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Teachers and Students Perceptions towards teachers classroom management applications in primary schools

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Abstract

This study aims to investigate how the functioning of primary school classroom management is carried out. Sub-aims of this study are what the application methods of class and branch teachers are in primary schools, qualities of these methods, plan and program preparations, what preparations are before course period, how the teachers manage the relationship in their classrooms, how they prepare teaching environment, whether the teachers control the target aims are gained to the students or not, how the teacher prevent occurring misbehaviors in the classroom, reasons of misbehaviors occurring in the classroom, and which methods the teachers use try to prevent misbehaviors in the classroom. The sample of the study consists of teachers serving in Fagamusta, TRNC. A reliable and valid tool is used to collect data. Findings of the study show that teachers need classroom management training.

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1. Introduction

The mutual side of different definitions for education is, changing behaviour and behaviour constitution based activities. Teaching is the preliminary endeavour at structuring the learning behaviour. The indicator for learning levels of people are their diplomas, on the other hand the indicator for teaching levels are their behaviours. Today, the need is for the people, who know how to learn, could reach the right information, produce new information by thinking and solve problems, not to those who carries and does not make use of the information. In order to provide a well qualified learning beside of application circumstances of the information, the learning should be repeated, embodied. The generation, sustainability and development of this particular mechanism require appropriate class management skills from the teachers. Teachers should be conductors for the information source and facilitator education leaders. Thus, the people who do the right should be educated not the ones who do only their rights (Başar, 2002; Alkharsu, 2010; Pieri & Diamantini, 2010).

Teacher is the most significant environment factor at student learning (Bravo, Enache, Fernandez, & Simo, 2010; Severino & Messina, 2010; Morris, 2010). From a student’s point of view, teacher and learning subjects identifies (Gumuseli & Hacifazlioglu, 2009). Most of the students, take the teacher as a role model if they like him/her (Sahin & Sari, 2010). Accordingly a teacher should carry sample characteristics for their students. The most important characteristic for teachers is to have close, friendly and effective relationship with students. We could illustrate two different kinds of teachers on this subject. The Friendly teachers are the teachers, who are able to transfer their

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feelings to students, accept the feelings of them, and attempts to find solutions for the reported problems by the
students. Prepares an atmosphere for students to express their thoughts and feelings freely. This kind of teachers acts
respectfully, honestly and kindly to their students. Also the teacher aware of that it is normal for students to make
mistakes during their learning. For this reason they try to avoid being offending. It does not build a feeling like
inferiority and condemnation in the case of mistaking or missing. This type of teacher generates an appropriate
learning mood. As for the second type of teachers, they are irrelevant and usually stand away from the students.
Although most of these particular types of teachers like their students, they avoid being friendly with them. They
only believe that they do their mission by teaching. These teachers are not aware that the learning effect would
increase when the distance between a teacher and learner gets narrower (Sezgen, 1988)

Class management is one of the most significant aspects of teaching because of the reason that teaching could be
more effective when a proper class management is applied. It does not matter how excellent a teaching is set, it is
not possible to be successful unless a class is managed accurately. As a result class management should be regarded
as the basic ingredient at making the teaching successful (Erdoğan, 2003; Yılmaz, 2009; Halstead & Jiamei, 2009)

The term class management is not only the physical arrangement of the class, efficient use of sources and
generating a class where there is no problem and making the students join all the teaching activities. A teacher is
responsible with teaching a particular subject at a high state in a certain period of time to all students. In
accordance, a teacher should take into consideration any of the clues and feedbacks from the students and after
evaluating them, the teacher is responsible with demonstrating the required behavior. It does not matter how much a
teacher is effective at teaching a subject, the teacher cannot force students to learn, if the class management and
control is lacked, he or she could not be successful (Celep, 2002; Demirel, 2009)

The class management skill is directly related with teachers’ experience. How much high a teacher’s sufficiency
and controlling the teaching atmosphere is, some of the students in the class environment could disturb the learning
activities by their undesirable behaviors. Some of the students could not focus on the lesson or attend the learning
activities. On the other hand, some students have conversations with their friends, out of the lectures with the aim of
preventing activities. Yet again, in the same class there could be another student group could wish to obtain the
maximum information in the lesson. A lot of different student behaviors as mentioned take place in a class at a
time, could produce problems at class management even for the most patient and experienced teachers. With the
purpose of preventing and managing possible undesired behaviors, the teacher should generate a group approach to
all the class besides deal individually with each student at a time in the class. (Korkmaz, 2003)

