

Sınıf Yönetimine İlişkin Nitel Araştırmaların Analizi: Bir Meta-Sentez Çalışması

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Öz: Bu çalışmada, sınıf yönetimi ile ilgili nitel çalışmaların sistematik olarak yeniden incelenmesi amaçlanmıştır. Bu amaçla eğitim fakülteleri tarafından yayınlanan on dergi incelenmiştir. Sonuç olarak, kriterleri tam olarak karşılayan 14 nitel çalışma incelenmiştir. Bu çalışmalar, tematik sentez yöntemi kullanılarak analiz edilmiştir. Sınıf yönetiminin bağlamına ilişkin alt temalar stratejiler, yaklaşımlar, boyutlar ve yeterlilikler şeklindedir. Sınıf yönetimini etkileyen faktörler öğrencilerin tutumu, öğretmen niteliği, velilerin tutumu, okul yönetimi, sosyo-ekonomik yapı ve fiziki yetersizlik olarak ortaya çıkmıştır. Ayrıca bozucu davranışlara ilişkin ana temalar kuralları çiğneme, duygusal dengesizlik, şiddet, ders akışını bozma ve kabalık olarak ortaya çıkmıştır. Yıkıcı davranışlarla başa çıkma ile ilgili ana temalar hoşgörü, iletişim, işbirliği, rehberlik ve yaptırım uygulamadır. Meta-sentez sonuçları, sentezlenen nitel çalışmaların daha çok sınıf yönetiminin bağlamına, sınıf yönetimini etkileyen faktörlere, sınıfta istenmeyen davranışlar ve bu davranışlarla baş etmeye odaklandığını göstermektedir. Bu sonuçlara göre, öğretmenler ve öğretmen adaylarına hizmet içi ve hizmet öncesi eğitim sürecinde değişen öğrenci yapısına uygun sınıf yönetimi becerilerinin kazandırılmasının yararlı olacağı ifade edilebilir.

Anahtar kelimeler: Eğitim, öğretmen, sınıf yönetimi, meta-sentez çalışması

Analysis of Qualitative Studies about Classroom Management: A Meta-Synthesis Study

Abstract: In this study, it was aimed a systematic re-examination of qualitative studies related to the classroom management. For this purpose, ten journals were examined published by education faculties. In conclusion, 14 qualitative studies, which exactly met the criteria were examined. These studies were analyzed by using thematic synthesis method. The main themes related to the context of classroom management were strategies, approaches, dimensions, and competencies. The factors affecting classroom management were attitude of students, teacher qualification, attitude of parents, school management, socio-economic structure, and physical insufficiency. In addition, the main themes related to the disruptive behaviors emerged as the breaking the rules, emotional instability, violence, disrupt the course flow, and rudeness. The main themes related to the coping with disruptive behaviors are tolerance, communication, cooperation, guidance, and imposing sanctions. The meta-synthesis results show that synthesized qualitative

Geliş tarihi/Received: 07.02.2022

Kabul Tarihi/Accepted: 05.06.2022

Makale Türü: Araştırma Makalesi

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Atf (Citation): Sezer, Ş., & Can, E. (2022). Sınıf yönetimine ilişkin nitel araştırmaların analizi: Bir meta-sentez çalışması. *Van Yüzüncü Yıl Üniversitesi Eğitim Fakültesi Dergisi*, 19(2), 298-327. <https://doi.org/10.33711/yyuefd.1069563>

studies mostly emphasize on the scope of classroom management, the factors affecting classroom management, and management of disruptive behaviors in classroom. According to these results, it may be stated that it would be beneficial to provide teachers and prospective teachers with classroom management skills appropriate to the changing student structure during the in-service and pre-service education process.

