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## EXAMINATION OF TURKISH PROSPECTIVE TEACHERS' ATTITUDES AND BELIEFS TOWARDS CLASSROOM MANAGEMENT

**Yrd. Doç. Dr. Mehmet Kaan DEMİR**

Çanakkale Onsekiz Mart Üniversitesi Eğitim Fakültesi

İlköğretim Bölümü Sınıf Öğretmenliği ABD

E-mail: mkdemir2000@yahoo.com

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### Abstract

The purpose of this study is to examine the attitudes and beliefs of Turkish prospective teachers towards classroom management. The population of the study comprises of 679 students. 193 students from the Faculty of Education of Çanakkale Onsekiz Mart University comprised the working group of the study. According to the study findings, attitudes and beliefs of prospective teachers found to be 'mid-level' towards the 'instructional management and behavior management' dimensions of the inventory, 'high level' towards 'people management' dimension of the inventory and 'mid-level' towards 'classroom management' considering the whole inventory. Furthermore, study results revealed that cumulative attitude and belief scores of prospective teachers from the whole inventory do not exhibit any meaningful difference according to the 'gender' and 'type of education' variables. On the other hand, regarding the 'department' variable, foreign language prospective teachers' attitudes and beliefs towards 'people management' dimension found to be meaningfully higher than classroom prospective teachers.

**Key-words:** Attitude, belief, classroom management, prospective teacher

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### Introduction

The term 'information society' has been of more common use to specify developed nations. The new trend for such developed nations is to transform their industries and outputs of their human resources to the new and distinct era by exporting their know-how and Information Technologies. This new situation has been a greater impact on cultures of these nations and their cultural identities is being shaped by this new trend. Characteristics of the labor are constantly changing and factory workers are being replaced by white collars. The situation is not very different for the matter of education. Recent developments in science, technology, media and especially IT Technologies effect teachers just as students. New curriculums, classroom rules, course durations, names and contents of courses, teacher and student roles etc. are just quick examples of the changing conditions in education. Some 'must' behaviors of students in the classroom and some 'undesirable' ones are now being questioned and the answers from relevant parties differ. Teachers' beliefs and attitudes towards classroom management at this very point bare greater significance for being in accordance with the new era and are very determinative in their success in the profession.

Hierarchy for educational administration consists of ministerial administration, district-province administrations, school administration and classroom management steps (Başar, 2006: 183). Success and quality of the education and school administration depends mostly on the classroom management. According to Glasser (1999), teachers are lower-level administrators, whereas school administrators are mid-level and high-level administrators. Just like in industry, productivity of a school is dependent on the productiveness of workers, which are teachers in a school (As cited by Toprakçı, 2002: 22). It is classrooms in schools where students supposed to gain behaviors aimed by the education (Arabacı, 2005: 21). And a teacher is a craftsman who encourage students to learning by stimulating the environment in the school and the classroom and making it an enjoyable event, establishing healthy relationships with students and using most effective methods and strategies (Büyükkaragöz ve Çivi, 1996: 5).

According to Wragg (1984), teaching requires a professional mastership. However, it dates back to only 1980's to discover the required skills to become a teacher. This is partly because the history of the classroom management does not cover a wide range of a period. During the 19th century, educational institutions were only known as 'regular schools' and these schools were formed on strict norms agreed by the community. At present however, expected features of these 'regular schools' combined with many other factors. Apart from skills, teachers expected to have features like understanding and flexibility. This situation possesses further importance beyond improving prudence and mechanical skills (As cited in Kapucuoğlu Tolunay, 2008: 1). According to Cemaloğlu and Kayabaşı (2007: 130), preliminary researches on classroom management were made in 1970 by Kounin. Kounin adopts the approach of solving the problems prior to emerge of behavioral disorders to maintain order in the classroom. He suggests that solution of the problem prior to emerge is a prerequisite for creating an effective classroom environment instead of dealing with the behavioral disorders afterwards.

