



DISCIPLINE PROBLEMS FACED BY SCIENCE TEACHERS IN CLASSROOM MANAGEMENT AND SOLUTIONS FOR THESE PROBLEMS

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Abstract:

The aim of this study is to determine the classroom discipline problems faced by science teachers in classroom management and the ways of solutions they have developed for these problems. The study was carried out in the fall semester of the 2019-2020 academic year. In the study, scanning method, one of the descriptive research methods, was used. The sample of the study consists of a total of 55 pre-service teachers, 30 of whom are male and 25 of whom are female. The data of the study were obtained through a questionnaire developed by the researchers. The questionnaire includes 6 open-ended questions to identify the classroom discipline problems faced by science teachers in the classroom where prospective teachers are observers. The participants were given approximately 20 minutes to complete the questionnaire. Science teacher candidates also completed the questionnaire within the specified time. The data obtained from the questionnaire were subjected to descriptive and content analysis. The data obtained from prospective teachers are presented in the findings section in a purposeful and detailed manner. 2 faculty members and 2 teachers created the themes and codes for each question by jointly evaluating the answers given by the preservice teachers to the questionnaire. It was determined that 2 faculty members and teachers agreed to a large extent on the results obtained. As a result of the study, the teachers; it was determined that they encountered behavioral problems such as indifference, disrespect, behavioral disorder, lesson adaptation, communication, psychological problem, and order. It was concluded that the negative behavior problems encountered were caused by teachers, students and environment. On the other hand, it was determined that behavioral problems, financial

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situation and technology were the basis of students' displaying behaviors that cause problems in the classroom. Another conclusion reached in the study is that students exhibiting undesirable behavior are exposed to various reactions. In the light of the results obtained, suggestions for solutions that can be developed by revealing the underlying reasons of students' undesirable behavior are presented.

Keywords: classroom discipline problems, science teachers, classroom management

1. Introduction

Managing life in education and training environments in the process of rapid change and development has made change inevitable in the roles and responsibilities of teachers who are the managers of the process. In this respect, it is important for teachers to organize the classroom life in a professional manner in order to maintain an effective and efficient education. As the classroom is a common living space where learning and teaching activities are carried out, it is instructively critical to increase the quality of the teaching service as much as possible. In this respect, the importance of classroom management becomes apparent.

It is noteworthy that there are differences in the definitions of classroom management as well as similarities in the literature. Classroom management can be defined as a broad concept, which includes a series of behaviors and strategies that teachers use to manage students' behaviors in the classroom, as well as applying school management to the classroom (Akan, 2017, 3). Classroom management can also be defined as the ability to use the time devoted to teaching in a functionality that fulfills the objectives (Okutan, 2015, 1) and organizing class activities for students (Balay, 2019, 2) to ensure effective learning takes place. The class should be designed in accordance with the realization of the instructional purposes in terms of being the most important living space where the teaching activities, which are about 180 working days, take place (Başaran, 2015, 3). Classroom management is necessary to create and maintain an appropriate learning environment. Classroom management is also affected by the classroom environment, the individual's psychological characteristics, and out-of-class factors. This shows that classroom management has some difficulties. Therefore, teachers should integrate their experiences with their practices (Taş, 2018, 35). Teachers' leadership behaviors, which are the main managers of the learning-teaching process, must provide assistance without prejudice to students, value self-esteem, and ensure that students continue their motivation to learn by organizing activities that will ensure continuous learning (Gökçe, 2016, 69-71).

The teacher-student relationship changes depending on whether students' needs in the classroom are met. Students spend most of their life with their teachers. Therefore, teachers are responsible for both student work and effective classroom life. Effective teachers are aware of their positive effects on their students. Researches show that teacher-student relationships affect academic achievement and student behavior. The

main factor affecting the behavior, success and motivation of all students is positive teacher-student relationships (Jones and Jones, 2001, 78-80).

