

## Evaluation of the Opinions of Teachers Working in Different Branches on How Effective Classroom Management Should Be

Sedat EŞİYOK<sup>\*1</sup> , Okan SARIKAYA<sup>2</sup> , Caner KARAASLAN<sup>3</sup> ,  
Yavuz TAŞAR<sup>4</sup> , Mesut TÜRK<sup>5</sup>  & Kerim DİNÇ<sup>6</sup> 

Received: **04.12.2023**

Accepted: **28.12.2023**

Published: **30.12.2023**

DOI: [10.52974/jena.1376852](https://doi.org/10.52974/jena.1376852)

### Abstract:

The purpose of this study is to evaluate the opinions of different branch teachers on how effective classroom management should be. In the study group of the research, face-to-face interview technique was used with 20 different branch teachers working within the Gaziantep Provincial Directorate of National Education and on a voluntary basis. In the research, the interview method, which is one of the qualitative research methods, was used and the data obtained was analyzed by the content analysis method. As a result of the research, teachers for effective classroom management; They stated that classroom discipline should be maintained and one should be open to innovation and development. In addition, it has been stated that creating a democratic and free environment, ensuring cooperation with students and involving students in the decision-making process will contribute to effective classroom management. In the classroom environment of the teachers participating in the research; It has been determined that increasing the student's motivation, focusing on the use of equipment and planning the lesson will increase success. In addition, it was concluded that teachers' following innovations in their fields, improving themselves and having effective communication skills will create a positive classroom environment.

**Keywords:** Teacher, branch, effective classroom management.

### Atf:

Eşiyok, S., Sarıkaya, O., Karaaslan, C., Taşar, Y., Türk, M., & Dinç, K. (2023). Evaluation of the opinions of teachers working in different branches on how effective classroom management should be. *International Journal of Education and New Approaches*, 6(2), 408-418. <https://doi.org/10.52974/jena.1385675>

<sup>1</sup>Ministry of Education, Türkiye. Orcid ID: 0009-0006-1416-4155

<sup>2</sup>Ministry of Education, Türkiye. Orcid ID: 0009-0002-0155-1018

<sup>3</sup>Ministry of Education, Türkiye. Orcid ID: 0009-0008-5510-214X

<sup>4</sup>Ministry of Education, Türkiye. Orcid ID: 0009-0005-3589-0749

<sup>5</sup>Ministry of Education, Türkiye. Orcid ID: 0009-0008-4970-526X

<sup>6</sup>Ministry of Education, Türkiye. Orcid ID: 0009-0006-7730-3538

\*Corresponding Author: [sedatesiyok5@gmail.com](mailto:sedatesiyok5@gmail.com)

## INTRODUCTION

The main goal of the education and training process is to create desired behaviors in students. In this sense, the experiences that are spent depending on learning cause positive or negative learning in the behaviors and attitudes of individuals. When we consider the school as a social system, it provides gains to students by being in constant relationship with society and makes them an important element of society. Undoubtedly, schools and classrooms are the most important institutions of the education system that are instrumental in raising well-equipped and qualified individuals (BaŐar, 2011).

Classroom management is all of the techniques and activities for the teacher to organize, control and change the learning environment and students' behaviors in order to realize teaching and learning in line with the objectives set forth in the classroom (Erden, 2001). An effective classroom management is possible by ensuring control in the classroom, gathering students' attention, keeping attitudes and behaviors under control, using tools and materials effectively, improving the working conditions of the classroom and dealing with possible problems (Gündüz & Can, 2013). In this sense, classroom management is an understanding that continues with some rules within itself (Gündüz & Can, 2013).