### **Classroom management**

Classroom management is administration of a group of people with similar levels of readiness (Başar 2006: 6), management of material and human resources and time in the classroom ... therewithal, having a good communication with students, bringing students self-efficacy and internal control in the solution of classroom problems, ability of increasing the efficiency of teaching by reducing classroom conflicts (Sarıtış, 2000: 48), a complex task that involves lesson planning, constructing a safe environment, educating students, and responding to student behavior problems and that every career-technical educator face on a daily basis (Backes & Ellis, 2003: 23), organization of every factor related with classroom order-organization and teacher behaviors creating an organized and secure learning environment (Karip, 2007), all of the activities related with consciously and skillfully application of principles, concepts, theories, models and techniques about functions like planning, organizing, coordination, communication and evaluation on realization of certain goals... reestablishment process of balance in the classroom deteriorated by new developments (Erdoğan, 2000: 11).

Classroom management, on the other hand, is defined as a broader, umbrella term that describes all teacher efforts to oversee the activities of the classroom including learning, social interaction, and student behavior (Wolfgang & Glickman, 1980, 1986; Lemlech, 1988; Wolfe, 1988; MacNaughton & Karabinus, 1989; Weinstein & Mignano, 1993; Burden, 1995; Johns, Weinstein, 1996; as cited in Martin, Yin, & Baldwin; 1998).

Perspectives and the ways of interpreting events will be different for individuals with different biological natures and backgrounds. Such disparities originate from previous lives, interests, abilities, learning styles and many other features of individuals and this effects the environment in the classroom. Since the preliminary characteristics of the students differ in a wide range, so does their attitudes towards the learning-instruction process and their academic standing. Thus, although there are successful students in the class, the ones with low achievements are demeaned with marks like 'lazy', 'untalented' etc. In most cases, negative effects of such characterizations last for a lifetime (Açıköz, 2003: 33-34). The most important indicator of a successful classroom management is the behaviors of students in the classroom. Proper student actions in the classroom are signs of a successful classroom management. However, it must be notified that classrooms with poor management suffer from improper student behaviors (Erden, 2001: 34).

One of the reasons students fail to achieve pre-determined objectives of learning-teaching process is inefficient classroom management abilities of teachers. In other words, an effective learning-teaching process in the classroom is directly related to classroom management skills and experiences of teachers. According to Karip (2007), there are two main objectives of classroom management. First objective is, creating a steady and confident classroom atmosphere to improve student motivation. Second objective is, building up sense of responsibility on students and teach them to regulate their own behaviors. In an effective classroom management, student behaviors can be regulated by teaching students to control their learning environment and to control their own behaviors, but not with force. According to Balkı (2003), classroom management is a multi-dimensional and complex task requiring long-term effort. Spending long days with a crowd of students, planning every single action in detail, putting them into practice and being aware of every single thing in the classroom, can never be easy to get over.

Operations to be managed by teachers in the classroom have five dimensions; Physical arrangements, management of curricular activities, time management, regulation of relations and regulation of behaviors (Başar, 2006: 7). According to Martin and Baldwin (1993), classroom management includes three extensive dimensions; first one is the person dimension which is related to teachers' perceptions of the students as persons and teachers' beliefs about what they can do

to help students in developing as individuals. Instruction is the second dimension that includes what teacher can do for enabling students to learn use of time, physical

design of the classroom and maintenance of classroom routines etc. The last one, discipline, entails those behaviors that teachers use to set standards for behavior and to enforce those standards (Laut, 1999).

### **Purpose of the investigation**

A number of studies have found that classroom management is a primary area in which beginning teachers feel underprepared (Britt, 1997; Jacques, 2000; Savage & Savage, 2009). In a recent national survey of over 6,000 teachers with less than three years of experience, over 40% of the respondents indicated that they were either somewhat prepared in the area of classroom management or not prepared at all (Cleveland, 2008). Smith (2000) found that teachers and preservice teachers identify discipline and classroom management as two areas beginning teachers fear most about their first year of teaching. Approximately 33% of all teachers leave the profession in the first three years of teaching and 50% within the first five (National Commission on

Teaching and America's Future, 2003). Many of these teachers list problems with classroom management as a significant factor influencing their decision to leave their profession (Jones, 2006).

