# EĞİTİM FAKÜLTESİ ÖĞRETİM ELEMANLARININ SINIF YÖNETİMİ BECERİLERİNİN BAZI DEĞİŞKENLER AÇISINDAN İNCELENMESİ

# INVESTIGATION OF CLASSROOM MANAGEMENT SKILLS OF ACADEMIC STAFF IN A DEPARTMENT OF EDUCATION ACCORDING TO SOME VARIABLES

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## Extended Summary

### Aim of the Study

This study aims to explore the classroom management skills of academic staff (pro- fessors, associate professors, assistant professors, teaching assistants and research assistants) in an education department of a university in Turkey. This study also intends to find out whether their classroom management level has statistically dif- ferentiated according to gender, marital status, academic ti- tle, age and bachelor's degree.

### Methodology

This study is designed as a survey research model as it portrays the ex- istent case and to collect data from a large number of participants (Cohen, Man- ion and Morri- son, 2007; Karasar, 1999).Population of the study consisted of 113 academic staff. Since all participants are accessible; they are selected ra- ther than sampling. 93 scale forms are returned and are analyzed.

Personal information form and Classroom Management Skills Scale (CMSC) were used in the study. Personal information form is used for determination of inde- pendent variables. Personal information form includes variables which are gender, marriage, academic title, age and graduation. In order to determine classroom management skills of academic staff, CMSC as five point Likert scale is used. As a part of doctoral thesis, Ilgar (2007) developed the scale consisting of 81 skills de- scriptions.

### Findings and Discussion

Where the Academicians' attitudes towards classroom management skills are total- ly analyzed, they have classroom management ability at proportion of $X=4.06$. Ac- cording to this result, the academicians in education faculty have "suitable" class- room management abilities.

There is a significant difference between levels of female and male academicians' classroom management skill level [U=583, 50; p=.049<.05]. Regarding mean ranks, the level of male academicians classroom management abilities [Mean Rank=50,16; Sum of Ranks=3511, 50] is higher than female academicians [Mean Rank=37,37; Sum of Ranks = 859, 50. This result can be explained by the fact that male acad- emicians are harsh at classroom. Besides, female academicians love their students with maternal instinct. Although this situation makes classroom management easi- er in primary schools and high schools, Discipline and classroom management problems probably occurs in university because of that students are older and tend to misunderstand attention towards them.

There is a between marital status of academic staff and their classroom manage- ment skill points (U=438,00; p=.021<.05). According to the mean rank scores, mar- ried academicians' classroom management skill level (Mean rank= 50, 16; Sum of Ranks= 3762, 00) is higher than the single ones (Mean rank= 33, 83; Sum of Ranks=609, 00). The explanation for this finding might be the sin- gle academicians are younger.

There is no significant difference between the titles of academic staff and their classroom management skill points [chi square (df=3, N=93) =7,049, p=.07>.05]. According to the mean rank scores, teaching assistants (Mean rank= 54, 36) have the highest classroom management skills and they are followed by professors and associate professors (Mean rank= 52, 11), assistant professors (Mean rank= 49, 96) and research assistants (Mean rank= 34, 67).

There is a significant difference between age of academic staff and their classroom management skill points [chi square (df= 4, N=93) =12,142; p=.016<.05]. The class- room management skill levels of academic staff that is at the age of 41 to 50 and above 51 is significantly different and higher from those at the age of 30 and be- low. Moreover, the classroom management skills of those at the age of 36 to 40 is significantly different and lower from the aca- demic staff that is at the age of 41 to
50 and above 51. The lower classroom management skill level of academic staff at
the age of 30 and below could be explained by the lack of experience in manag- ing the classroom. On the other hand, the reason behind the lower classroom man- agement skill level of academic staff at the age of 36 to 40 might be lack of motiva- tion and disregarding the lessons due to the preparation to a higher title which is associate professor.

There is a significant difference between graduate faculty of academic staff and their classroom management skill points [chi square (df= 2, N=93) =6,424; p<.05]. The academic staff that was graduated from the Faculty of Arts and Science is sig- nificantly different and higher from those who were graduated from the Faculty of Education. This finding could be explained by the given high level of knowledge of Faculty of Arts and Science students that is blended by the initial teacher training which made them better than the Faculty of Education students. Because knowledge is the most important factor of class- room management and this is mostly given in the Faculty of Arts and Science.

## Conclusion and Recommandations

The findings of the study suggest that classroom management skill level of academ- ic staff is at the "Good" level and is significantly related to such factor as gender, marital status, age and bachelor's degree of those but is not signifi- cantly related with their academic titles.

### Recommendations for Researchers

1.  The content of the classroom management lesson that is mandatory for gradu- ate students should be revised and the reasons that may cause the lower academ- ic achievement of the Faculty of Education students against the students of Fac- ulty of Arts and Science should be investigated in de- tail.
2.  In the respect that academic staff and students may think and perceive differ- ently, further research should be conducted to explore the classroom management skill level of academiciansfrom the perspective of graduate students.
3.  New studies that aim to find out the relationship between classroom man- agement skills of academicians and independent variables such as at- tending a training course and the working status of the spouse should be encouraged to be conducted

### Recommendations for Practitioners

1.  Opportunities should be offered to the novice academicians to advance their classroom management skills and be encouraged to attend classes.
2.  Opportunities such as seminars, conferences etc. about "effective class- room management" should be provided to the academic staff.