The behaviors of the teacher are very important in effective classroom management. In this sense, the teacher is the one who decides how to use what he/she knows and puts it into practice, as well as knowing the solutions to the problems that may be encountered during teaching rather than teaching. When we look at the teachers who have competence in their field; they are the ones who make the right plan, have strong communication skills, use tools and equipment effectively and develop different teaching methods. The concept of effectiveness is the functions performed by students and teachers together. In this process, the wishes and needs of teachers and students play an important role in the effectiveness to be realized (Őahin, 2011). Classrooms are the most important places in the education and training process as well as the places where production takes place. For this reason, the physical condition of the classroom, the condition of the students and the competence of the teachers are very important in classroom management. The teacher is the direct manager in this process. Since the environment where the school is located, the general situation of the parents and their cultural characteristics are different from each other, it is difficult to isolate the behaviors that occur in the classroom from the behaviors that occur outside the classroom (Celep, 2008).

Since teachers are one of the most important pillars of the education and training process, they have a major role in achieving the goals of the process. Therefore, teachers are the most important element of the education process as they are constantly producing (Gündüz & Can, 2013). In addition to being important for teachers, classroom management also carries some concerns about the teaching profession (Gee, 2001; Weinstein & Mignano, 1993). It is seen that teachers have difficulties in classroom management no matter how senior they are in their profession (McCormack, 1997). In a well-managed classroom, students are aware of their responsibilities and work better and strive to be successful with high motivation. However, if the classroom is not well managed, the educational process weakens and leads to failure (Doyle, 1986). At the same time, teachers who are unable to find solutions to the problems that occur in the classroom and who cannot provide classroom management effectively cause discomfort among students who are compliant (Kounin, 1970).

Ünal and Ünal (2009) explained the concept of classroom management as the precautions and practices determined to provide a suitable space for education and training. Weinstein (2007) defined the concept of classroom management as providing the environment necessary for the highest level of participation of all students in the educational process. Sariçoban (2005) defined classroom management as directing students from different places to a specific goal. Classroom management is generally accepted as the process of creating a positive social and emotional atmosphere in the classroom (Hardin, 2004).

It is a very important element in the settlement of students in the classroom environment and in ensuring dominance in the classroom (Küçükahmet, 2003). On the other hand, all kinds of attitudes and behaviors exhibited by teachers in the classroom environment and all kinds of strategies and characteristics they have developed are very effective in ensuring classroom dominance. It is seen that teachers who have good classroom management skills use teaching methods and course materials more effectively and provide positive gains on student behaviors. However, while it is stated that teachers face some difficulties while performing their duties, these difficulties include classroom activities, homework controls, improving working conditions, and eliminating the elements that hinder the teaching process (Shechtman & Leichtentritt 2004).

A good teacher is expected to be an effective manager as well as a qualified instructor (Sarıtaş, 2003). Classroom management is a tool used by students to develop their responsibility, to evaluate themselves and to provide control. It is the teacher who is responsible for ensuring that life in the classroom occurs in accordance with the objectives set out in advance. The responsibility and role of the teacher in the management and implementation of the learning process is quite high. In this way, the teacher should have all kinds of knowledge and skills related to classroom management (Aydın, 2007).

The most important and foremost task of teachers in a classroom with regular physical conditions is to support the control of students' behaviors and attitudes, and to develop rules, techniques and methods for their acceptance. The individual characteristics, learning styles and expectations of each student in the classroom are directly related to the teacher's direction and management. In addition to being able to take these situations into account in the classroom environment, the teacher should be equipped with the features that will ensure them (Sarı, 2002).

In this study, it was aimed to evaluate the opinions of teachers working in different branches on how effective classroom management should be. In this context, answers to the following questions were sought.

## **METHOD**

Qualitative research is defined as research in which qualitative data collection methods such as observation, interview and document analysis are used and a qualitative process is followed to reveal perceptions and events in a realistic and holistic manner in a natural environment (Yıldırım & Şimşek, 2013). In the research, the interview method was used because it would be effective in obtaining more detailed and detailed information about the evaluation of the opinions of teachers working in different branches on how effective classroom management should be, their approaches and their comments on the definition (Yıldırım & Şimşek, 2013).