Keywords: Education, teacher, classroom management, meta-synthesis study

Introduction

One of the most common definitions of classroom management is ‘to manage class-room activities like an orchestra’. Classroom management is not an action to control the behaviors of students and turn them into individuals who sit quietly in the classroom and listen in a docile way. It requires improving students, learning, and success together (Midthassel, 2006). Effective classroom management focuses on achieving educational goals. In this context, effective classroom management has a direct impact on effective learning of students (Kunter et al., 2007; Sultan and Shafi, 2014). Therefore, this meta-synthesis of qualitative studies about classroom management is important.

Although the education received by the teachers is similar, there are significant differences in classroom management competencies. Doyle (1986) asserted that the competencies of teachers ensure learning order and create sustainable classroom rules for students. In a traditional sense, the main responsibilities of teachers are to organize the learning environment, to maintain learning activities, and to manage behaviors of students (Lai and Cheung, 2015). Teachers must have concrete skills for effective classroom management. According to Pounder (2006), these are organization of the learning environment, assessment and evaluation of outputs, and communication skills. Teachers, students, and learning contents interact with each other in the classroom environment. This interaction has a crucial effect on psychological, social, and emotional development of students (Postholm, 2013), and teachers must be aware of the effect of this interaction on development of students (Muijs and Harris, 2003). One of the most important skills for classroom management is to manage differences in the classroom (Marzano and Marzano, 2003). Since students have heterogeneous features, teachers need to know the different characteristics of students and to manage the classroom by considering these differences (Fidler, 2002). There may be students in the classroom who have special learning difficulties such as attention deficit problems, hyperactivity and adaptation problems. The competence of teacher about managing differences has a significant impact on effective learning of students with both normal and special needs (Wang et al., 1993).

Effective learning in schools largely depends on teachers’ classroom management competencies. In this regard, they must know theories, models, principles, concepts, and techniques of classroom management. Effective classroom management is defined as the planning and implementation of activities that prioritize the academic, emotional and social development of students, and thus ensure effective learning (Evertson and Weinstein, 2006). The professional success of teachers largely depends on classroom management skills (Collinson et al., 2009). These skills are also related to classroom management approaches. In a traditional sense, the classroom management approaches include four models. These are the reactive model, preventive model,

developmental model, and holistic model. According to Spoden and Fricke (2018), the reactive model emerges in response to disruptive behavior. The purpose of this model is to change the undesirable situation or disruptive behavior. The preventive model is related to planning and predicting the future, and to prevent disruptive behavior before it occurs. Collier-Meek et al. (2019) identified the purpose of this model as to reduce the need for the reactive model by creating the necessary arrangements and practices to prevent disruptive behaviors in the classroom. In the developmental model, the physical, emotional, and social development of students is considered, and the learning activities are planned according to these features (Lewis, 2008). The holistic model integrates all classroom management approaches. In this model, priority is given to the preventive model, by removing the causes of disruptive behavior to achieve the desired behavior (Patel, 2003; Seeman, 2010). Opdenakker and Van Damme (2006), asserted the humanistic approach as a new classroom management model. Since the humanistic approach is an enhancing factor for the effectiveness of classroom practices, it is considered basic classroom management model. Moreover, it is the most suitable model for the emotional, intellectual, and mental development of students (Lozano and Kızılaslan, 2013). In this approach, teaching methods, classroom rules, and purposes are discussed democratically. Furthermore, the role of the teacher is accepted as a guide in student learning. Consequently, the students become the center of educational activities.

