

The Relationship Between Classroom Management Styles of Pre-Service Teachers and Their Attitude of Teaching Profession

Öğretmen Adaylarının Sınıf Yönetimi Stilleri ile Öğretmenlik Mesleğine İlişkin Tutumları Arasındaki İlişki

Ebru Oğuz¹

Abstract: The aim of this study is to determine the relationship between classroom management styles of pre-service teachers and their attitude towards the profession of teaching. In this study, the “attitudes and beliefs on classroom control inventory” (ABCC) and the “attitude of teaching profession scale” were used. Two hundred eighty-one pre-service teachers who continued pedagogical formation training in the 2011-2012 academic year participated in the study. Descriptive statistics, Pearson product-moment correlation and simple linear regression analysis were used in analysis. It can be seen that pre-service teachers adopt a more controlling interventionist style on the dimension of instructional management. However, they prefer a non-interventionist style on the dimension of people management. The results of the Pearson correlation analysis showed that there is a significant relationship between the attitude towards the profession of teaching and the attitude towards classroom management; and between the dimension of instructional management which is the sub-dimension of the belief scale, and people management. According to the results of a simple regression analysis, the attitude towards the profession of teaching significantly predicted instructional management and people management.

Keywords: Classroom management; professional attitude; teacher.

Özet: Bu çalışmanın amacı, öğretmen adaylarının sınıf yönetimi stilleri ile öğretmenlik mesleğine ilişkin tutumları arasındaki ilişkiyi ortaya koymaktır. Araştırmada sınıf yönetimine yönelik inanç ve tutum ölçeği (ABCC) ile öğretmenlik mesleğine ilişkin tutum ölçeği kullanılmıştır. Araştırmaya 2011-2012 öğretim yılında pedagojik formasyon eğitimine devam eden 281 öğretmen adayı katılmıştır. Veri analizinde betimsel istatistik, pearson momentler çarpımı korelasyonu ve basit doğrusal regresyon analizi kullanılmıştır. Öğretmen adaylarının ders yönetimi boyutunda kontrol odaklı ve müdahaleci stili daha çok benimsedikleri; insan yönetimi boyutunda ise müdahaleci olmayan stili daha çok benimsedikleri görülmektedir. Pearson korelasyon analizi sonuçları, öğretmenlik mesleğine yönelik tutum ile sınıf yönetimine yönelik tutum ve inanç ölçeğinin alt boyutu olan ders yönetimi ve insan yönetimi boyutları arasında anlamlı ilişki olduğunu göstermektedir. Basit doğrusal regresyon analizi sonuçlarına göre ise öğretmenlik mesleğine ilişkin tutumlar, ders yönetimi ve insan yönetimini anlamlı olarak yordamaktadır.

Anahtar kelimeler: Sınıf yönetimi, mesleki tutum, öğretmen

INTRODUCTION

Classroom management refers to actions taken to create and maintain a learning environment conducive to the attainment of the goals of instruction (arranging the physical environment of the classroom, establishing rules and procedures, maintaining attention to lessons, and engagement in academic activities) (Brophy1988; Evertson and Weinstein, 2006). Teachers carry out a number of specific tasks. They must develop a caring, supportive relationship with and among students; organize and implement instruction in ways that optimize students' access to learning; use group management methods and encourage students' engagement in academic tasks; promote the development of students' social skills and self-regulation; and use appropriate interventions to assist students with behaviour problems (Evertson and Weinstein, 2006).

¹ Assist.Prof.Dr., Mimar Sinan Fine Arts University, oguz.ebru@gmail.com

Classroom management can be defined as the ability to coordinate elements such as organizing resources, forming an effective learning environment, monitoring student improvement and anticipating student problems (Terzi, 2002). Every word a teacher says and every action a teacher does while in the classroom is considered a part of managing his/her classroom. Comprehensive classroom management encompasses efficient organization of material, seating plans and charts, keeping an up-to-date grading system, effective instruction, being aware of the students' needs and characters, assessing students' work and performance, managing students' behaviour, and having a positive attitude (Reed 1991; Scully 1996; Wragg 1995 cited in Youseff, 2003).