### **Research Group**

In the research, the opinions of teachers working in different branches on how effective classroom management should be examined. For this purpose, the study group of the research consists of different branch teachers working in Gaziantep Provincial Directorate of National Education. The data about the research group are given in Table 1.

**Table 1: Personal Characteristics of the Research Group (n= 20)**

| <b>Variables Groups</b>                | <b>Variables Groups</b>         | <b>n</b> | <b>%</b> |
|--|---------------------------------|----------|----------|
| <b>Gender</b>                          | Male                            | 13       | 65       |
|  | Female                          | 7        | 35       |
| <b>Place of Duty</b>                   | Province center                 | 14       | 70       |
|  | District                        | 6        | 30       |
| <b>Education Status</b>                | License                         | 15       | 75       |
|  | Postgraduate                    | 5        | 25       |
| <b>Years of Professional Seniority</b> | 1-5 Years                       | 4        | 20       |
|  | 6-10 Years                      | 7        | 35       |
|  | 11-15 Years                     | 6        | 30       |
|  | 16-20 Years                     | 2        | 10       |
|  | 20 Years and above              | 1        | 5        |
| <b>Branch</b>                          | Turkish                         | 6        | 30       |
|  | Physical Education              | 5        | 25       |
|  | Turkish Language and Literature | 4        | 20       |
|  | Mathematics                     | 3        | 15       |
|  | Technology and Design           | 2        | 10       |

When Table 1 is analyzed, 65% of the participants are male and 35% are female teachers. When we examine the place where the participants work; 70% of them work in the city center and 30% in the districts. When we look at the educational status of the participants; 75% of the participants are bachelor's degree graduates and 25% are master's degree graduates. It is seen that 20% of the participants have a professional seniority between 1 and 5 years, 35% have a professional seniority between 6 and 10 years, 30% have a professional seniority between 11 and 15 years, 10% have a professional seniority between 16-20 years, and 10% have a professional seniority of 20 years or more. Of the teachers who participated in the study, 30% had Turkish, 25% had Physical Education, 20% had Turkish Language and Literature, 15% had Mathematics, and 10% had Technology and Design.

### **Preparation and Implementation of the Open-Ended Questionnaire**

In the study, a semi-structured interview form consisting of 5 items was used to collect qualitative data. Through the interview technique, which is frequently used in qualitative research, the researcher tries to understand unobservable situations such as attitudes, experiences, intentions, thoughts, mental perceptions, interpretations and reactions (Yıldırım & Şimşek, 2013). In order to develop the interview form, a comprehensive literature review was conducted and an interview form was prepared. While preparing the semi-structured interview form used as a data collection tool, the researcher first conducted a literature review and created a semi-structured interview form question pool with questions that could be asked to teachers about the subject. Then, the questions were examined by three experts and the semi-structured interview form was finalized. None of the participants were forced to participate in the study, and the principle of confidentiality was carefully observed during the application and collection of the questionnaires. The interviews were recorded with a voice recorder and then these recordings were transcribed.

### **Data Analysis**

The data obtained from the interview form used in the research were recorded with a voice recorder. The frequently used content analysis technique was used to analyze the data obtained from the questions in the interview form (Yıldırım and Şimşek, 2013).

The steps followed are as follows;

- Collection of research data
- Coding of data
- Creation of themes
- Organizing the data according to codes and themes
- Interpretation of findings

### **FINDINGS AND INTERPRETATION**

**Table 2.** Distribution of teachers' views on effective classroom management.

| <b>Themes</b>                                | <b>n</b>   | <b>%</b>   |
|--|------------|------------|
| Classroom discipline should be ensured       | 16         | 15         |
| Be open to innovation and development        | 15         | 14.1       |
| Provide a flexible environment               | 14         | 13.1       |
| Different teaching methods should be used    | 12         | 11.2       |
| Classroom communication should be ensured    | 12         | 11.2       |
| The student must be well known               | 12         | 11.2       |
| Students should be involved in the process   | 12         | 11.2       |
| Patience is needed                           | 10         | 9.3        |
| Students should not be discriminated against | 4          | 3.7        |
| <b>Total</b>                                 | <b>107</b> | <b>100</b> |

