternatively-certified classroom

teachers had similar ratings with traditionally-certified classroom teachers; as well this similarity is present for the teachers of other branches.

5.1.4. Teachers' Classroom Management Approaches with Respect to Average Number of Student

Another purpose of this research was to investigate the effects of average number of students that a teacher has in his/her classes on classroom management approaches.

Main effect for the average number of students-as between subjects variable was found significant. This results point out that overall rating for classroom management approaches differs in teachers having 30 and less students than teachers having more than 30 students. Moreover, interaction effect for classroom management approach and average number of students was found significant. This result indicates that the ratings of student-centered and teacher-centered management approaches significantly differed in teachers who have 30 and less than students and teachers who have more than 30 students in their classes.

Results suggest that when the teachers have more than 30 students in their classes, they tend to use more teacher-centered classroom management strategies. In other words, when the number of students in their classes decreases teachers tend to use more student-centered classroom management strategies in their classes. This means that class size is an important factor in selection of a classroom management approach for teachers. (Başar, 1999).The reason of this is clear that larger class sizes provide fewer opportunities for teacher-student interactions and thus impede the development of meaningful relationships also the monitoring of student behavior gets difficult.

This result of present study is consistent with the previous research findings reporting that class size is an important factor for a learning environment (Erden, 2001; Tutkun, 2002; Erol, 2006). Kutlu (2006) investigated the effect of some variables in the process of teachers' preparation of classroom environment. He found that an increase in class size causes a decrease in the implementation of student-

centered approaches. Also, the findings of Martin, Yin and Baldwin (1998) support Kutlu's (2006) findings. They investigated the relationship between class size and classroom management attitudes of teachers and found out as the class size increases, the level of teacher control increases especially in terms of behavior and people management strategies.

5.2. Conclusions and Implications

Through the reform movements in elementary education in 2005, new curriculum based on constructivist learning principles began to be implemented. Different from the previous one, in constructivist classrooms knowledge is not transmitted directly by the teachers; it is co-constructed by students making their own meaning. Students' autonomy- ability to cognitively construct the meaning from their experiences in a learning environment should be fostered by the teachers. Current conceptions of learning that emphasize construction of knowledge, enhancement of creative thinking, inquiry of knowledge do not fit with the conceptions of management such as behavior control- teacher-centered management approach. Teachers should change their approach to classroom management in accordance with the new curriculum. A basic principle for classroom management is that management system needs to support instructional system. In a social constructivist learning environment that emphasizes promotion of self-regulated learning, higher order thinking, construction of knowledge, a management approach that orients students towards compliance and passivity will be an impediment for achievement of the learning outcomes. That's why teachers should adapt their classroom management approaches to the new learning environments.

This study was conducted to explore classroom management approaches of teachers in the transmission period of learning environments; and all the teachers were trying to implement a constructivist instruction in their classrooms. The findings of this study showed that classroom management approaches of most of the participant teachers were consistent with the new way of instruction, teachers' scores on the inventory indicated that student-centered classroom management approach was implemented much more than teacher-centered.

On the other hand, teachers still widely use some basic management techniques such as rewarding students for appropriate behaviors which can be defined as teacher-centered. This shows that teachers perceive reinforcement as a student-centered technique although it is not suitable for self-initiated learning and intrinsically motivated learners. With in-service trainings, teachers firstly should be informed about the philosophy of constructivist curriculum so that they could adapt their practices as intended.

Besides, most of the teachers agreed that they directed students' transitions between activities, although in a student-centered environment, learners should decide by themselves to be self-regulated learners. The reason of this may be the crowded classrooms (77% of the participant have more than 30 students in their classrooms) and large array of topics required to be studied in a limited time. In the last open ended question of the inventory, most of the teachers complained about the unsuitability of the class sizes and insufficient time for the topics to be covered in a term for the implementation of new curriculum. Teachers do not have enough time to wait for all the students to pass over another activity by themselves and on their own rate. Large class size is also a central problem for the implementation of interactive strategies since forming groups, involving all the students, gaining cooperation, maintaining appropriate behaviors and using the time efficiently are more difficult in large classes than small classes. Furthermore, the results of the statistical analysis indicated a significant difference between classroom management approaches of teachers who have less than 30 students and teachers who have more than 30 students in their classes. Teachers who have less than 30 students in their classes tended to use student-centered management techniques much more.