The behavior of the teacher in the classroom can have positive effects on the student as well as negative effects. Communication between teacher and student can have positive effects on the student. The fact that this process, which is shaped under the personal and professional qualifications of teachers, is bidirectional (Ekici, 2004, 50).

In the research conducted by Rocks, Baker and Guenny (1985), it was determined that there was a strong relationship between communication and success. In the study conducted by Schwarzwold, Hoffman and Rotem (1988), it was found that the atmosphere of the class affected academic achievement and interpersonal relations (by Uslu, 2002, 34). Teachers who have good communication with their students in the classroom prepare an environment for high academic achievement and students' desired behavior change while performing a successful teaching activity (Celep, 2001, 19).

In order to be effective in classroom management, the teacher should be able to master the subject and attract the attention of the student. The well-organized teaching environment also increases the success of classroom practices. For an effective teaching, all aspects of the teaching environment must be organized. This environment is the environment where the process of transmitting information occurs and the student interacts with the subject, consisting of staff, tools, equipment and organization elements. The teacher should be in this environment, integrate with students, and follow a systematic way for students to use new technologies (İmer, 2000, 151-152). Because good classroom management depends on good teaching. In this respect, a quality educational purpose is a classroom management tool. One of the most important variables of student success, perhaps the most important, is classroom management. Research shows that the differences in the structure and management of the class affect the success as well as the individual differences of the students (Başar, 2004, 11).

Better environments that children can learn provide good classroom management. For this reason, the teacher should take care to create an interesting and comfortable classroom environment (Hollingsworth and Hoover, 1999). In the research conducted by Anderson and Walberg (1974), it was emphasized that 30 % of the difference between students' achievements depends on the learning environment and 7 % on intelligence level (by Uslu, 2002, 9). In the research conducted by Cogan (1956), the sincere behavior of the teacher positively influenced the work of the student on his own will, and the teachers of the teachers who were creative, cooperated with his students in the research of Solomon and Kendall (1976), enabled them to participate in class activities and were creative. In terms of academic achievement, it has been observed that the teachers forming the traditional classroom environment are better than their students (by Ekinci, 2000, 29). In the research of Duruhan et al. (1990), 67 % of students stated that teacher attitudes and behaviors were effective on their success; The students who agree with this opinion reach 93 % together with those who state that they have an effect on their "partial" success. This result shows that teacher attitudes and behaviors are an effective factor on student achievement.

2. Methodology

This study was carried out in the fall semester of 2019-2020 academic year according to the screening method, which is one of the descriptive research methods. The purpose of screening research is to determine the opinions of the individuals participating in the study on a topic (Büyüköztürk et al. 2010, 16). In this way, the analysis of the data obtained from the participants can be evaluated by different methods and the results can be obtained. The reason for choosing this method in this study is to identify classroom discipline problems faced by science teachers in classroom management and to develop solutions for these problems.

2.1. Sample

The study group of this research, which was carried out in order to determine the classroom discipline problems faced by science teachers in classroom management and the solutions to these problems from the perspective of science teacher candidates, constitutes 55 pre-service science teachers studying at a university in the Black Sea region. These candidates were selected with the purposeful sampling method. The reason for choosing 4th grade teacher candidates in this study is that they have the opportunity to observe the experiences of teachers for the first time in the school environment and to be able to comment on the subject. The mentioned working group includes 30 female and 25 male teacher candidates. The teacher candidates who make up the working group are in the class of their teacher, who is a counselor in connection with the school experience lesson, 4 hours a week.

2.2. Process Steps

The steps followed in this study are as follows.

- By reviewing the literature, 8 draft questions that form the open-ended questionnaire were determined.
- The open-ended questionnaire form was examined by 2 faculty members and 2 teachers who were experts in the field, and the questions were reduced to 6 in line with their opinions and arrangements were made on some questions.
- The draft questionnaire consisting of 6 questions was applied to 10 people, and the questions that were not understood and how long they should be allocated to the questionnaire were determined. Again, since the problem was understood in the understanding of question 1, this question was edited. The time required for the questionnaire to be 20 minutes was considered sufficient by the researchers.
- The survey, which was finalized, was applied to individuals in the study group. The data obtained were evaluated by content analysis and descriptive analysis.