Classroom management is one of the areas in which pre-service teachers want to improve themselves. The fact that teacher candidates have the knowledge in maintaining student motivation, being able to handle disruptive behaviours and discipline problems that can arise in the classroom is a significant aspect of teacher training programs. It can be said that it is essential for a teacher candidate to have both personal and professional classroom management skills, such as establishing classroom rules, drawing students' attention, using motivational tools effectively, having communication and empathy skills, and creating a positive learning atmosphere. Candidates' perspectives about the teaching profession, what the profession means to them, like children, and most importantly like teaching affect their attitude and management style understanding that they can apply in the classroom.

A pedagogical formation program is a certificate program that is required to become a teacher and enables the pre-service teachers who are continuing their education and/or graduated from other departments other than education faculties to understand the teaching profession and provide them with professional knowledge and skills. In Turkey, teacher-training programs include three subdimensions such as: matter of the field, general culture, and knowledge of the teaching profession.

Yalçınkaya (2003) states that the teacher is expected to prepare for teaching, create and maintain rules and processes and teach them, organize lecture materials, maintain the learning atmosphere, and make students behave unproblematic. If teachers do not have effective skills in classroom management or they lack of self-confidence in managing their classrooms, disruptive student behaviours can create anger, pressure, and the tendency to use strict and punitive discipline methods, and they focus on the subject area more than student improvement (Başar, 1999). The difficulties in classroom management that teachers face are a result of the teachers, as well as students and classroom structure. Problems due to the teachers can be reflected as the forms of a teacher's management and teaching styles, having low expectations from students, the teacher's personal characteristics and the perceptions of the student's role (Öztürk, 2002).

Beliefs regarding classroom management vary among teachers and play an important role in effective instruction (Martin, Yin and Baldwin, 1998). Martin et al. (1998) conceptualized classroom management style as two poles: interventionist and non-interventionist. The non-interventionist "presupposes the child has an inner drive that needs to find its expression in the real world". At the opposite end of the continuum are interventionists who emphasize "what the ordered environment does to the human organism to cause it to develop in its particular way" (Martin et al 1998). The noninterventionist is the least directive and controlling, while the interventionist is most controlling (Savran and Çakıroğlu, 2004).

The skill of controlling students in an educational environment is a crucial factor in reaching educational objectives/goals. Most important is if the teacher cannot be effective in the classroom, unacceptable/disruptive behaviours can waste valuable learning time. The teacher must be effective in avoiding disruptive behaviours to reach instructional objectives. In this respect, the teacher must believe in his/her own skills. Teachers should continue interacting with their students both in and outside of

school (Metz 1978; cited in Brouwers and Tomic, 2000). If students believe that teachers do their best in the classroom, they become motivated and participate in the activities asking more questions (Del Guercio, 2010).

According to Wang et al. (1993), the most important factor that promotes student achievement is classroom management. The most important element in effective classroom management is the teacher because the teacher is the key element that determines, to some extent, and integrates all other elements in the classroom. Having a positive attitude towards the profession, and developing more skills can be regarded as necessities of classroom management. When the word “attitude” is defined as the integration of ideas, emotions and behaviours, it can be said that a negative attitude can cause an increase in negative behaviours (Kağıtçıbaşı, 1993). Students are affected by the attitude and the behaviours of the teacher, as well as the information/knowledge he gives. A teacher’s negative attitude can cause students to exhibit inappropriate behaviours in terms of the learning environment. For example, teacher behaviours such as scolding, humiliation, and more importantly, using corporal punishment can be explained as teachers’ negative attitudes (Gözütok, 1992). This means that teachers’ mentality, emotional reactions, and various habitual actions influence students. Most of the time, students pay attention to the teachers’ approach to the subject, their way of interpreting incidents, their attitude, and are influenced by them (Varış, 1994). On the other hand, the impression that student behaviour creates in teachers is very effective in evaluating student behaviours and preparing responses to them (Külahlıoğlu, 2000). When considered from this perspective, many incidents arise that can result in situations where the teacher is annoyed by student behaviours or overreacts to them by losing control and behaves in a way that they lose their professional identity. In one study, which was conducted about teacher attitudes towards disruptive student behaviours in the classroom, it was observed that more than half of teachers were on the threshold limit, which means somewhere between a positive and negative attitude in respect to the attitude towards disruptive behaviours. This situation suggests the possibility that a great majority of the teachers can exhibit either positive or negative attitudes when necessary (Tanhan and Şentürk, 2011).