In order for the new curriculum to be implemented properly, decrease in class sizes is a crucial step to be taken. Moreover, teachers may learn to use time more fluidly and teach students to use their time efficiently. Evertson and Neal (2005) redefined the classroom management for learner-centered classrooms since the complexity of a learning-centered classroom increases the challenge of classroom management. These new strategies for learner-centered classrooms may be presented to the

teachers with in-service and pre-service training programs, as well included in management courses of education faculties. As well, the intensity of the curriculum may be released so that teachers would not be in concern of keeping up with the plans and to cover all the units in a term.

The findings of this study also showed that teachers with the experience of more than 15 years tended to use more student-centered approach for classroom management. This is not an unexpected result since beginning teachers face with high level of stress and frustration as the result of classroom management concerns as reported by Rust (1992, cited in Martin & Baldwin, 1994, p.4). He also reported that teachers live a sense of disillusionment and shock when they meet the realities of classrooms. While beginning teachers start their profession by focusing on the quality of lesson planning, they come out with overly concern about controlling the students. That's why beginning teachers are more interventionist and use student-centered management techniques less than experienced teachers. Gaining experience in teaching donates teachers with the knowledge of student characteristics, the strategies to come up with the undesired behaviors, variety of activities to attract the attention of all students and the ability of making good use of time and space. In order for the beginning teachers to have these abilities and use student-centered techniques with ease, teacher education programs should focus on challenges of new learning environments.

Lastly, findings of the studies conducted on classroom management may add new dimensions to the assessment of teacher effectiveness and help policy makers develop a new teacher evaluation model for inspection in schools. In addition, the findings may be used as a source in training of prospective teachers. Moreover novice teachers may be informed about these results, and their repertoire of classroom management skills might be improved.

Implications for Research

Since this study is one of the first studies conducted about the classroom management approaches of primary school teachers in the implementation of

constructivist curriculum, the results of this study will lead to further researches in this area. Because some of the variables included in this study showed noteworthy patterns, they need to be handled in the following studies again, and their relations with teachers' classroom management approaches should be more deeply investigated. Furthermore, new variables which are likely to be related to teachers' classroom management approaches, such as age level of students, school district; need to be included in the further studies.

In addition, in this study classroom management inventory showed teachers' preferences to use student-centered management approaches rather than teacher-centered approach. However, the actual practices of the teachers are not known; so the self-reported data of teachers' classroom management approaches may be supported with other data sources such as observations and detailed interviews with teachers or students' to identify ideas about teachers' management practices; to obtain detailed and more realistic information about the management practices of teachers.

An important question which arises from this study might be how students' achievement in constructivist learning environments are influenced by teachers' management approaches. Although there are a number of studies relating achievement to classroom management, there is little evidence which tries to show the contribution of constructivist instruction supported by an appropriate management to the achievement of students.

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APPENDICES

APPENDIX A

SINIF YÖNETİMİ ANKETİ

Sayın Meslektaşım, bu anket ilköğretimde çalışan öğretmenlerin sınıf yönetimi tutum ve anlayışlarını belirlemek amacı ile hazırlanmıştır.

Bu anket sadece araştırma amacıyla kullanılacaktır ve araştırmacının kendisi tarafından incelenecektir. Lütfen formdaki hiçbir soruyu yanıtızsız bırakmayınız. Anket yaklaşık olarak 15 dakika sürmektedir. Adınızı yazmanız gerekmemektedir. Herhangi bir sorunuz olursa benimle iletişime geçebilirsiniz.