2.3. Data Collection

The data of the study were obtained from the questionnaire developed by the researchers. In order to ensure the validity of the scope of the questionnaire, the opinions of two

teaching staff, one in Science Education and 1 in the field of Educational Sciences, and two teachers were taken and necessary corrections were made on the questionnaire in line with their opinions. The survey form consists of two parts. In the first part, demographic information was asked from the participants, and in the second part, 6 open-ended questions were used to determine the opinions of the pre-service teachers about the classroom discipline problems faced by the teachers and their solutions for these problems. The questionnaire consisting of 6 open-ended questions was applied to 10 people for the preliminary study. The participants were given approximately 20 minutes to complete the questionnaire.

2.4. Analyzing of Data

The questionnaire was distributed to 55 pre-service teachers studying during the class and 20 minutes were given to answer. The data obtained from the survey were subjected to descriptive analysis and content analysis. Two faculty members and two teachers jointly evaluated the answers given by the preservice teachers to the questionnaire and determined the themes and codes for each question. Depending on the themes and codes revealed, the frequency and percentage of each expression is given. The statements made by the preservice teachers under the table are indicated in percentages. The opinions of the participants about each question were frequencyed according to the appropriate codes created based on the answers given by the female and male teacher candidates and the percentages are shown according to the sum of these frequencies. Frequency totals are not always 100 % since frequencies related to codes are calculated according to the results of open-ended questions and a participant sometimes expresses opinions about more than one code in his reply. In addition, sample sentences (such as S1, S2) of the pre-service teachers' opinions regarding the codes specified in the tables are given.

3. Findings

The data about the types of behaviors that science teachers use in managing the negative behaviors they encounter in classroom management are given in Table 1.

Table 1: Behaviors applied by science teachers in managing the negative behaviors they encounter in classroom management

Theme	Code	Frequency	Percentage (%)
Behaviour Problems	Indifference	12	15
	Disrespect	10	12
	Behavioral disorder	28	35
	Adaptation to the course	8	10
	Contact	16	20
	Psychological problem	6	7
	Order	1	1
Total		81	100

When the data in Table 1 are analyzed, it is seen that the negative behavior types that science teachers encounter in classroom management are gathered in the theme of behavioral problems. These behavioral problems are also indifference (15 %), disrespect (12 %), behavioral disorder (35 %), lesson compliance (10 %), communication (20 %), psychological problem (7 %) and order (1 %). determined to be.

The data obtained from teachers' thoughts about the causes of negative behavior problems they encounter in classroom management are shown in Table 2.

Table 2: Causes of negative behaviors faced by teachers in classroom management

Theme	Code	Frequency	Percentage (%)
Sourced from teachers	Dominance	9	9
	Indifference	9	9
	Behavior disorder	20	21
	Ethical rules	3	3
	Time management	3	3
	Psychological causes	9	9
	Teacher	12	12
	Contact	4	4
Sourced from students	Listening problem	16	17
	Indifference	9	9
	Inability to focus	4	4
	Puberty	2	2
	Behavior disorder	20	21
	Need	1	1
	Age	2	2
Environment	Psychological causes	9	9
	Contact	4	4
	Learning environment	2	2
	Grade level	5	5
Total		143	100

When the data in Table 2 are examined, the reasons for the negative behavior problems that science teachers encounter in classroom management; It is observed that it is gathered in three themes: teacher-borne, student-borne and environment. Domination (9 %), indifference (9 %), behavioral disorder (21 %), ethical rules (3 %), time management (3 %), psychological causes (9 %), teacher (12 %) and communication in teacher-related problems It was determined that they had problems (4 %). On the other hand, problems related to students are not listening (17%), indifference (9 %), inability to focus (4 %), adolescence (2 %), behavioral disorder (21 %), need (1%), age (2 %), psychological causes (9 %) and communication (4 %). In addition, it was determined that the problems arising from the environment were learning environment (2 %) and grade level (5 %).