When the opinions of the teachers participating in the research on effective classroom management are analyzed in Table 2, the majority of them (15%) stated that in-class discipline should be ensured, 14.1% stated that innovation and development should be open, and 13.1% stated that a flexible environment should be provided. In addition, 11.2% of the teachers stated that different teaching methods should be used, in-class communication should be ensured, students should be well known and students should be included in the process. 9.3% of the participants stated that they should be patient and 3.7% stated that they should not discriminate between students.

**Table 3.** Distribution of teachers' views on how teacher-student communication should be for effective classroom management.

| <b>Themes</b>   | <b>n</b>  | <b>%</b>   |
|---|-----------|------------|
| A democratic and free environment must be created           | 18        | 23.1       |
| Cooperation between teachers and students should be ensured | 17        | 21.8       |
| Students should participate in the decision-making process  | 17        | 21.8       |
| Students should be motivated to learn                       | 15        | 19.2       |
| Create an atmosphere of tolerance in the classroom          | 11        | 14.1       |
| <b>Total</b>  | <b>78</b> | <b>100</b> |

When the opinions of the teachers participating in the study on how teacher-student communication should be for effective classroom management are analyzed in Table 3, 23.1% of the participants stated that a democratic and free environment should be created. At the same

time, 21.8% of the participants stated that teacher-student cooperation should be ensured and students should participate in the decision-making process. In addition, 19.2% of the teachers who participated in the research stated that students should be motivated and 14.1% stated that an environment of tolerance should be created in the classroom.

**Table 4.** The distribution of teachers' views on how the physical environment of the classroom should be for effective classroom management.

| Themes  | n         | %          |
|---|-----------|------------|
| Student motivation should be increased                      | 18        | 18.2       |
| Emphasis should be placed on the use of tools and equipment | 18        | 18.2       |
| Plan and program should be made                             | 17        | 17.2       |
| Emphasizing success   | 16        | 16.2       |
| Making the lesson enjoyable and fun                         | 15        | 15.1       |
| Ensuring student participation in the course                | 15        | 15.1       |
| <b>Total</b>  | <b>99</b> | <b>100</b> |

When the views of the teachers participating in the study on how the physical environment of the classroom should be for effective classroom management are examined in Table 4, the majority of them, 18.2%, stated that the motivation of the student should be increased and the use of tools and equipment should be emphasized. In addition, 17.2% of the teachers stated that plans and programs should be made and 16.2% stated that success should be emphasized. In addition, 15.1% of the teachers participating in the research stated that the lesson should be made enjoyable and fun and the student's participation in the lesson should be ensured.

**Table 5.** Distribution of teachers' opinions on what should be done to improve their classroom management skills.

| Themes   | n         | %          |
|--|-----------|------------|
| To follow innovations related to the field                         | 18        | 24.7       |
| Self-development   | 18        | 24.7       |
| Improving communication skills                                     | 15        | 20.6       |
| Developing empathy skills  | 14        | 19.1       |
| Participating in in-service training programs related to the field | 8         | 10.9       |
| <b>Total</b>   | <b>73</b> | <b>100</b> |

When the opinions of the teachers participating in the study on what should be done to improve their classroom management skills are analyzed in Table 5, 24.7% of them stated that they should follow the innovations related to their field and improve themselves. In addition, 20.6% of the teachers stated that it was necessary to improve communication skills, 19.1% stated that it was necessary to improve empathy skills, and 10.9% stated that it was necessary to participate in in-service training programs related to their field.