According to Stephens & Crawley (1994: 5) the characteristics that are expected from effective teachers: Subject knowledge (know your subject well), subject application (teach your subject well), class management (teach your subject in a purposeful, orderly environment which promotes effective learning), assessment and recording of pupils' progress (identify your students' levels of attainment and keep systematic records of their performances), further professional development (realise that initial teacher training is the first stage of a process of continued training that will proceed throughout your professional career).

With respect to raising qualified teachers, before teaching education, the desire of being a teacher and tendency to being a teacher take the first place among the characteristics that are requested and expected from candidate teachers. However, in Turkey in the entrance of undergraduate programs for teaching, "choice of teaching" perhaps is the last choice of the candidate. In the current education system candidates, who are selected and placed to programs raising teachers via a national-central system, are being selected mostly by measuring their intellectual characteristics. Whereas although they are very important, sensual dimensions such as attitude, belief, interest, desire and self-efficacy are being neglected in this selection system. Also according to Graham, Harris, Fink & MacArthur (2001), it is being stated that there are positive relationships between the teachers' belief of self-efficacy regarding doing their jobs successfully, trusting in themselves or perceiving their adequacy positively, and students' academic success, motivation and student competency.

Since all other knowledge and skills that teachers gained in other pedagogical courses are aimed to be actualized in 'classroom management' course, it is one of the most important pedagogical courses teachers take prior to service (Demirel, 2003). However, weekly hours of this course is lowered to 2 hours a week and practice side is totally abolished which used to be 4 hours a week with 2 hours of practice. As quoted by Ekici (2008: 169), many research findings revealed that teachers think they are inadequately trained in classroom management. The aim for this investigation is to analyse the change on the level of teacher attitudes and beliefs on classroom control of teacher candidates who take classroom management course. For this reason, this study is aimed to investigate attitudes and beliefs of prospective teachers towards classroom management with respect to gender, type of education and department/division variables.

## **Methodology**

### **Research Model**

This study is designed in survey model, meaning that attitudes and beliefs of prospective teachers presented as they are with the help of an inventory. The study was carried out at the Faculty of Education at Çanakkale Onsekiz Mart University in the second term of 2011-2012 academic years.

### **Sample**

The population of the study is consisted of 679 students who took classroom management course. Sample of the study is consisted of 193 students randomly selected from students studying in the Çanakkale Onsekiz Mart University, Faculty of Education. Information on sample students is shown in Table 1, 2 and 3.

**Table 1. Gender Profiles of Prospective Teachers**

Gender	f	%
F	125	64,8
M	68	35,2
TOTAL	193	100,0

Examination of Table 1 reveals that more than half of the participating students are females.

**Table 2. Status of Prospective Teachers Regarding 'Type of Education' variable**

Type of Education	f	%
Regular Education	135	69,9
Evening Education	58	30,1
TOTAL	193	100,0

Examination of Table 2 reveals that almost 70% of the participating students are taught in the regular education.

**Table 3. Status of Prospective Teachers Regarding 'Department/Division' Variable**

Department/Division	f	%
Foreign Language Education	25	13,0
Science and Technology Education	54	28,0
Fine Arts Education	24	12,4
Primary School Education	55	28,5
Computer Education and Instructional Technologies	35	18,1
TOTAL	193	100,0

Examination of Table 3 reveals that number of participants regarding departments is similar. Proportion of Primary Education Teachers is the highest with 28,5% and the proportion of prospective Foreign Language Teachers lowest with 13%.

### **Data Collection Tool**

Classroom management is one of the most important issues in educational settings and it is needed to investigate the teachers' classroom management beliefs and practices. Researchers attempt to capture multi dimensional aspects of classroom management and for this reason developed some scales. The first instrument to measure teachers' disciplinary approaches and choices is the Pupil Control Ideology (PCI) developed by the Willower, Eidell, & Hoy in 1967. This instrument, based on ideological continuum, is custodial at one extreme and humanistic at the other. Another instrument related to classroom management is the Beliefs on Discipline Inventory (BDI) and it was developed by Wolfgang and Glickman in 1980 (Youssef, 2003). Finally, Martin and Baldwin (1993) developed the Inventory of Classroom Management Styles (ICMS) that addresses the broader concept of classroom management. This instrument was redesigned and recalled as the Attitudes and

Beliefs on Classroom Control (ABCC) by Martin, Yin, & Baldwin (1998). ABCC instrument was designed to measure various aspects of teachers' beliefs and attitudes toward classroom management practices. This instrument is based on the three approaches of the classroom management and consists of 26 items and 3 independent dimensions, which are instructional management, people management and behavior management.