Creating a positive learning atmosphere and implementing discipline in the classroom are among the most important and threatening problems of new teachers (Evertson and Weinstein, 2006). Evertson and Weinstein (2006) gathered the studies on classroom management under the following topics: (1) The effects of the interaction between teachers and students over classroom management; (2) The consequences of teachers’ management decisions and practices over social, moral, and emotional developments of students; (3) The negative aspects of classroom management strategies based on reward and punishment in terms of the learning atmosphere; (4) The role and importance of student characteristics in classroom management.

In this study, classroom management styles were examined under two dimensions as instructional management and people management. The dimension of instructional management encompasses an extensive course procedure, and structuring daily routines and distribution of materials (Martin et al., 1998). Teachers’ perceptions about the subject determine their behaviours in the classroom. Teachers’ perceptions are affected by their experiences, implicit knowledge, self-esteem, education belief and knowledge, and problem solving skills (Mertz and McNeely, 1991; Martin et al., 1998). The orientation of students in pairs and in group work, monitoring their learning behaviours, distribution of class materials, seating plan and organizing in-class routines need to be done by the teacher (Savran and Çakıroğlu, 2004). The people management style deals with how to develop teacher-student interactions, and accepting students as individuals (Martin et al. 1998). Teachers create opportunities for students to develop their daily routines and allow them to judge their own work. Teachers allow students to decide where to sit in class and create opportunities to develop their own interests (Savran and Çakıroğlu, 2003; 2004).

This study was conducted to determine the relationship between classroom management styles of pre-service teachers and their attitude towards the profession of teaching. In line with this objective, answers to the following questions were sought:

- (1) What are the classroom management styles of pre-service teachers?
- (2) What is the attitude of pre-service teachers towards the profession of teaching?
- (3) Is there a significant relationship between classroom management styles of pre-service teachers and their attitude towards the profession of teaching?
- (4) Is the attitude of pre-service teachers towards the profession of teaching a significant predictor of classroom management styles?

METHOD

In this study, which was conducted in the screening model, the relationship between classroom management styles of pre-service teachers in Turkey and their attitude towards the profession of teaching was presented.

Study Group

The study group was formed with 500 students who graduated from eight different departments and were continuing pedagogical formation program in the 2011-2012 academic year at 19 Mayıs University. However, only 281 pre-service teachers participated in the study voluntarily. Nearly 187 (66.5 %) of the participants were female and 94 (33.5%) were males. A majority of the participants, 72.6%, were in the 20-25 age range. The subject breakdown is as follows: maths 73 (26%), Turkish language and literature department 62 (22.1%), biology 32 (11.4%), theology 30 (10.7%); history 24 (8.5%); geography 20 (7.1%), chemistry 20 (7.1%) and 20 (7.1 %) from the physics department.

Data Collection and Processing

The ABCC Inventory, an instrument designed to measure teachers' perceptions of their classroom management beliefs and practices, consists of 26 Likert format statements. Within this inventory, classroom management was defined as a multi-faceted construct that includes three broad dimensions: Instructional management, people management, and behaviour management. Each scale was derived to assess a continuum of control ranging from interventionist to internationalist to non-interventionist. After reverse scoring of some items endorsing non-interventionist expression, high subscale scores indicate a more controlling, interventionist approach while lower scores are indicative of a less controlling belief in classroom management style. After using the principal component analysis, some of the items were deleted and the final modified version of the ABCC Inventory included two scales: the instructional management scale including 12 items; and the people management scale including 8 items. The reliability coefficient for the two scales was .71 and .73 for instructional management and people management, respectively. Higher scores indicate a more interventionist (controlling) approach, while lower scores are indicative of a less controlling ideology in that dimension of classroom management style (Savran, 2002; Savran and Çakiroğlu, 2003; Savran and Çakiroğlu, 2004; Yılmaz, 2009). Inventory responses were labelled as follows: 1-Strongly disagree, 2-Disagree, 3-Agree and 4-Strongly agree.