As for School, it eases the life of students and it is the place where faithfulness is provided by under control of
teachers and directors. The provided information at schools is supplied from easy to hard, simple to complex.
The other function of a school is the prevention and cleaning of unwanted easy encountering behaviors from
external environment to enter the school. Any of the unwelcomed life factors for students are cleaned. Accordingly
further coming community is discarded from any undesired behaviors; furthermore it is attempted to extinguish any
effects of it. The uses of sources in educational activities are depending on schools educational management
quality. This quality should take place in all of the stages of education management hierarchy. One of these stages
is class management. (Başar, 2002)

1.1. Aim

This study aims to achieve how class management is done at primary schools.

This study’s subsidiary aims are, class and branch teachers’ class managements at primary schools, here are
some of them;

1- What the application techniques are,
2- What the characteristics of these particular techniques are,
3- How planning and programming preparations are made, What the preparations for a class before a studying
semester are,
4- How the configuration for relationship is made,
5. How an educational atmosphere is prepared,
6. Determining whether the teaching has reached its aims or not,
7. How unwanted behaviors are prevented,
8. The reasons of undesired actions in the class,
9. How unwanted behaviors are tried to be changed (The techniques could be used while changing a particular unwanted behavior.)

2. Method

In this essential research, questionnaire and source browsing techniques were used. This research’s sampling were becoming from class teachers and branch teachers.

The questionnaire was applied to four years old group teachers, nursery, first, second; third, fourth, fifth classes’ teachers and arts, music, physical education and English teachers who are regarded as sample from 16 out of 26 primary schools connected to the county Gazimagusa.

The total number of teachers at primary schools connected to Gazimagusa County was 308. Just 170 of these teachers were regarded as sample.

In order to approve the validity degree of questionnaire answered by the teachers, a research questionnaire had done on 2 pilot schools’ 3rd 4th and 5th class students out of 16 primary schools.

2.1. Limitations

1. In terms of questionnaire and source browsing technique,
2. The teachers’ answers to the questionnaire in the sample group,
3. The answers of chosen 2 pilot school students to the questionnaire,
4. Are limited with browsed sources.

2.2. Premises

Here are the findings raised from premises;
1. The truthfulness of answers given for the questionnaires by teachers and students,
2. The answers obtained from the students questionnaire’s carries the qualifying approval or disapproval of teachers questionnaire results,
3. Each teacher has his/her own technique of class management,
4. All teachers have his/her own developed techniques in order to prevent and change unwanted behaviors in the class with the aim of providing excellent learning.

3. Conclusions and Recommendations

Questionnaire applied to students was used to approve the questionnaire answers of teachers. According to the results of the questionnaire it could be said that; teachers’ attempts to get to know their students individually, form close, honest and trust based relationships are not sufficient. Teacher and student questionnaires are clarifying this. If it is thought that the development of class management skill is one of the primarily roles at meeting the goals of teaching and learning and there is a direct proportion with good state of communication between student and teacher, it could be said that teachers’ attitudes are affecting the education negatively.

According to the research results class management application characteristics are weaker than it was figured out. The student results are seen that the process of lecturing, duplicating degrees and feedback consideration proportions are lower when compared to teachers’ results. the state of The phases of education and teaching From the teacher
questionnaires, it was observed that teachers are aware of adequate applications, however it is claimed that these specified applications are not done sufficiently by the students.

In the questionnaires, it was seen that the group works that could improve the teacher and student cooperation are not applied adequately. Although it requires more energy to provide discipline, these particular techniques considerably assists to socialize the students and improve their personal characteristics, accordingly it had to be applied more.

The other lecture processing method which was question-answer did not used very often. Although it was accepted by all the teachers that experiment plays a key role at creating permanent learning’s, the research demonstrated that this particular technique was one of the methods that were applied very rarely.