To collect the data of this study, the Attitudes and Beliefs on Classroom Control (ABCC) inventory is utilized which is developed by Martin, Yin and Baldwin (1998). Required permissions from Ekici (2008: 172-173), who is one of the adapters of the inventory to Turkish, received and validity and reliability information was given as follows:

- After completion of translation of the 26-item inventory, it was applied to 310 students.
- As a result of item analysis and Varimax Factor Analysis rotation of the inventory, it is found that there are 3 factors with eigenvalues over 1. Moreover, results of the application of the tool as the first step of validity studies for the Attitudes and Beliefs on Classroom Control (ABCC) inventory resulted in 0.001 level of conformity and 0.88 KMO (Kaiser-Meyer-Olkin) value and 3421.33 for the Barlett Test value.
- Eigen values of the three factors the inventory are 18,42, 1,96, and 1,24 respectively. All these values are over the value of 1. On the other hand, percentages of variances these factor explain are 72,11, 7,46, and 4,07 respectively.
- In order to identify the distribution of the 26 items in the inventory over the 3 factors and determine which items to be kept in the inventory, rotation with basic components and Varimax technique utilized. Analyses and rotations resulted that there are 14 items in the first factor, 8 items in the second factor and 4 items in the third factor. Afterwards, in order to determine if any of the items conjoin in meaningful factors independent of each other, second rotations performed. Second rotations also supported the same results and same 14 items reappeared in the first factor, 8 items in the second factor and the 4 in the third factor. At this procedure, items were chosen with factor weight of at least 0.35.
- At the last stage, reliability calculations of the Attitudes and Beliefs on Classroom Control (ABCC) inventory are performed and Cronbach's Alpha was utilized. While the Cronbach's Alpha reliability coefficient is found to be .85 for the complete inventory, it is found to be .82 for the instructional management dimension, .70 for the people management dimension and .65 for the behavior management dimension.

With this study, it is identified that there are three broad dimensions (instructional management, people management and behavior management) and 26 items maintained just as in the original inventory. According to Martin, Yin & Baldwin (1998), instructional management dimension "includes aspects such as monitoring seatwork, structuring daily routines, and allocating materials" (p.7). The second dimension, people management, "pertains to what teachers believe about students as persons and what teachers do to develop the teacher-student relationship" and the behavior management dimension "focuses on preplanned means of preventing misbehavior rather than the teacher's reaction to it" (p.8). Items are made up of 4 selections:

'describes me very well' (4 points), 'describes me usually' (3 points), 'describes me somewhat' (2 points), and 'describes me not at all' (1 point). There are 14 items in the instructional management dimension, 8 items in the people management dimension and 4 items in the behavior management dimension. Respondents could receive minimum 26 and maximum 104 points from the whole inventory, minimum 14 and maximum 56 points from the instructional management dimension, minimum 8 and maximum 32 points from the people management dimension and minimum 4 and maximum 16 points from the behavior management dimension. According to these figures, intervals for interpreting possible attainable scores are determined as follows:

- Complete inventory: 26-51 points, low level, 52-78 points, medium level and 79-104 points, high level of attitudes and beliefs towards classroom management,
- Instructional management: 14-27 points, low level, 28-42 points, medium level, and 43-56 points, high level of attitudes and beliefs towards instructional management,
- People management: 8-15 points, low level, 16-24 points, medium level, and 25-32 points, high level of attitudes and beliefs towards people management,
- Behavior management: 4-7 points, low level, 8-12 points, medium level, and 13-16 points, high level of attitudes and beliefs towards behavior management.