Katkılarınızdan dolayı şimdiden teşekkür ederim.

Seda YAŞAR

ODTÜ Eğitim Bilimleri Bölümü

Eğitim Programları ve Öğretim Ana Bilim Dalı

Yüksek Lisans Öğrencisi

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1. Cinsiyetiniz: K E
2. Mezun olduğunuz fakülte/ yüksekokul?
 - Eğitim fakültesi
 - Eğitim Enstitüsü
 - Fen/Edebiyat
 - Sosyal/beşeri bilimler
 - Fen Bilimleri
 - Diğer, belirtiniz.....
3. Eğitim Fakültesi mezunu değilseniz pedagojik formasyon dersleri aldınız mı? E H
4. Lisansınızı hangi alanda aldığınızı yazınız _____
5. Yüksek lisans eğitimi aldınız mı?
 - Evet, hangi alanda olduğunu belirtiniz _____
 - Hayır
6. Doktora eğitimi aldınız mı?
 - Evet, hangi alanda olduğunu belirtiniz _____
 - Hayır
7. Hangi dersleri veriyorsunuz? _____
8. Kaç yıldır öğretmen olarak görev yapıyorsunuz? _____
9. Kaç yıldır bulunduğunuz okulda çalışıyorsunuz? _____
10. Bu yıl/bu dönem kaç sınıfa ders veriyorsunuz? _____
11. Bu yıl/bu dönem toplam kaç öğrenciye ders veriyorsunuz? _____
12. Bir sınıfınızda ortalama kaç öğrenci var? _____

Lütfen aşağıdaki her bir madde için düşüncelerinizi ya da sınıfta yaptıklarınızı en iyi tanımlayan		Beni çok iyi tanımlıyor	Beni genel olarak tanımlıyor	Beni ne tanımlıyor ne tanımlamıyor	Beni tanımlamıyor	Beni hiç tanımlamıyor
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1	Sınıfta öğrencilerle birlikte ben de bir öğrenci gibi olurum.	5	4	3	2	1
2	Öğrencilerin kendi aralarındaki sorunlarını öncelikle kendi kendilerine çözmelerine fırsat tanırım.	5	4	3	2	1
3	Sınıfın kontrolünü sağlamak sınıfta arkadaşça bir ortam yaratmaktan daha önemlidir.	5	4	3	2	1
4	Okulun ilk günlerinde öğrencilerimden sınıfın düzeni ile ilgili kurallar oluşturmalarını isterim.	5	4	3	2	1
5	Öğrencilerin kendi davranışlarının sorumluluklarını üstlenmeleri gerektiğine inanıyorum.	5	4	3	2	1
6	Kurallar düzgün işlemediği zaman öğrencilerden çözüm önerileri sunmalarını isterim.	5	4	3	2	1
7	Mesela bir öğrenci derse izinsiz geç gelirse ceza olarak onu derse almam.	5	4	3	2	1
8	Öğrencilerin kendi kendilerine karar alabilmeleri için onlara sınıf içinde sorumluluklar veririm.	5	4	3	2	1
9	Kurallar düzgün işlemediği zaman duruma göre tecrübelerime dayanarak değişiklik yaparım.	5	4	3	2	1
10	Sınıf kurallarına uyulmasını teşvik etmek için kurallara uyan öğrencileri çeşitli şekillerde ödüllendiririm.	5	4	3	2	1