The Attitude Scale towards the Profession of Teaching, a single dimension Likert type scale with 5 points, was originally developed by Üstüner (2006). The scale includes 34 items about pre-service teachers' attitudes towards the profession of teaching. Among them 24 items, represent positive attitudes, while 10 of them represent negative attitudes. When the negative items are scored in the opposite way, the maximum potential total score is 170 and the minimum potential total score is 34. Higher scores from the scale indicate positive attitudes towards the profession of teaching, while it indicates negative

attitudes towards the profession of teaching as the score decreases. The concurrent validity of the scale was .89. As for the reliability, the reliability coefficient of the scale in terms of its score stability is .72 and internal reliability coefficient is .93 (Üstüner, 2006).

Data Analysis

Descriptive statistics were used to determine personal information and evaluate the answers given to the questions in the scale. The Pearson product-moment correlation and simple linear regression analysis were used with the purpose of finding answers to research questions. When the total score is high, it indicates a more controlling interventionist classroom management; when it is low, it indicates (less controlling) non-interventionist classroom management style (Savran and Çakiroğlu, 2004).

RESULTS

In Table 1 presents the results of descriptive statistics related to the views of pre-service teachers on classroom management and on their attitude towards the profession of teaching.

Table1: The views of pre-service teachers on classroom management styles and their attitude towards the profession of teaching

Score	N	\bar{X}	Ss	K	\bar{X} / K
Instructional Management	281	36.52	4.21	12	3.04
People Management	281	29.80	3.51	10	2.98
Professional Behaviour	281	89.08	10.61	34	2.62

As can be seen in Table 1, while the total score of the participants in the instructional management dimension is (\bar{X} =3.04), it is (\bar{X} =2.98) in people management dimension. This situation indicates that pre-service teachers prefer the controlling interventionist style more in the dimension of instructional management; however, they prefer the non-interventionist style in the dimension of people management. When the attitude scores for the profession of teaching were examined, it can be seen that pre-service teachers have a moderate attitude towards their profession.

The Pearson product moment correlation was used to find the answer to the question: “Is there a significant correlation between classroom management styles of pre-service teachers and their attitude towards the profession of teaching?” According to this, there is a significant correlation between pre-service teachers’ attitude towards the profession of teaching and instructional management ($r = -.173$, $p < .01$) and people management ($r = -.263$, $p < .01$).

Whether the attitude of pre-service teachers towards the profession of teaching is a predictor of classroom management styles was tested using simple linear regression analysis. The findings are presented in Table 2.

Table 2: Simple linear regression analysis of whether the attitude of pre-service teacher towards the profession of teaching predict classroom management styles

Variables	β	t	P	R	R ²
Instructional Management	-.157	-2.745	.000	.307	.094
People Management	-.253	-4.561	.000	.263	.069

According to Table 2, the results of a simple linear regression analysis show that the attitude towards the profession of teaching significantly predict instructional management ($R^2 = .094$) and people management ($R^2 = .069$). In the regression analysis, instructional management accounts for 9.4 % and people management accounts for 6.9 % of teaching attitude scores.

DISCUSSION and CONCLUSION

According to research findings, pre-service teachers adopt a more interventionist style in instructional management but a less interventionist style in people management. Similar results were obtained in a study by Yılmaz and Huyugüzel-Çavaş (2008). According to Yılmaz and Huyugüzel-Çavaş (2008), pre-service elementary teachers have high scores indicating a more controlling, interventionist approach. Results showed that pre-service elementary teachers also tend to be more interventionist on this scale. Statistical analyses related to pre-service teachers' classroom management beliefs changes before and after teaching practice revealed that there was a statistically significant difference on both instructional management and people management subscales of the ABCC inventory with regard to teaching experience. While pre-service teachers' beliefs related to instructional management decrease with teaching practice, their people management beliefs increase with teaching practice. Pre-service students' instructional management beliefs partially tend to shift from the interventionist to the interactionist approach. However, their people management beliefs became more interventionist through teaching experience (Yılmaz and Huyugüzel-Çavaş, 2008). According to Yılmaz (2009), pre-service secondary science and mathematics teachers had non-interventionist styles on the People management subscale, whereas they had interventionist styles on the Instructional management subscale. In similar studies (Savran and Çakıroğlu, 2003, 2004, 2007), the same results were recorded. Pre-service teachers or new teachers generally believe they can efficiently teach by over-controlling. In case of classroom management failure, pre-service teachers generally prefer an interventionist style, thinking they will be unsuccessful in other educational activities (Yılmaz, 2009).