Classroom management is affected by different factors depending on the internal and external variables of the school. The main variables, which affect classroom management are psycho-social characteristics of students, teacher attitude, school type, family structure, and school environment. Willingness to learn, self-confidence, attitude towards school, home and school life, cultural infrastructure, individual differences, and antisocial tendencies are the psycho-social characteristics of students (Brown, 2019; Rigby, 2003). Malloy et al. (2018), emphasized that in recent years, psycho-social factors were more effective on classroom management. Family structure, social norms and values, school environment, educational expectations, and mass media are among the social factors. Carless (1999) emphasized psychological factors. These include the expectations and needs of students, and the personality traits of the teacher. Educational factors are also effective on classroom management. According to Lewis and Burman (2008), educational factors are the structure and functioning of school management, teacher quality, commitment to the school goals, school values, and fear of teachers about losing control. Moreover, the approach of the teacher in determining classroom rules and the implementation style are among the educational factors. Furthermore, the attitude and behavior of students has a crucial effect on classroom management. Students display behaviors intentionally or unintentionally, which have a hazardous effect on classroom rules and interrupt effective teaching (Pane, 2010). However, disruptive behaviors may not only be caused by students' attitude. Teacher inadequacy in classroom management also makes these behaviors more dangerous (Riley, 2009). According to Burden (1999), disruptive behaviors cause the interruption of learning activities and so, the learning rights of students are precluded. Moreover, since these behaviors cause students to be psychologically irritated, they harm educational activities and thus threaten student learning (Levin and Nolan, 2000; Seeman, 2000).

Disruptive behavior is an act of not fulfilling the expected constructive behavior in the classroom and during the learning activity. These behaviors have a wide range and categories and

are influenced by internal and external factors inside the school (Seeman, 2010). To deal with disruptive behavior, teachers must consider the wide range of what is called misbehavior and analyze it in detail (Cangelosi, 2014; Rogers, 2011). Although there are many strategies and approaches, teachers must avoid generalizing and stereotyping, because it may only lead into worse conditions (Rigby, 2003). Evertson et al. (2006), asserted that the competence of the teacher in classroom management has a strong effect in transforming disruptive behaviors into to the desired behaviors. Instead of displaying a reactive attitude, teachers who enforce functional positive discipline rules may be more effective in managing the process. Thompson (1998) emphasized that the rewarding or praising was more effective than punishment. Moreover, effective classroom management is related more to the positive discipline approach (Nelsen et al., 2013).

It is thought that this study, which presents an analysis of the findings obtained from the qualitative studies examining teachers' experiences of classroom management with the meta-synthesis method, will provide understanding about the classroom management experiences of teachers. In this sense, it is anticipated that the comprehensive findings obtained from qualitative studies focusing on classroom management will ensure a broad perspective about the classroom management competencies of teachers and the difficulties they encounter in the classroom environment. It is anticipated that in-depth and multidimensional analysis of the qualitative research examining teachers' classroom management attitude and behaviors will fill an important gap in the literature by ensuring the evaluation of classroom management practices of teachers from a broad perspective.

Research Aims and Questions

Since a meta-synthesis study brings together qualitative data to form a new re-examination of different research, it helps to build new interpretations and holistic results. In this study, it was aimed an in-depth and multidimensional analysis of the qualitative research examining teachers' classroom management attitude and behaviors. In Turkey, the studies on classroom management were generally carried out in descriptive or relational survey pattern (Çelik, 2019; Çetin, 2016; Erkan, 2009; Gülbahar and Sıvacı, 2018; Ilgar, 2007; Kınay et al., 2015; Yılmaz, 2011; Yılmaz and Aydın, 2015). Moreover, only three of these studies were directly related to the classroom management, and they were meta-analysis studies (Kaya and Selvitopu, 2019; Soysal, 2021; Uğurlu et al., 2019). However, a meta-synthesis study, which focused on classroom management has not been conducted yet. A meta-synthesis study conducted by Kozikoğlu (2019) analyzed the studies concerning flipped learning model. When international literature investigated it is seen that a series of qualitative research were conducted on classroom management (Gillette et al., 2018; Korpershoek et al., 2016). However, meta-synthesis studies focused on classroom management were quite limited. In this regard, Martin et al. (2020), analyzed the research on learning environments and technologies by using systematic meta-synthesis technique. These synthesized studies provide rich data reflecting the views of teachers, school administrators, undergraduate students, and inspectors. In this sense, it is anticipated that the current study will fill the gap in literature by ensuring the evaluation of teachers' classroom management practices from an inductive perspective. In this regard, the answers to the following questions were sought:

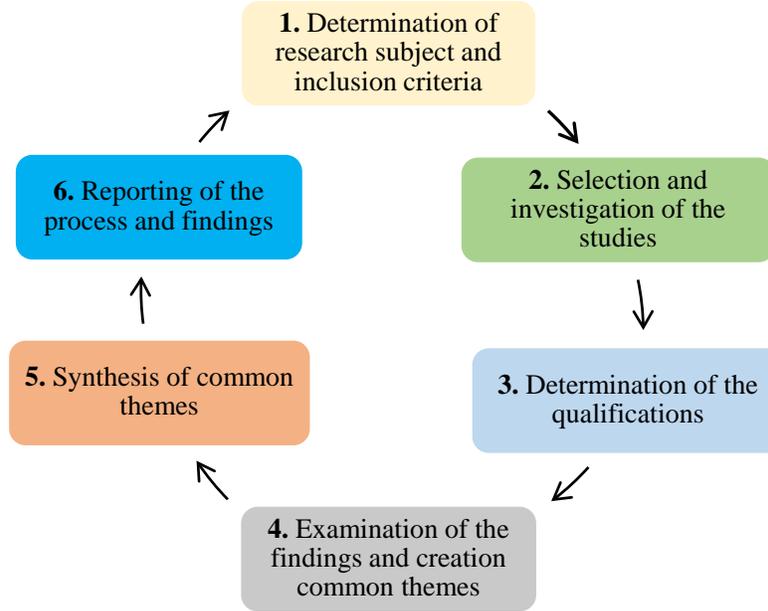
1. What are the contexts of classroom management synthesized from studies about classroom management?
2. What are the main syntheses related to the factors affecting classroom management?
3. What are the main syntheses that can guide effective disruptive behavior management?

Method

This study is a meta-synthesis study, which includes the analysis of qualitative research on classroom management by using a meta-synthesis technique. Since in-depth data (due to the qualitative approach) and the findings from different views are widely involved in the analysis process, so the meta-synthesis is considered as a functional model in examining and synthesizing different semantic units, the views, and experiences (Lachal et al., 2017). Meta-synthesis of qualitative studies is a similar technique with the meta-analysis of quantitative studies, but it has some differences. Meta-analysis is expressed as a re-interpretation of quantitative data by statistical methods, but meta-synthesis is expressed as a synthesis of qualitative data, and therefore, it is quite different from meta-analysis (Noah, 2017). The purpose of meta-synthesis is to achieve common results by using an interpretive perspective instead of deduction. While the meta-analysis aims to increase the precision in cause-effect relationships and results, the meta-synthesis tries to understand and explain events (Walsh and Downe, 2005). The data source of meta-synthesis is the findings, raw data, results, and recommendations in qualitative research. On the other hand, in meta-synthesis studies, instead of converting the results of qualitative studies into quantitative data, it is aimed to reach an in-depth synthesis with a holistic perspective (Weed, 2005). In literature, there are different suggestions about the processes followed in the meta-synthesis studies (Lachal et al., 2017; Noah, 2017; Walsh and Downe, 2005). In this study, the meta-synthesis stages developed by Walsh and Downe was adopted. These stages were shown in Figure 1.

Figure 1

Meta-Synthesis Processes in the Research



The meta-synthesis process was conducted in six stages. These stages are determination of research subject and inclusion criteria, selection and investigation of the studies, determination of the qualifications, examination of the findings and creation of common themes, synthesis of common themes, and reporting of the process and findings.

Data Collection

Weed (2005) states that four or five studies will be sufficient for the studies conducted in meta-synthesis method. However, Noah (2017) asserts that more studies may be needed to reach a broader and more comprehensive synthesis. Furthermore, Bondas and Hall (2007) argue that approximately 10-12 studies will be sufficient for meta-synthesis. In this context, 14 qualitative studies were selected for this research. Therefore, the inclusion and exclusion criteria were determined to reach the most suitable studies, which met the purposes of this research. The subject area and purpose of the research in line with the suggestions in literature are considered as the criterion (Finfgeld, 2008; Lachal et al., 2017; Thomas and Harden, 2008; Weed, 2005). In this study, the criteria determined by Lachal et al. (2017) were considered. The criteria and necessary explanations were presented in Table 1.