11	Öğrencilerin sınıf kurallarını benimsemeleri için kuralları oluştururken onların katılımı ve uzlaşması önemlidir.	5	4	3	2	1
12	Öğrencilerin kurallara uymayı öğrenmeleri kendi başlarına karar verebilmelerinden daha önemlidir.	5	4	3	2	1
13	Bir öğrenci ders dışı bir şeyle uğraşıyorsa bunun nedenini anlamaya çalışırım.	5	4	3	2	1
14	Etkinlikler arasında geçiş yaparken öğrenciler benim yönlendirmeme ihtiyaç duyuyorlar.	5	4	3	2	1
15	Sene başında sınıf oturma planı hazırlayarak öğrencilerin oturdukları yerlerin değişmemesini sağlarım.	5	4	3	2	1
16	Öğrenciler etkinlikleri yaparken mutlaka nasıl yapacaklarını gösteririm.	5	4	3	2	1
17	Sınıf-içi tartışmaların öğrenci kontrolünde ilerlemesi için çok fazla müdahale etmem.	5	4	3	2	1
18	Öğrencilerin sosyal ve zihinsel gelişimleri açısından gerekli olduğu için grup çalışmalarına sıklıkla yer veriyorum.	5	4	3	2	1
19	Grup çalışması yaparken öğrencilerin problemlerini kendi aralarında çözmeleri için fırsat tanırım.	5	4	3	2	1
20	Öğrencilerin sorulara doğru cevap veremediklerinde hatalarını hemen düzeltirim.	5	4	3	2	1
21	Bence öğrenciler ilgi alanlarına göre derste konu seçme şansına sahip olmalıdırlar.	5	4	3	2	1

22	Öğrenciler ilgi alanlarına göre öğrenmek istedikleri konuyu seçecek olgunlukta değildirler.	5	4	3	2	1
23	Bence öğrenciler kendi çalışmalarını kendileri değerlendirmelidirler.	5	4	3	2	1
24	Sınıfa girdiğimde öğrencilerin ayakta gezinmeleri benim için bir problemdir.	5	4	3	2	1

25	Derslerimde etkinliklere ayırdığım zaman planının dışına çıkmam.	5	4	3	2	1
26	Öğrenciler kendileri için neyin gerekli olduğunu bilemeyecekleri için değerlendirme benim kontrolüm altında olmalıdır.	5	4	3	2	1
27	Öğrenciler kendi öğrenme hızlarına göre bir etkinlikten diğer etkinliğe farklı zamanlarda geçtikleri için etkinliklerin zamanını belli bir süreyle kısıtlamam.	5	4	3	2	1
28	Sınıfa girdiğimde öğrenciler hala ayakta geziniyorlarsa bu benim için problem değildir.	5	4	3	2	1

29. Bu konuda başka belirtmek istediğiniz varsa lütfen yazınız.

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APPENDIX B

Kastamonu'da Bulunan İlköğretim Okulları

Yirmiucagustos İlköğretim Okulu	Karadere İlköğretim Okulu
Kayı İlköğretim Okulu	Şehit Yavuz Ulutaş Çelikoğlu İÖÖ
Kurucaoren İlköğretim Okulu	Karaş İlköğretim Okulu
İsfendiyarbey İlköğretim Okulu	Atabey İlköğretim Okulu
Atatürk İlköğretim Okulu	Abdulahhamit İlköğretim Okulu
Cumhuriyet İlköğretim Okulu	Ceritoğlu İlköğretim Okulu
Kuzeykent Merkez İlköğretim Okulu	Orgeneral Atilla Ateş İlkÖÖ
Akkaya Yatılı İlköğretim Bölge Okulu	Candarogullari İlköğretim Okulu
Esentepe İlköğretim Okulu	Sepetcioğlu İlköğretim Okulu
Darende İlköğretim Okulu	Kuzyaka İlköğretim Okulu
Kaşçılar Mescit İlköğretim Okulu	Elyakut İlköğretim Okulu
Vali Aydın Arslan İlköğretim Okulu	Merkez İlköğretim Okulu
Gazipaşa İlköğretim Okulu	Duruçay İlköğretim Okulu
Alı Fuat Darende İlköğretim Okulu	Hisarardı İlköğretim Okulu
Mehmet Akif Ersoy İlköğretim Okulu	Yıldırım Beyazıt İÖÖ
Kırkcesme İlköğretim Okulu	Şehit Şerife Bacı İÖÖ
Şeker İlköğretim Okulu	