Interventionists believe that the environment and/or external conditioning ultimately shape the development of a child. As a result, these instructors assume full control of the students' environment by setting strict rules and following through with consequences if inappropriate behaviour occurs. These teachers generally have more experience, are older, and place emphasis on authority. Their expectations for the pupil are made clear. Routines are well established, and systems are well organized. Interventionists focus on modifying behaviour through reinforcement, conditioning, and material tactics to reverse unacceptable behaviour. This model may prove beneficial for children with behaviour problems and require routine, clarity, and clear expectations to perform well. Non-interventionists share a more humanistic approach. They believe students' behaviour is a direct reflection of internal processes that need to be expressed. These internal feelings are a means to focus in understanding a child's development. Unlike the interventionist style, minimal authority is administered, providing the student more control of their environment and behaviour. These teachers tend to be empathetic, and are more willing to compromise. Their approach is supportive vs. authoritative. Indirect tactics, such as visual cues, are given to encourage the individual to self-correct unacceptable behaviour. This model may prove beneficial to children who have an established locus of control, and can be trusted to self-regulate. It affords them freedom and is the most rewarding (Paige, 2009).

In the study regarding classroom management skills conducted by Çubukçu and Girmen (2008), it was observed that teachers find themselves sufficient at a medium level of mastering the subject matter in their teaching field. Likewise, in a study that Akın (2006) conducted to determine the connection between the classroom management skills of teachers and their job satisfaction, he stated that the classroom management skills of teachers were generally at a low level. In addition, Yalçınkaya and

Tombul confirmed that classroom management skills of pre-service teachers were at a low level. Within this aspect, the conclusions of these two studies are in accordance with each other. Besides, it was seen that there was a positive significant correlation between the classroom management skills of teachers and their job satisfaction.

Teachers see themselves sufficient in their knowledge of the subject matter in their teaching field and creating a positive atmosphere in the classroom; however, they do not find themselves sufficient in classroom management skills, such as planning and managing activities. In his study aimed to determine the attitude and the behaviours of teachers towards classroom management, Okutan (2001) explained that although the attitude and the behaviours of teachers generally changed/improved in accordance with democratization, they displayed some traditional behaviour. Aydın and Akbaba (2001) presented that teachers do not use some certain approaches of achieving discipline that exist in the body of literature; however, they refer to their past experiences while achieving and maintaining discipline in class.

Martin and Baldwin (1993) stated that unqualified, experienced teachers are more interventionist than experienced teachers. Türnüklü (2000) stated that especially inexperienced teachers who are new to the profession have difficulties in dealing with unacceptable disruptive behaviour in the classroom.

When teaching professional attitude scores were examined, it is seen that teachers have a moderate attitude towards their profession. A moderate attitude towards the profession could be an indicator of not doing the profession voluntarily and willingly. Attitudes towards the profession of teaching can influence the teachers to be more democratic or more autocratic. If they have a positive attitude towards the profession, they can be more understanding towards their students. Graduating from an education faculty or other faculties can affect the attitude towards the profession. Education faculty graduates have a more positive attitude about the profession of teaching and professional requirements compared to graduates from the faculty of science and letters. However, students of the faculty of science and letters have a far higher degree of participation in the social prestige dimension of the profession (Şimşek 2005).

Kartal (2009) found that the attitude of pre-service teachers towards the profession of teaching are “low”. In a study that aimed to predict the correlation between professional attitude levels of pre-service teachers and their anxiety levels, it was discovered that the professional attitudes of pre-service teachers are positive but their anxiety levels are low; this proves that there is a negative significant correlation at a low level between attitude and anxiety (Doğan and Çoban, 2009).

The attitude of teachers towards school and their students can affect students’ attitude towards school and their learning. Therefore, it is important that teachers have a positive and high-level attitude towards the profession. For instance, teachers are more likely to meet students’ individual needs and abilities when they create a learner-centred classroom environment (Walker, Hoover- Dempsey, 2006). Furthermore, the fact that the teachers cooperate with the families is important for students’ learning and their personal growth. Teachers who have a high-level attitude towards the profession can establish communication among the student-family-school trio more easily. The fact that pre-service teachers find this profession suitable for their personality and life-styles, and that they are happy performing this profession is important in order to be a role model for students. The fact that they do not regret choosing this profession and enjoy teaching their students are indicators of a high and positive attitude towards the profession. Some studies show that job satisfaction increases when teachers have chosen this profession because they like teaching (Celep, 2002) and they want to be a teacher as a profession (Gençer, 2002).