Table 1

The Inclusion Criteria and Explanations

No	Criterion	Limitations	Results
1	Research topic	Classroom management	128
2	Accessibility	ULAKBİM- TR Index Database	1.361
3	Publishing place	Education Faculty Journal	33
4	Date range	January 2001-January 2021	12*
5	Keywords	Classroom management, classroom	128
6	Study type	Research article	121
7	Research method	Qualitative research/Mixed method	24
8	Purposes	Classroom management, discipline	14**

In Table 1, some limitations were determined. The first limitation is about the database. ULAKBİM-TR Index database in Turkey was considered as the inclusion criterion. In addition, Education Faculty Journals published between 1 January 2001 and 31 January 2021 were investigated. The number of journals, which exactly met these criteria was 12, the two of them didn't have any qualitative study matching with the keywords. In this context, 24 studies were examined, but it was concluded that ten of these studies were not exactly matching the aims of this study. In conclusion, 14 studies were analyzed, 13 of which were qualitative research, and one was mixed method study.

In Table 2, the studies and the qualifications were presented.

Table 2

Synthesized Studies and the Qualifications (n=14)

Code	Author and Publication year	Purposes	Research pattern	Study group	Data collection tool	Data analysis
A1	Koçak and Bostancı (2019)	Determination of teachers' efforts to achieve social justice in classroom management	Qualitative research	17 teachers	Semi-structured interviewing form	Descriptive analysis
A2	Ozturk and Gangal (2016)	Examination of teachers' opinions about classroom management competencies and coping with disruptive behaviors	Qualitative research / Case study	3 preschool teachers	In-class observation/ interview form/ daily plans	Content analysis/ Document analysis
A3	Sezer (2018)	Determination of the effects of teachers' classroom management attitudes	Qualitative research/	20 Prospective teachers	Semi-structured interviewing form	Interpretive phenomenological analysis

		on students' development	phenomenology			
A4	Teyfur (2011)	Determination of the effects of the constructivist approach on classroom management	Qualitative research	25 teachers	Semi-structured interviewing form	Qualitative data analysis
A5	Ilgar (2014)	Determination of the opinions of the class teachers who worked in public and private schools about the differences in classroom management	Qualitative research	19 classroom teachers	Semi-structured interviewing form	Descriptive analysis
A6	Ayaydın (2010)	Evaluation of teacher attitudes and behaviors in terms of classroom management in fine arts education	Qualitative research / Case study	62 students 1 teacher	Interview/ observation notes/audio and video recording/ photograph	Descriptive analysis/ Content analysis
A7	Denizel-Güven and Cevher (2005)	Determination of the pre-school teachers' classroom management skills	Mixed / Qualitative research	93 teachers	Interviewing form	Content analysis
A8	Siyez (2009)	Determination of the opinions of teachers working in high schools about disruptive student behavior	Qualitative research	110 teachers	Structured interview technique	Content analysis
A9	Arslan (2017)	Determination of the perceptions of pedagogical formation students regarding the dimensions of effective classroom management	Qualitative research / Phenomenon on pattern	89 prospective teachers	Semi-structured interview form	Content analysis
A10	Öngören-Özdemir and Tepeli (2016)	Investigation of pre-school teachers' strategies to cope with aggressive behavior	Qualitative research	12 teachers	Semi-structured interview form/ Observation	Content analysis
A11	Çetin (2013)	Determination of the solution suggestions about the disruptive		37 teachers		Content analysis

		student behavior of the classroom teachers	Qualitative research / Case study		Structured interviewing form	
A12	Özgan and Yılmaz (2009)	Determination of inspector views on teachers' deficiencies in classroom management	Qualitative research	20 inspectors	Interviewing form	Descriptive analysis
A13	Kulekçi-Akyavuz 2019	Determination of classroom teachers' disruptive behavior and coping methods	Qualitative research / Case study	58 teachers	Structured interviewing form	Descriptive analysis
A14	Güven and Karşlı (2014)	Determination of the school principals' views about the factors affecting effective classroom management	Qualitative research	11 school principals	Semi-structured interview form	Descriptive analysis