Some teachers' opinions about the causes of negative behavior problems they encounter in classroom management are given below;

“Students who do not attend the classes speak without having a voice during the lesson.” (S34)

“In class, the interest of the students in the classroom shifts in other directions, and communication is often disrupted.” (S43)

Data obtained from teachers' opinions about the reasons underlying students' displaying problematic behaviors in the classroom are shown in Table 3.

Table 3: Reasons underlying students' displaying problematic behaviors in the classroom

Theme	Code	Frequency	Percentage (%)
Behaviour problems	Psychological causes	36	44
	Indifference	19	23
	Behavior disorder	7	9
	Contact	4	5
	Threatening	1	1
	Teacher	7	9
	Puberty	3	4
Financial situation	Special education	1	1
	Economic situation	3	4
Technology	Contact	4	5
Total		82	100

When the data in Table 3 are examined, it is seen that the reasons underlying students' displaying problematic behaviors in the classroom are gathered in three themes, behavioral problems, financial status and technology. Behavioral problems; psychological causes (44 %), indifference (23 %), behavioral disorder (9 %), communication (5 %), threat (1 %), teacher (9 %), adolescence (4 %) and special education (1 %) determined as. The financial situation is related to the economic situation (4 %). It has been determined that technology is related with communication (5 %).

Some teachers' opinions about the causes of negative behavior problems they encounter in classroom management are as follows;

“Teacher attitudes and behaviors, domestic violence and economic situation can be counted as negative behavior problems.” (S29)

“The student does not think that he/she can accomplish something or that the people around him do not think that they can do something. Students' minds are elsewhere. Having a problem with friends or family. No exam anxiety.” (S33)

“The circle of friends has been subjected to negative behaviors within the family and they are exposed to the same behavior at school. Trying to prove that they are the strongest. They just entered puberty.” (S34)

Data obtained from pre-service teachers about the reactions of students who show unwanted behavior from their teachers are shown in Table 4.

Table 4: The reactions of students who show undesired behaviors from their teachers

Theme	Code	Frequency	Percentage (%)
Reaction	Warning	42	49
	Behavior disorder	12	14
	Reward- punishment	21	25
	Activating teacher	3	4
	Responsibility	2	2
	Listening	2	2
	Guidance	1	1
	Contact	2	2
Total		85	100

When the data in Table 4 are examined, it is seen that the reactions of the students who show undesired behaviors from their teachers are gathered under the theme of reaction. The reaction theme is warning (49 %), behavioral disorder (14 %), reward-punishment (25%), activating the teacher (4 %), responsibility (2 %), listening (2 %), guidance (1 %) and It was determined that it was collected in subgroups such as contact (2 %).

The opinions of some pre-service teachers about the reactions of the students who show unwanted behaviors from their teachers are listed below.

“The teacher has given up the student. He doesn't care about the student. If the student continues and makes the teacher more annoyed, the teacher shows heavy accusations, disgrace, and harsh warning behavior.” (S4)

“The teacher can kick that student out of the classroom. In the classroom environment, he can establish humiliating sentences with his friends. It can give the student a minus. Some teachers may ignore that behavior. The teacher can communicate with that student through contact, touch.” (S32)

“Although he used the first type of punishment (insult, violence, etc.), the student does not have any behavior change.” (S39)

The data obtained based on the opinions of teacher candidates regarding the effects of negative student behaviors on the classroom environment, teaching process, teacher-student relations, student-student relations are shown in Table 5.