According to the results of the study, even if the attitude towards the profession is low, the attitude of instructional management and people management can be explained. The attitude can affect whether they are interventionist or non-interventionist in instructional and people management.

REFERENCES

- Akın, U. (2006). *Öğretmenlerin sınıf yönetimi becerileri ile işdoyumları arasındaki ilişki*. Yayınlanmamış Yüksek Lisans Tezi. Osmangazi Üniversitesi. Eğitim Bilimleri Enstitüsü. Tokat.
- Aydın, B. ve Akbaba, S. (2001). Öğretmenlerin sınıfta disiplin sağlama yaklaşımları. *X. Eğitim Bilimleri Kongresi*, Abant İzzet Baysal Üniversitesi. Cilt:III.
- Başar, H. (2001). *Sınıf yönetimi*. Ankara: PegemAYayımları.
- Brophy, J. (1988). Educating teachers about managing classrooms and students. *Teaching and Teacher Education*, 4(1): 1-18.
- Brouwers, A.H., and Tomic, W. (2000). A longitudinal study of teacher burnout and perceived self-efficacy in classroom management. *Teaching and Teacher Education*, 16(2): 239-253.
- Celep, C. (2002). *Sınıf yönetimi ve disiplini*. Ankara: Anı Yayıncılık.
- Çubukçu, Z. ve Girmen, P. (2008). Öğretmenlerin sınıf yönetimi becerilerine ilişkin görüşleri. *BİLİG Dergisi*. 44:123-142.
- Doğan, T ve Çoban, A. E. (2009). Eğitim fakültesi öğrencilerinin öğretmenlik mesleğine yönelik tutumları ile kaygı düzeyleri arasındaki ilişkinin incelenmesi. *Education and Science*. 34(153): 157-168.
- Del Guercio, R. (2010). Back to the basics of classroom management. *NJEA Review*, 84 :22-24.
- Evertson, C. M. and Weinstein, C. S. (2006). *Classroom management as a field inquiry*. In *Handbook of classroom management: research, practice and contemporary issues*, ed. C. M. Evertson and C. S. Weinstein, 3-17. New Jersey: London. Lawrence Erlbaum Associates.
- Gençer, A. (2002). *Öğretmenlerin iş doyumunu ile mesleki tükenmişlik düzeyleri arasındaki ilişki*. Yayınlanmamış Yüksek Lisans Tezi. Osmangazi Üniversitesi. Eğitim Bilimleri Enstitüsü. Tokat.
- Gözütok, F. D. (1992). *Disiplin sağlamada öğretmen davranışları*. A. Ü. *Eğitim Bilimleri Fakültesi Dergisi*. 25(2): 703-711.
- Kağıtçıbaşı, Ç. (1993). *İnsan ve insanlar*. İstanbul: Evrim Basım Yayım Dağıtım.
- Kartal, S. (2009). Tezsiz yüksek lisans programlarına devam eden öğretmen adaylarının öğretmenlik mesleğine yönelik tutumları. *Selçuk Üniversitesi Ahmet Keleşoğlu Eğitim Fakültesi Dergisi*. 28: 223-239.
- Külahlıoğlu, Ş. O. (2000). Öğrenci davranışlarını etkileyen sosyal ve psikolojik etmenler. (Edit. L. Küçükahmet). *Sınıf Yönetiminde Yeni Yaklaşımlar*. Ankara: Nobel Yayın Dağıtım.
- Martin, N. K., and Baldwin, B. (1993). Validation of an inventory of classroom management style: Differences between novice and experienced teachers. Paper presented at the Annual Meeting of the American Educational Research Association, Atlanta, GA. (ERIC Document Reproduction Service No. ED 359 240).
- Martin, N. K., Yin, Z., and Baldwin, B. (1998). Construct validation of the attitudes and beliefs on classroom control inventory. *Journal of Classroom Interaction*, 33(2): 6-15.
- Mertz, N., and T McNeely, S. R., (1991). Cognitive constructs of pre-service teachers: research on how student teachers think about teaching. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, MA. April 17-20, 1991. ERIC ED331810.
- Okutan, M.. (2001). Sınıf yönetimi. *X. Eğitim Bilimleri Kongresi*, Abant İzzet Baysal Üniversitesi.
- Öztürk, B. (2002). *Sınıfta istenmeyen davranışların önlenmesi ve giderilmesi*. Sınıf Yönetimi. Ed. E. Karip, PegemYayıncılık, Ankara, 144-156.
- Paige, R. (2009). Effective classroom management: interventionism, non-interventionism, interactionalism.
- http://en.wikibooks.org/wiki/Foundations_and_Assessment_of_Education/Edition_1/Foundations_Table_of_Contents/Chapter_11/Experts_Take_Sides 09.07.2012 tarihinde indirilmiştir.