**Table 6.** Distribution of teachers' opinions on what they suggest for effective classroom management.

| Themes   | n          | %          |
|--|------------|------------|
| Student motivation should be increased                             | 18         | 11.5       |
| Students should be given responsibility                            | 18         | 11.5       |
| The student must be well known                                     | 18         | 11.5       |
| Students should be valued  | 17         | 10.8       |
| Students should be modeled   | 16         | 10.1       |
| Ensure school-teacher-family cooperation                           | 15         | 9.5        |
| Create a constructive environment                                  | 15         | 9.5        |
| Classroom communication should be ensured                          | 15         | 9.5        |
| Student opinions should be given importance                        | 14         | 8.9        |
| Individual differences among students should be taken into account | 11         | 7          |
| <b>Total</b>   | <b>157</b> | <b>100</b> |

When the suggestions of the teachers participating in the study for effective classroom management are examined in Table 6, 11.5% of them suggested that student motivation should be increased, students should be given responsibility and students should be well known. In addition, 10.8% of the teachers participating in the study suggested that students should be valued and 10.1% suggested that students should be modeled. In addition, 9.5% of the participants stated that school-teacher-family cooperation should be ensured, a constructive environment should be created and in-class communication should be ensured. At the same time, 8.9% of the teachers suggested that student opinions should be given importance and 7% suggested that individual differences among students should be taken into consideration.

## DISCUSSION AND CONCLUSION

In this part of the study, the results obtained based on the findings obtained with the aim of evaluating the opinions of teachers working in different branches on how effective classroom management should be are given.

When the opinions of the teachers participating in the study on effective classroom management were examined, it was stated that the majority of them should ensure classroom discipline, be open to innovation and development, and provide a flexible environment. In addition, it was determined that the teachers participating in the study should use different teaching methods, ensure in-class communication, recognize the student well and include the student in the process. At the same time, it was found that for effective classroom management, it is necessary to be patient and not to discriminate between students. From this point of view, we can say that for effective classroom management, teachers should continuously improve themselves, know the students well and communicate effectively. Yeşilyurt and Çankaya (2008) stated in their study that teachers should train themselves in terms of knowledge and skills and should be sufficient in terms of professional and field knowledge. Kaya (2010) stated that the way the teacher can create a positive environment in the classroom is to establish a healthy interaction with the students and to enable active participation in the lesson. Çakmak, Kayabaşı and Ercan (2008), Kahyaoğlu and Yangın (2007) stated in their studies that making the lesson more interesting by utilizing different teaching methods will increase efficiency. In a similar study, it was stated that teachers' communication skills with students, mastering field knowledge, professional experience and being programmed should have the characteristics of being patient with students and empathizing with them will contribute to effective classroom management (Paliç & Keleş, 2011).

When the opinions of the teachers participating in the study on how teacher-student communication should be for effective classroom management were analyzed, it was found that the majority of them emphasized that there should be a democratic and free environment. In addition, it was seen that for effective classroom management, cooperation between teacher and students should be ensured and students should participate in the decision-making process. In addition, it was stated that motivating students to the lesson and creating an environment of tolerance in the classroom would contribute to the process. In line with the opinions expressed by the teachers, we can say that a comfortable learning environment and cooperation in the classroom will benefit the creation of effective classroom management. In the research conducted by Alıncak and Öztürk (2018), they stated that in order for classroom management to be effective, different activities should be organized, the student should be brought to the forefront, the lesson should be effective and the student should be given some responsibilities at different times.

When the opinions of the teachers participating in the research on how the physical environment of the classroom should be for effective classroom management are examined, it is seen that the majority of them stated that the motivation of the students should be increased and the use of tools and equipment should be emphasized. In addition, it was determined that for effective classroom management, it is necessary to make plans and programs in the classroom environment, to emphasize success, to make the lesson enjoyable and fun, and to ensure student participation in the lesson. From this point of view, it can be said that students' high motivation and the use of materials in the lesson will contribute positively to classroom management. In the researches, it is stated that it is possible to be successful in the education process with an effective and qualified classroom management (Erginbaş, 2009; Uludağ & Odacı, 2002; Öğülmüş & Özdemir, 1995). Kubat (2016) stated in his study that students should take an active role in the learning-teaching process.