Table 5: Effects of negative student behaviors on classroom environment, teaching process, teacher-student relations, student-student relations

Theme	Code	Frequency	Percentage (%)
Sourced from teacher	Dominance	3	4
	Course process	4	5
	Indifference	5	6
	Time	2	2
	Contact	7	8
	Behaviour	24	29
Sourced from student	Noise	7	8
	Learning difficulty	1	1
	Disrespect	2	2
	Distractibility	6	7
	Indifference	5	6
	Contact	7	8
Environment	Behaviour	24	29
	Classroom environment	22	26
Total		83	100

When the data in Table 5 are examined, the negative student behavior; It is seen that the effects on classroom environment, teaching process, teacher-student relations and student-student relations are gathered in three themes: teacher-oriented, student-borne and environment. Those originated from teacher; dominance (4 %), course operation (5 %), indifference (6 %), time (2%), communication (8 %) and behavior (29 %). The students are listed as noise (8%), learning disability (1 %), disrespect (2 %), distraction (7 %), indifference (6 %), communication (8 % and behavior (29 %).) on the other hand, it was handled as a classroom environment (26 %).

The opinions of some teacher candidates regarding the effects of negative student behaviors on the classroom environment, teaching process, teacher-student relations, student-student relations are as follows;

“Classroom environment: It affects negatively. Everyone is starting to imitate those behaviors. Learning process: Some kind of process cannot be defined. There is a disconnection in the subject and the subject constantly. Teacher-student relationship: Love and respect for each other remain in no way. The student-student relationship takes place in the same way.” (S4)

“Continuous noise and humming occur in the classroom environment. Therefore, the course of the course is disrupted. The lesson goes on. Therefore, the teacher cannot train what he planned in the lesson. It raises students’ voices and creates a negative effect between them. The student does not like the teacher either, which negatively affects the relationship between the teacher and the student.” (S53)

The opinions of the pre-service teachers about managing the behaviors that are seen as negative in terms of classroom management are shown in Table 6.

Table 6: Managing negative behaviors in terms of classroom management

Theme	Code	Frequency	Percentage (%)
Violence	Threat	1	1
	Rule	7	9
	Behaviour	4	5
Responsibility	Dominance	6	8
	Activating	9	12
	Technology integration	1	1
	Be interested in	5	6
	Giving responsibility	5	6
	Warn	17	22
	Understanding	6	8
Guidance	Guidance	3	4
	Attention	2	3
	Contact	6	8
	Time management	1	1
	Punishment-reward	4	5
Total		77	100

When Table 6 is analyzed, managing behaviors that are considered negative in terms of classroom management; violence, responsibility and guidance are addressed in three themes. It was determined that violence was a threat (1 %). Responsibility has been determined as rule (9 %), behavior (5 %), domination (8 %), activation (12 %), technology integration (1 %), engagement (6 %) and responsibility (6 %). On the other hand, the guidance dimension is to warn (22 %), understanding (8 %), guidance (4 %), attention (3 %), communication (8 %), time management (1 %) and punishment-reward (5 %). determined to be.

The opinions of some pre-service teachers about managing behaviors that are considered negative in terms of classroom management are as follows.

“When I see a negative behavior, I appeal to the general class based on the student who shows negative behavior first. Then, if the behavior continues, I warn that student exactly. If the behavior continues, for example, if the behavior of the course is disruptive, that is, if I talk to friends in the class and prevent other friends from listening, I ask him about the subject and ask him to draw his attention to the lesson.” (S33)

“If I have students who are constantly moving in my class, I plan to spend their energy by giving him simple tasks in the classroom. When I notice my students, who are not interested in the lesson I told in class, I ask questions and try to get answers from students

who are not particularly interested. If I set out from my observation in my internship, the students listen to the lesson more carefully when they learn that they will receive an award at the end of the lesson.” (S34)

4. Conclusion, Discussion and Suggestions

In this study, it was determined that what science teachers face in classroom management, what discipline problems they encounter and the solutions they put forward for these problems are determined from the perspective of science teacher candidates. Conditions such as indifference, disrespect, behavioral disorder, adaptation to the lesson, communication disorder, psychological problem, and disorder are identified as the ones that stand out from these behavioral problems.