- Savran, A. (2002). *Pre-service science teachers' efficacy beliefs regarding science teaching and their classroom management beliefs*. Yayınlanmamış Yüksek Lisans Tezi. Orta Doğu Teknik Üniversitesi. Ankara.
- Savran, A., and Çakıroğlu, J. (2003). Differences between elementary and secondary pre-service science teachers' perceived efficacy beliefs and their classroom management beliefs. *The Turkish Online Journal of Educational Technology – TOJET*.2(4): 3.
- Savran, A., and Çakıroğlu, J. (2004). Preservice science teachers' orientations to classroom management. *Hacettepe University Journal of Education Faculty*, 26: 124-130.
- Şimşek, H. (2005). Ortaöğretim alan öğretmenliği tezsiz yüksek lisans programına devam eden öğrencilerin öğretmenlik mesleğine yönelik tutumları. *Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*. II(1).
- Tanhan, F. ve Şentürk, E. (2011). Sınıf içi istenmeyen öğrenci davranışlarına yönelik öğretmen tutumlarının bazisosyo-demografik değişkenler açısından incelenmesi. *Milli Eğitim Dergisi*, 192: 62-73.
- Terzi, R. A. (2002). Sınıf yönetimi açısından etkili öğretmen davranışları. *Milli Eğitim Dergisi*. 155-156
- Türnüklü, A. (2000). Sınıf içi davranış yönetimi. *Eğitim Yönetimi*, 21.141-152.
- Üstüner, M. (2006). Öğretmenlik mesleğine yönelik tutum ölçeğinin geçerlik ve güvenirlik çalışması. *Kuram ve Uygulamada Eğitim Yönetimi*. 12(45): 109–127.
- Yalçınkaya, M. (2003). *Sınıf içi istenmeyen davranışları ve yönetimine ilişkin stratejiler*. Sınıf yönetimi. Ed. Ö. Üre. Konya. MikroYayımları.
- Yalçınkaya, M., ve Y. Tombul (2002). İlköğretim okulu sınıf öğretmenlerinin sınıf yönetimi becerilerine ilişkin algı ve gözlemler. *Ege Eğitim Dergisi*, 1. 96-108.
- Yılmaz, K. (2009). Pre-service secondary science and mathematics teachers' classroom management styles in Turkey. *Asia-Pacific Forum on Science Learning and Teaching*, 10,(2).
- Yılmaz, H., and Huyugüzel-Çavaş, P. (2008). The effect of the teaching practice on pre-service elementary teachers' science teaching efficacy and classroom management beliefs. *Eurasia Journal of Mathematics, Science & Technology Education*, 4(1): 45-54.
- Youseff, G. (2003). An Investigation into the influences of teachers' classroom management beliefs and practices on classroom procedures. Paper presented at Association for Research in Education.
- Varış, F. 1994. *Eğitim bilimine giriş*. Konya: Atlas Kitapevi.
- Walker, J. M. and Hoover-Dempsey, K. V. (2006). Why research on parental involvement is important to classroom management, In *Handbook of classroom management: research, practice and contemporary issues*. ed. C. M. Evertson and C. S. Weinstein, 665-685. New Jersey: Lawrence Erlbaum Associates.
- Wang, M., Haertel, G. and Walberg, H. (1993). Toward a knowledge base for school learning, *Review of Educational Research*, 63(3): 249-294.