

Investigation of The Pre-Service Teachers' Preference Level of Using Punishment While Ensuring The Classroom Discipline

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Abstract

It has been researched to determine in which levels the teacher candidates prefer punishment methods in order to secure the in-class discipline. The survey method which is one of the quantitative researches has been chosen for this study, and it has been applied to 163 students from various departments including the Computer Teaching and Technologies, Foreign Languages, Elementary Science Education and Primary Education at Çanakkale Onsekiz Mart University during the academic year 2010-2011. The study has reached, under the varieties of gender, education type and department, a conclusion that the teacher candidates prefer to choose psychological and physical punishment methods rather than social ones. During a period when different/alternative class discipline methods are useable, the attitudes of teacher candidates towards punishment methods must be taken into agenda of the teacher education programs.

Keywords: teacher candidates, class discipline, punishment methods.

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Extended Summary

Purpose

The research aims at revealing the attitudes of the teacher candidates towards the punishment methods in securing class discipline. For this purpose, it has been researched to determine whether the teacher candidates' preference of the psychological, social and physical punishment methods differentiate according to the varieties of gender, teaching style and department.

Method

The survey method which is one of the quantitative researches has been chosen for this study, and it has been applied to 163 students from various departments including the Computer Teaching and Technologies, Foreign languages, Elementary Science Education and Primary Education at Çanakkale Onsekiz Mart University during the academic year 2010-2011. "Class Discipline Methods"; develop by Civelek (2001) and applied by Yılmaz (2007), consists of 50 items about Physiological, social and physical punishment applications is used as measurement instrument. Cronbach Alpha reliability analysis is performed for measurement instrument's reliability and Cronbach Alpha coefficient is .932. Measurement instrument is highly reliable. Application of parametric statistics was eligible to analyze the data; descriptive statistics methods like mean, standard deviation for descriptive analysis, t test and variance analysis for analysis of significant differences between variables are applied.

Results

There are some conclusions obtained from the research:

- The study has reached, under the varieties of gender, teaching style and department, conclusion that the teacher candidates prefer to choose psychological and physical punishment methods rather than social ones. The teacher candidates mark the level of "always" in using psychological and physical punishment methods, whereas mark "sometimes" in using social punishment methods.
- The level of physical punishment in the context of gender variety differentiates according to the views of teacher candidates; female teacher candidates are more inclined to use physical punishment methods than male ones. The levels of physical and social punishment methods differentiate according to the gender variety.
- Under the teaching style variety, it is seen that there is differentiate in sub-dimension of physical and social punishment methods used by teacher candidate who study in formal and evening education. The views of formal education students are higher than those in evening education. There is also another differentiate in sub-dimension of social punishment.
- There is no differentiate in connect of department variety, in views of candidates towards three punishment methods.

Discussion

Teachers' class discipline applications are related to their description and approach of teaching profession and their teaching profession equipment. High tendency of teacher candidates to punishment application is important situation. The idea is rising that there is a problem about teacher candidates' awareness on in-class discipline applications and approaches thanks to their participation level to physical and physiological punishment applications. Particularly physical punishment applications preferred by female teacher candidates more than male ones is a thought-provoking. The low preferring level of social punishment applications according to other punishment applications can be commented as thought like punishment applications are inefficient. Although low level of social punishment application point, high level of other punishment applications point is an indicator for that punishment is seen as an effective instrument for providing in-class discipline by teacher candidates. That approach of teacher candidates towards punishment applications in the process of existing different/alternative in-class discipline applications in education and teaching is indicated a deficiency of teacher training programs.

Conclusion

Teacher candidates do not enough information and equipment about different classroom management methods and techniques as an outcome reveals because of their tendency to prefer punishment as an in-class discipline method. Punishment method does not get continually and positive result in learning environments that is known. Instead, developing classroom management perception intended for an environment to develop students' self-regulation skills and to put forward a sense of responsibility and to display participating behaviors and teacher candidates equipping with knowledge and skills about this are required.

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