Data Analysis

Since standard steps and data analysis methods are not fully established in meta-synthesis studies, the data analysis process is the most subjective stage, and it is mostly influenced by the experience of the author (Tong et al., 2012). Therefore, there is no common approach on data analysis (Konan et al., 2018). In this study, thematic synthesis method was adopted and used (Deveci and Aykaç, 2018). Thematic synthesis includes four stages. In the first stage, the studies are read carefully (Noah, 2017). In the second stage, the concepts and expressions are coded by two different researchers at least in approach, which similar with the phenomenological analysis (Smith, 2008). In the third stage, the codes are grouped, and categories are created (Noblit and Hare, 1988). In the last and most subjective stage, the analytical themes are created based on the insight and evaluation of the coders (Thomas and Harden, 2008). Regarding these stages, each study was read by researcher, in detail. Then, the concepts and expressions were coded. The categories, not only to compare themes, but also to capture different key themes were created. In conclusion, the analytical themes were created.

Validity and Reliability

In meta-synthesis studies, the reliability is ensured by explaining the findings of each study rather than statistical analysis (Polat and Ay, 2016). The purpose, research questions, and selected studies should be identified in clearly to ensure validity and reliability (Patton, 2002). In this sense, the purpose of study, the questions, and the selection criteria were explained. In addition, data analysis method, data analysis process, and the creation of common themes should be expressed clearly (Merriam, 2009). In this study, the meta-synthesis process was defined clearly (Figure 1), and data sources (Table 2). In addition, the analysis method and the themes were explained in detail. On the other hand, the attention should be paid to present sections from the findings of the studies reviewed to increase the credibility of coding expertise and coding consistency (Deveci and

Aykaç, 2018). The formula ‘Reliability=Consensus/Consensus + Dissidence × 100’ was applied to determine the reliability of the coding (Miles and Huberman, 1994, p.64). The agreement between two coders was calculated as .92. Moreover, the main themes, sub-themes, and codes were presented in figures and tables.