### **Data Analyses**

After analyzing the frequencies and the percentages of the results acquired from the application of the Attitudes and Beliefs on Classroom Control (ABCC) inventory, independent samples t-test analysis performed according to 'gender' and 'type of education' variables and one-way analysis of variance (ANOVA) and Tukey test according to the 'department' variable. SPSS-15 statistical software is utilized to perform statistical analyses.

### **Findings and Interpretations**

In this section, differentiations of total scores of prospective teachers according to 'gender', 'type of education' and 'department' variables are shown in Tables.

**Table 4. General Statistics of total Scores of Prospective Teachers from the Attitudes and Beliefs on Classroom Control (ABCC) Inventory**

	<b>Instructional management</b>	<b>People management</b>	<b>Behavior management</b>	<b>ABCC</b>
$\bar{X}$	38,8187	26,8860	12,3057	78,0104
S	4,38668	3,17829	1,71234	6,84957
Minimum Attainable Score	14	8	4	26
Minimum Observed Score	24	15	5	50
Maximum Attainable Score	56	32	16	104
Maximum Observed Score	49	32	16	95

As seen in the Table 4, average scores of 193 prospective teachers from the 'instructional management' dimension found to be 38,83 (14-56 interval). Since the scores between 28 to 42 represents 'medium-level', attitudes and beliefs of prospective teachers towards instructional management appeared to be medium-level. Average scores of prospective teachers from the 'people management' dimension found to be

26,88 (8-32 interval). Since the scores between 25 and 32 represents 'high-level', attitudes and beliefs of prospective teachers towards people management appeared to be high-level.

As can be seen in the Table 4, average scores of 193 prospective teachers from the 'behavior management' dimension found to be 12,30 (4-16 interval). Since the scores between 8 to 12 represents 'medium-level', attitudes and beliefs of prospective teachers towards behavior management appeared to be medium-level. Detecting undesirable student behaviors accurately and identifying sources of such behaviors is a prerequisite for maintaining effective educational activities in the classroom. Identification and correction of unwanted student behaviors requires a conscious behavior management (Aydın, 2000: 150). For this reason, it is important for prospective teachers to be prepared and practiced in classroom management. Possession of required qualifications provides great advantages to teachers in coping with problematic behaviors in the classroom (Özyürek, 1997: 10-16).

Prospective teachers appear to have 78,01 from the whole inventory (26-104 interval). Since the scores between 52 and 78 represents medium-level, it can be concluded that prospective teacher have medium-level of attitudes and beliefs towards classroom management.

Table 5 shows t-Test results of total scores of prospective teachers towards classroom management with respect to 'gender' variable.

**Table 5. t-Test Results of Total Scores of Prospective Teachers towards Classroom Management with Respect to 'Gender' Variable**

	Gender	N	$\bar{X}$	S	t	p
Instructional management	F	125	38,82	4,32	0,023	0,982
	M	68	38,80	4,53		
People management	F	125	26,57	2,89	1,849	0,066
	M	68	27,45	3,59		
Behavior management	F	125	12,22	1,65	0,898	0,370
	M	68	12,45	1,82		
ABCC	F	125	77,62	6,36	1,063	0,289
	M	68	78,72	7,65		

\*  $p > 0.05$ ,  $df = 191$

With respect to gender variable, no differentiation observed in the scores of prospective teachers the Attitudes and Beliefs on Classroom Control (ABCC) inventory as a whole and its dimensions. In other words, instructional management, people management, behavior management and classroom management scores of both female and male students are similar. Together with this, on the other hand, although below the statistically significance level it is remarkable that apart from 'instructional management' dimension, male students received better scores than female students. Examining literature, previous studies of Savran (2002), Yılmaz (2007) and Ekici (2008), support our findings.

Table 6 shows t-Test results of total scores of prospective teachers towards classroom management with respect to 'type of education' variable.