In different studies, it was stated that classroom teachers had problems with the dimensions of classroom management due to inadequate physical environment of the classroom, busy classrooms, insufficient equipment, and inadequate hygiene (Çalık, 2003). In addition, in similar studies, it was stated that teachers had problems due to annual and daily plans, limited activities in the classroom, insufficient time, and behaviors and attitudes of students (Büyükalın 2015; Kılbaş, 2014).

When the opinions of the teachers participating in the study on what should be done to improve their classroom management skills were examined, it was found that the majority of them should follow the innovations related to their field and improve themselves. In addition, in order to improve classroom management skills, it was stated that teachers should have communication and empathy skills as well as participate in in-service training programs related to their field. Therefore, we can say that teachers can improve their classroom management skills if they have a good command of their field and are open to innovation. (Jones and Jones (2001), in their research, attribute the way to achieve the goals in effective classroom management to the fact that teacher-student communication can be healthy, students are inclined to learn and have positive attitudes and behaviors towards each other in the classroom environment. In their study, Yılmaz and Altunbaş (2012) found that pre-service teachers with stronger communication skills also had higher classroom management skills. In addition, Durmuş, Alıncak, and Akgül (2023) found that the classroom management skills of teachers with more years of service were higher than those of teachers with less years of service.

When the suggestions of the teachers participating in the research for effective classroom management were examined, it was seen that the majority of them suggested that student motivation should be increased, students should be given responsibility and students should be well known. In addition, it was determined that teachers should value students, be a model for students, ensure school-teacher-family cooperation, create a constructive environment and ensure communication in the classroom. In addition, it was concluded that teachers gave importance to student opinions and took into account individual differences among students. Şentürk (2007) states in his study that teachers should take into account the individual differences of students for successful education and training. It is stated that each student can be provided with more learning opportunities by organizing the time allocated for learning according to the individual needs of the students (Gökçe, 2014). In their study, Alıncak and Öztürk (2018) stated that for effective classroom management; parent-school cooperation, the lesson and the teacher should be valued, the student should be encouraged for the lesson and the tools and materials related to the lesson should be provided.

As a result, teachers stated that for effective classroom management; classroom discipline should be ensured and teachers should be open to innovation and development. In addition, it was stated that creating a democratic and free environment, cooperating with students and involving students in the decision-making process would contribute to effective classroom management. In the classroom environment of the teachers participating in the research; it was determined that increasing the motivation of the students, emphasizing the use of tools and equipment and planning the lesson would increase success. In addition, it was concluded that teachers' following innovations related to their fields, improving themselves and having effective communication skills will ensure the formation of a positive classroom environment.

### ***Suggestions***

- Classroom management competencies of classroom teachers can be measured with different tools.
- Activities such as trainings, courses, workshops and symposiums can be organized to further increase classroom teachers' classroom management skills.
- Classroom teachers' perceptions about classroom management can be investigated qualitatively.
- Classroom teachers' perceptions and opinions about classroom management can be tested with quantitative tools and comparisons can be made.

### ***Ethical Text***

In this article, research and publication ethics rules are followed. The responsibility of any violation regarding the article belongs to the author(s).

### **REFERENCES**

- Ada, S., & Ünal, S. (2000). *Sınıf yönetimi*. Marmara Üniversitesi Teknik Eğitim Fakültesi Matbaa Birimi.
- Ağaoğlu, E. (2005). *Sınıf yönetimiyle ilgili genel olgular*. Pegem A.
- Alıncak, F., & Öztürk, M. A. (2018). Beden eğitimi öğretmenlerinin sınıf yönetiminde yaşadığı sorunlar ve çözüm önerileri. In M. A. Öztürk, & S. Gönülateş, (Eds.), *Herkes için spor ve wellness araştırmaları*. Akademisyen Kitabevi.