Moreover it is seen that teachers preferred the sitting regulates which make the teachers eligible to use less energy, the students be silent and have very little communication with each other.

The recent hanged apparatuses (lecture materials) on the boards about the lecture subjects take the attention of students and address various sense organs of them, by this way the learning eases. However when a particular time passes from hanging of the apparatuses, it loses the educational value and the students do not realize. Thus the changed apparatuses according to lecture subjects affect teaching positively. When the answers is evaluated provided by students on this essential topic, it is seen that apparatuses are not changing very often.

The evaluation and control whether the aimed behaviors are gained by the students or not at the end of each unit is one of the most important stages of education. When the evaluation is not made, the new units are usually built on possible arising lacks which means to build a house without a proper base. The survey results of students illustrated the claim that this significant aspect was not done by the teachers very often.

The most effective way of preventing unwelcomed behavior is eye contact. It was concluded that some teachers used this significant method with certain frequency; however most of them do not use it at all. One of the ways of preventing undesired action is to make a general verbal attention without offending the student. By this way, the student is not offended, therefore he/she becomes aware of his/her mistakes and could transform it as a result the student does not continue to demonstrate such behaviors. The teachers who took the questionnaire demonstrated that generally they are using this particular method however beside this a small group of students claimed that their teachers are not using it. Illustrating what the unwanted and wanted behavior was another highlighting method that could be used. According to the results it was observed that this significant technique is accepted and used by the teachers. A small number of teachers mentioned that they are using brute force in order to prevent unwelcomed behavior, on the other hand large numbers of teachers do not use it, yet a considerable number of students emphasized that sometimes this technique was used.

A small group between students and teachers highlighted that discipline problems are arising from family problems but very large student group believed they are not. Although it was thought by the teachers that lack of attention is one of the reasons that cause discipline problems this was disclaimed. The other point which was believed that causes discipline problems by the teachers and disclaimed by the students was socio-cultural and economic insufficiency of students’.

It was determined that the use of punishment by the teachers for the prevention of unwanted behavior is higher than it is claimed. On the other hand the proportion of prize use for the prevention of unwanted behavior was smaller for the students compared to teachers’ claims.

As it could be understood from the results of questionnaire, teachers are aware of the ideal class management, in other words, it was seen that teachers accepted the basic formation for teaching. Besides, the student questionnaires for the approval of teacher questionnaire results illustrating that mentioned skills for the class management were not used in provided proportion.

Teachers’ theoretical knowledge on being good teacher does not make them good teachers. It is one of the biggest grievances that could be done for the students not to use the methods sufficiently in the classes for
permanent learning. The tools and techniques should be used in order to create a learning atmosphere with the aim of easing the learning also this would ease the way of teachers when reaching their objected goals that should be gained by the students at the end of the course.

The prevention and remove of discipline problems should be generated by considering students physical and psychological developments.

The lack of class management skills could be shown as the result of insufficient control. The inadequate number of inspectors in primary schools, insufficient control of teachers by the ministry, has left education and teaching to teachers’ conscience. This deficient control would lead the education reach its contemporary educational objectives tardily. Besides this thought, it was thought that recruited inspectors for primary schools in 2007 would be guidance for the teachers and take a key position in education by solving the controlling problems. However today, the deficiency in the number of inspectors, we are facing with controlling problems. Besides, insufficient in-service education courses applied to the teachers, and school directors are also regarded as one of the weaknesses of education. The efficiency would be increased if these in-service courses are applied by educated directors in the particular subject. Also the control of teaching would motivate the teachers. The degree for the effectiveness of the activities at meeting the objected goals of education and teaching should be evaluated. Determined successful teachers should get incentives, as for unsuccessful teachers, the required recommendations should be made; even particular courses should be offered with the aim of providing adequacy. It is obvious that these recruitment courses would be different motivation sources for the appropriate teachers who attend these courses and for the rest.

The strength of first stage of education which is primary school, affects the following stages of it. Sufficient privileges should be provided for the school directors when the teachers are controlled at primary schools because of the reason that directors have more information about teachers compared to the inspectors who see the teachers for limited time. Accordingly directors’ evaluations and recommendations on teachers are actual and instant thus they would provide more effects for education and also ease the work of ministry.

References