On the other hand, it was determined that behavioral problems, financial status and technology were the basis of students' behaving in the classroom. It is pointed out by prospective teachers that there are situations such as psychological causes, indifference, behavioral disorder, communication, threat, teacher, adolescence and special education especially under behavioral problems. As stated by Varış (1988, 117-118), the teacher, who constantly interacts with the student, performs teaching, and changes behavior towards the subject and the objectives of the National Education, affects his students with his attitude, habits and behaviors as well as transferring information.

It was found out that the negative behavior problems encountered in the study originated from teachers, students and environment. Cases such as domination, indifference, behavioral disorder, ethical rules, time management, psychological reasons, teacher and communication problems are determined as teacher-related problems. On the other hand, it is stated by teacher candidates that factors such as not listening, indifference, lack of focus, adolescence, behavioral disorder, need, age, psychological causes and communication are student-induced behavioral problems. In addition, prospective teachers have the view that the teaching environment and classroom level may also create behavioral problems.

Under the negative behaviors faced by science teachers in classroom management, the problem of behavior disorder ranks first. It is seen that science teachers prefer warning and reward-punishment at the beginning of their responses to and against unwanted behaviors.

Another conclusion reached in the study is that students exhibiting undesirable behavior are exposed to various reactions. Examples such as warning, behavioral disorder, reward-punishment, activating teacher, responsibility, listening, guidance and contact are examples.

In addition, it is stated by pre-service teachers that negative student behaviors have many negative effects on classroom environment, teaching process, teacher-student relations and student-student relations. The worry of the teacher about losing class dominance leads to problems in the course, the negativity, communication, behavior, noise, learning disability, disrespect, distraction, and deterioration of the classroom

environment. Since any type of behavior that hinders educational activities can be considered as undesired behavior, these behaviors will also reveal negativities such as disrupting class order and functioning, preventing achievement of goals, and especially misuse of time.

The teacher, which is the crucial element of an effective classroom management, has an important place in the professional success of the teacher. In this regard, it is important for the teacher, as an effective classroom manager, to prepare the classroom for teaching processes, determine the rules, apply, supervise and plan and evaluate the teaching, to gain the desired behaviors (Tutkun, 2006, 238).

Good classroom management is considered as the first step to succeed in education. For this reason, the leadership role of the teacher comes to the fore and it is important for him to know the group dynamism. In this respect, classroom management and teaching are interconnected and those who are successful in classroom management are considered qualified teachers (Demirel, 2003, 169).

In another result of the study, it was determined that different ways were used to manage the behaviors that were considered negative in terms of classroom management in the classroom. It has been demonstrated by prospective teachers that violence, giving responsibility and guiding can be helpful in managing negative behaviors. This result is in line with the view that the environment of cooperation, which includes understanding, tolerance, love, and caring, will not only encourage students to help, share and adopt, but also remove unwanted behaviors (Saritaş, 2003, 74). While Brophy (1979) stated that teacher attitudes and behaviors directly affect students, Fidan (1996, 11) suggests that the teacher, who is one of the most important organizers of the educational environment, is responsible for managing the environment in the way that shows the effect of this environment best.

Class management, which imposes important responsibilities on teachers, who are the implementors of educational programs, such as efficient use of lesson time and control of undesired behaviors, has an effective place in the learning and teaching process. The fact that the teacher reflects his active position in this process to his students with his positive behavior constitutes the focal point of his teaching responsibility (Topal, 2007, 20). Successful teachers have good relationships with their students. Good relationships both guide students' learning and are key to good discipline. Many disciplinary problems can be avoided when teachers have good relationships with their students regarding teaching and learning. Positive teacher-student relationships affect students' taking responsibility as well as their academic success at school (Clifford, 2000, 319).

It can be beneficial for teachers to take care to develop their competence in adolescent psychology and classroom management in order to deal with such problems, as it is pronounced that a significant part of the problems faced by teachers in classroom management arise from adolescence, psychological problems and behavioral problems. The results of this study are supported by the teacher and teacher behaviors, which are the main problems encountered in classroom management. In this respect, it may be

suggested that teachers should pay attention to establish a healthy communication and cooperation environment in order to reduce the problems encountered in classroom management and to allocate more time to educational activities.

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