- Atıcı, M. (2001). Yüksek ve düşük yetkinlik düzeyine sahip öğretmenlerin sınıf yönetimi stratejileri. *Kuram ve Uygulamada Eğitim Yönetimi*, (28), 483-499.
- Aydın, A. (2008). *Sınıf yönetimi*. Pegem Akademi.
- Aytekin, H. (2000). Sınıf yönetimi ve disiplinle ilgili kurallar geliştirme ve uygulama. In L. Küçükahmet (Ed). *Sınıf yönetimi*. Nobel.
- Balay, R. (2003) *2000'li yıllarda sınıf yönetimi*. Sandal Yayınları.
- Başar, H. (2014). *Sınıf yönetimi*. Anı.
- Büyükalan Filiz, S. (2015). Sınıfta zaman yönetimi. In L. Küçükahmet (Ed). *Sınıf yönetimi*. Nobel.
- Celep, C. (2004). *Sınıf yönetimi ve disiplini*. Anı.
- Celep, C. (2008). *Sınıf yönetiminde kuram ve uygulama*. Pegem A Akademi.
- Charles, C. M. (1996). *Building classroom discipline*. Longman Publishers.
- Çalık, T. (2009). *Sınıf yönetimi ile ilgili temel kavramlar*. In L. Küçükahmet (Ed). *Sınıf yönetimi*. Nobel.
- Çelik, V. (2005). *Sınıf yönetimi*. Nobel.
- Demirel, O. (2000). *Plandan uygulamaya öğretme sanatı*. Pegem A.
- Demirtaş, H. (2006). Yönetim kuram ve yaklaşımları eğitiminin ilköğretim okulu öğretmenlerinin sınıf yönetimi paradigmalarına etkileri. *Eğitimde Politika Analizleri ve Stratejik Araştırmalar Dergisi*, 1(1), 49-70.
- Demirtaş, H. (2016). Sınıf yönetiminin temelleri. In H. Kıran, & K. Çelik (Eds.), *Etkili sınıf yönetimi*. Anı.
- Doyle, W. (1986). *Classroom organization and management, Handbook of Research in Teaching*. MacMillan.
- Dönmez, B. (2007). Sosyal bir sistem olarak sınıf. M. Şişman, & S. Turan (Eds.) *Sınıf yönetimi*. Pegem Akademi
- Duke, D., & Meckel, A. (1984). *Teacher's guide to classroom management*. Random House.
- Durmuş, M., Alıncak, F. & Akgül, M. (2023). Beden Eğitimi öğretmenlerinin sınıf yönetimi becerilerinin farklı değişkenler açısından incelenmesi. *Eğitim ve Yeni Yaklaşımlar Dergisi*, 6(1), 198-216.
- Erden, M. (2001). *Sınıf yönetimi*. Alkım Yayınları
- Erdoğan, İ. (2008). *Sınıf yönetimi: Ders, konferans, panel ve seminer etkinliklerinde başarının yolları*. Alfa.
- Gee, G. (2001). *What graduates in education fear most about their first year of teaching?* [Conference presentation] Annual Meeting of the Louisiana Educational Research Association, Baton Rouge, USA.
- Gündüz, Y., & Can, E. (2013). Öğrenci görüşlerine göre ilköğretim ve ortaöğretim öğretmenlerinin sınıf yönetimi ilkelerine uyma düzeyleri. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*, 19(3), 419-446.
- Jones, V. F., & Jones, L. S. (2001). *Comprehensive classroom management: creating communities of support and solving problems*. Allynand Bacon.
- Kılbaş, Ş. (2014) *Sınıf yönetimi*. Akademisyen Kitabevi.
- Kounin, J. S. (1970). *Discipline and group management in classrooms*. Holt, Rinehart and Winston.
- Küçükahmet, L. (2003). *Öğretimde planlama ve değerlendirme*. Nobel Yayınevi.
- Landau, B. M. (2001). *Teaching classroom management: a stand-alone necessity for preparing new teachers*. [Conference presentation] Annual Meeting of the American Educational Research Association, Seattle, USA.
- Langdon, C. A. (1996). The third phi delta kappa poll of teachers attitudes toward the public schools. *Phi Delta Kappan*, 78(3), 244-250.
- Lewis, R. (1999). Teachers coping with the stress of classroom discipline. *Social Psychology of Education*, 3(3), 155-171.
- Mccormack, P. (1997). *Parents and teachers: partners in whole person formation*. [Conference presentation] Annual Convention and the Exposition of the National Catholic Educational Association, Minneapolis, USA.