**Table 6. t-Test Results of Total Scores of Prospective Teachers towards Classroom Management with Respect to 'Type of Education' Variable**

Type of Education		N	$\bar{X}$	S	t	p
Instructional management	Regular Ed.	135	38,57	4,54	1,201	0,231
	Evening Ed.	58	39,39	3,98		
People management	Regular Ed.	135	26,94	3,19	0,413	0,680
	Evening Ed.	58	26,74	3,15		
Behavior management	Regular Ed.	135	12,24	1,78	0,757	0,450
	Evening Ed.	58	12,44	1,54		
ABCC	Regular Ed.	135	77,76	7,13	0,765	0,445
	Evening Ed.	58	78,58	6,16		

\*  $p > 0.05$ ,  $df = 191$

With respect to 'type of education' variable, no differentiation observed in the scores of prospective teachers the Attitudes and Beliefs on Classroom Control (ABCC) inventory as a whole and its dimensions (Table 6). In other words, instructional management, people management, behavior management and classroom management scores of both regular education students and evening education students are similar.

It is a noteworthy finding that there is no significant difference between the Attitudes and Beliefs on Classroom Control (ABCC) inventory as a whole and its dimensions scores of the two groups. Although there is no statistically significant difference between the two groups, which is formed according to the University Entrance Examination, it is a remarkable finding that evening education students received slightly higher scores than regular education students from the whole inventory and dimensions.

No study encountered examining attitudes and beliefs of prospective teachers towards classroom management according to 'type of education' variable after a brief review of the literature.

Table 7 shows analysis of variance (ANOVA) results of total scores of prospective teachers the Attitudes and Beliefs on Classroom Control (ABCC) Inventory with respect to 'department' variable.

**Table 7. Analysis of variance (ANOVA) results of total scores of prospective teachers from the Attitudes and Beliefs on Classroom Control (ABCC) inventory with respect to 'department' variable.**

Source of Variance		Sum of Sq.	df	Mean Sq.	F	p	Diff.* (Tukey)
Instructional management	Between Groups	131,658	4	32,915	1,737	0,144	
	Within Groups	3562,995	188	18,952			
	Total	3694,653	192				
People management	Between Groups	149,698	4	37,424	3,931	0,004*	1-4
	Within Groups	1789,794	188	9,520			
	Total	1939,492	192				
Behavior management	Between Groups	22,342	4	5,585	1,942	0,105	
	Within Groups	540,622	188	2,876			
	Total	562,964	192				
ABCC	Between Groups	344,174	4	86,044	1,867	0,118	
	Within Groups	8663,805	188	46,084			
	Total	9007,979	192				

1) Foreign Languages Education; 2) Science and Technology Education; 3) Fine Arts Education; 4) Primary Education; 5) Computer Education and Instructional Technologies

Examination of the Table 7 shows that there is no significant variation between the 'instructional management', 'behavior management' and 'classroom management' scores of the prospective teachers with respect to 'department' variable. Total scores of prospective teachers from the 'people management' dimension on the other hand, appear to bear a significant differentiation between the 'foreign languages education' students and 'primary education' students' attitudes and beliefs towards people management.

Descriptive statistics of total scores of prospective teachers towards classroom management with respect to 'department' variable are shown in Table 8. Examination of the table, attitudes and beliefs scores of foreign languages education prospective teachers towards people management is found to be 28,52, whereas it is found to be 25,76 for primary education prospective teachers. According to this result, it is revealed that prospective teachers of foreign languages education have significantly higher attitudes and beliefs towards people management than prospective teachers of primary education. And this result shows that prospective teachers of foreign languages education feels more comfortable in 'people management' matter.

Very similar general classroom management scores signifies that the department being studied does not have any effect on attitudes and beliefs of prospective teachers towards classroom management.

## **Discussion**

Human being is a complicated system. Communal systems made up of humans are even complicated. Schools are even more complicated structures owing to educators, who are constituents of the schools and students, behaviors of whom are of school's interest (Başaran, 1996). Classrooms are undoubtedly the most important constituents of these complex structures. Thence, occurrence of unwanted situations in such a complex structure is natural. Attitudes and beliefs of teachers or prospective teachers step in at this very point. Possibility of unwanted situations in classroom is lower for teachers with high attitudes and beliefs towards classroom management.