- Ök, M., Göde, O., & Alkan, V. (2000). İlköğretimde öğretmen-öğrenci etkileşiminde sınıf yönetimi kurallarının etkisi. *Milli Eğitim Dergisi*, 145, 20-24.
- Özdemir, İ. E. (2004). *Sınıf yönetimi*. Asil Yayın Dağıtım.
- Paliç, G., & Keleş, E. (2011). Sınıf yönetimine ilişkin öğretmen görüşleri. *Kuram ve Uygulamada Eğitim Yönetimi*, 17(2), 199-220.
- Sarı, H. (2002). *Özel eğitime muhtaç öğrencilerin eğilimleriyle ilgili çağdaş öneriler*. Pegem A.
- Sarıçoban, A. (2005). Classroom management skills of the language teachers, *Journal of Language and Linguistic Studies*, 1(1),1-11.
- Sarıtaş, M. (2003). Sınıf yönetimi ve disiplini ile ilgili kurallar geliştirme. In L. Küçükahmet (Ed), *Sınıf yönetiminde yeni yaklaşımlar*. Nobel Yayınları.
- Savran, A., Çakıroğlu, J., & Çakıroğlu, E. (2006). Beliefs of Turkish pre-service elementary teachers regarding science teaching efficacy and classroom management. In K. Mutua & C. S. Sunal (Eds.), *Crosscurrents and crosscutting themes*. Information Age Publishing.
- Shechtman, Z., & Leichtentritt, J. (2004). Affective teaching: a method to enhance classroom management. *European Journal of Teacher Education*, 27(3), 323-333.
- Spettel, G. B. (1983). Classroom discipline: now?, *Clearing House*, 56(6), 266-68.
- Şahin, A. (2011). Öğretmen algılarına göre etkili öğretmen davranışları. *Ahi Evran Üniversitesi Eğitim Fakültesi Dergisi*, 12(1), 239-259.
- Taşkaya, M. S. (2014). Sınıf yönetiminin temelleri. In B. Dilmaç & H. Ekşi (Eds) *Sınıf yönetimi*. Pegem.
- Türnüklü, A. (1999). *İlkokullarda sınıf yönetimi*.  
[http://www.yok.gov.tr/egitim/ogretmen/tez\\_ozetleri/aturnuklu.html](http://www.yok.gov.tr/egitim/ogretmen/tez_ozetleri/aturnuklu.html).
- Ünal, Z., & Ünal, A. (2009). Comparing beginning and experienced teachers' perceptions of classroom management beliefs and practices in elementary schools in Turkey. *The Educational Form*, 73, 256-270.
- Weinstein, C. S. (2007). *Secondary classroom management: Lessons from research and practice*. McGraw Hill.
- Weinstein, C. S., & Mignano, A. J. (1993). *Elementary classroom management: Lessons from research and practice*. McGraw Hill.
- Yıldırım, A., & Şimşek, H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri*. Seçkin Yayınevi.
- Yılmaz, N., & Altunbaş, S. (2012). Öğretmen adaylarının iletişim becerileri ile sınıf yönetimi becerilerinin incelenmesi. *Erzincan Üniversitesi Eğitim Fakültesi Dergisi*, 14(1), 183-196.