In a manner of speaking, classroom management is self-management of a teacher. Teacher's behavior management towards students, the teaching method, and time spent for the subject, evenness and consistency of behaviors towards students. Insufficient classroom management skills of teachers regarded as one of the main factors effecting success and quality of the education in Turkey. According to Ataman (2003), a group of educational specialists specified that behavioral problems observed in classroom are teachers' responsibility, not students. Taking this perspective, source of unsuccessful students is teachers, who fail to develop required student behaviors, but not students.

In Turkey, disputes continue on the traditional classroom management mentality which requires authoritarian teachers in the classroom, ignores student interests and expectations and consequently, brings up students with negative attitudes towards school. A brief review of the literature on the other hand, reveals that there are not many researches dealing with the attitudes and beliefs of teachers towards classroom management. And existing researches seem to have not much in common. Findings of our research with respect to 'gender' variable, which is one of the three variables of our study, are in parallel with the findings of Savran (2002), Yılmaz (2007) and Ekici (2008). According to the 'type of education' and 'department' variables on the other hand, no study encountered to make a comparison.

As a result of this study, it is detected that attitudes and beliefs of prospective teachers towards classroom management are 'medium level' for the instructional management and behavior management dimensions, 'high level' for the people management and 'medium level' for the classroom management in general. While structuring the education and in particular teacher training programs, a greater importance must be attached to courses and contents regarding classroom management, especially in developing countries like Turkey. Bringing in the desired behaviors to pupils has always been the idea behind the education phenomenon which starts in the mother's womb and continues with formal-informal educational institutions. Together with this, there has always been and will be undesired student behaviors. What determine a behavior to be desired or undesired are the features of the particular era, the community and the country. Depending on the specifics of countries, these features may be common or diverse in today's globalizing world. It is an undisputed fact that undesired student behaviors are becoming more diverse and common in Turkey where there are 17 million students along with 700 thousand teachers and there is a 'dense migration to cities from rural areas', an 'inequality in distribution of income', a 'rapid growth of consumption of technological products', an 'increase in the participation of women in the labor force', and consequently an 'increase in divorce rates'. Consequently, educational specialists must pay a greater attention on classroom management and feel responsible to assist in-service and prospective teachers in assisting behavioral and instructional management issues.

Several recommendations have to be made with the results that prospective teachers have 'medium level' of attitudes and beliefs towards classroom management apart from the people management dimension of the classroom management. The development process of classroom management in Turkey is similar to the rest of the world with some delays. Initially just a sub-section or a subject heading in various studies of educational sciences, classroom management issue has been an individual field of research lately. Prospective teachers must be provided with facilities to make practice in the classroom management course. First thing to be done for this is the requirement of increasing the weekly hours of the classroom management course and thus bear a practice extent along with the theoretical side. Use of case studies more often can be regarded as a useful application for embodying the subjects and improve the attitudes and beliefs towards classroom management.

According to the findings of this study, it is revealed that total scores of prospective teachers' attitudes and beliefs of towards classroom management do not differ according to 'gender' and 'type of education' variables. Together with this, with respect to the 'department' variable, it is found that prospective teachers of foreign languages education have higher attitudes and beliefs towards classroom management than prospective teachers of primary education taking the 'people management' sub-dimension. With respect to other sub-dimensions and the complete inventory on the other hand, there is no differentiation observed according to the 'department' variable. Given only the theoretical knowledge on classroom management, prospective teachers observed to fail to overcome unwanted student behaviors during practicing courses. Speaking of practice courses, prospective teachers observed to be very well-prepared to their teaching practice with utilizing various materials and having been made a brief research on the topic. Although they carry out the appropriate pre-prepared activities in the class very carefully, they still fail to bring in required learnings to students and the obvious reason behind this is; they fail to manage the classroom sufficiently (Sert, 2006). For this reason, expected outcomes of the pedagogical courses should be standardized for different departments (foreign languages education, Science and technology education, primary education etc.).

As the new curriculums put into action in 2005, teacher training institutions, especially faculties of education in Turkey had to be restructured. Positive effects of this restructuring can only be witnessed in the long term. On a national basis, standards of schools like number of students per classroom and supply of required teaching materials must be improved. Investments of developing countries on education should not be limited on improvement of physical conditions of the school. Improved working conditions and life standards of teachers will play an important role in developing classroom management skills of teachers.

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