Findings

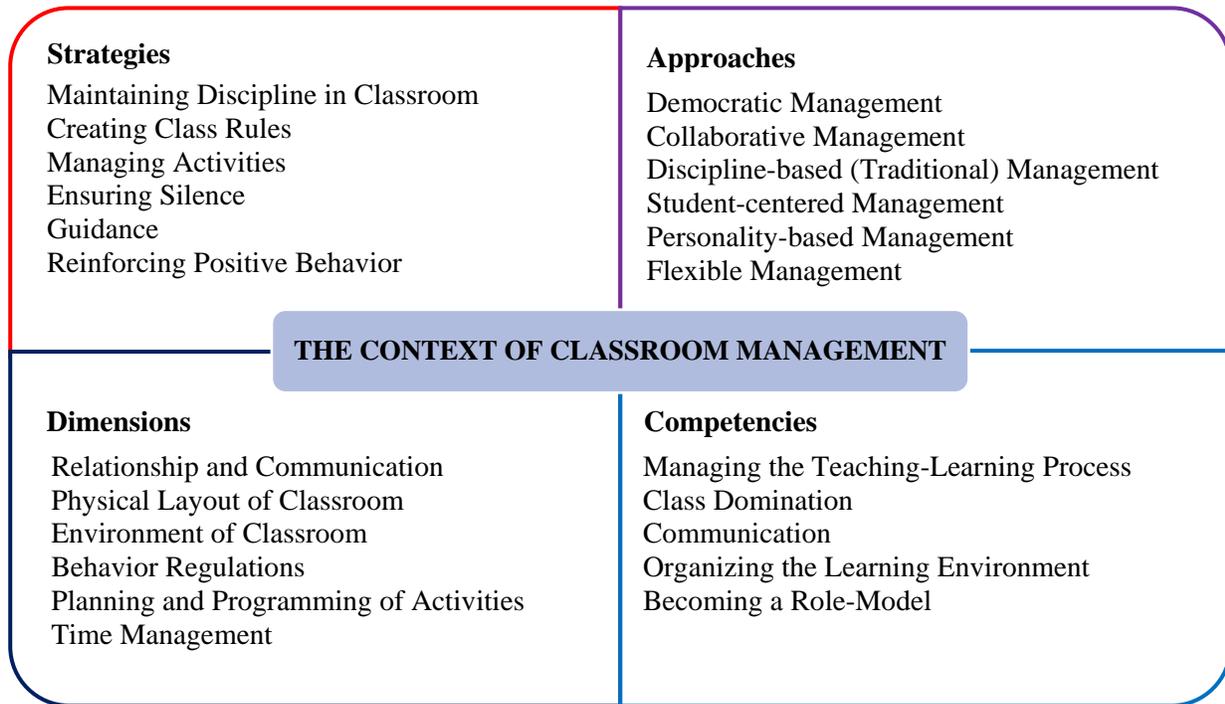
In this study, the findings were discussed under three main themes: (1) the context of classroom management, (2) the factors affecting classroom management, (3) disruptive behaviors and coping with them.

The Context of Classroom Management

The context of classroom management was determined by considering the main themes in synthesized studies. Accordingly, it is possible to collect the contexts of the classroom management under four main themes (Figure 2).

Figure 2

The Main Themes Related to the Context of Classroom Management



In figure 2, the main themes were given under the context of classroom management. As a result of thematic meta-synthesis of the qualitative studies about classroom management, the analytical themes related to the context of classroom management were determined. These main themes are strategies, approaches, dimensions, and competencies. In the ‘strategies’ main theme,

the categories are related to the maintaining discipline in classroom, creating classroom rules, managing activities, ensuring silence, guidance, and reinforcing positive behavior of students. In the ‘approaches’ main theme, the categories are related to teachers’ classroom management approaches. These are democratic management, collaborative management, traditional (discipline-based) management, student-centered management, personality-based management, and flexible management. In addition, the ‘dimensions’ main theme includes relationship and communication, physical layout of classroom, environment of classroom, behavior regulations, planning and programming of activities, and time management. Moreover, the ‘competencies’ main theme includes the categories such as to manage teaching-learning process, class domination, communication, organizing learning environment, and becoming a role-model.

The emphasis was generally on behavior management and management of instruction in studies synthesized. In some of the synthesized studies the interest of researchers were disruptive behaviors and the coping styles of teachers. Moreover, the phenomenon of effective classroom management was another most highlighted topic in studies synthesized.

In Figure 2, a conceptual framework was created about the factors, which affecting classroom management.

The Factors Affecting Classroom Management

Table 3

The Main Themes, Sub-themes and Codes Related to the Factors Affecting Classroom Management

Main-theme	Sub-theme	Codes
Attitude of Students	<i>Disinterest</i>	<i>Indifference to the lesson, low success, irresponsibility, lack of focus, lack of motivation, reluctance to participation, lack of readiness</i>
	<i>Neuroticism</i>	<i>Lack of self-control, lack of self-confidence, lack of empathy, dissatisfaction, cry at once, deficiency in sense of sharing, discontent</i>
	<i>Nerviness</i>	<i>Sauciness, outburst of anger, irritability, anger, violent tendency, disagreement, peer bullying</i>
	<i>Reactiveness</i>	<i>Disobeying the rules, lack of love-respect, speaking loudly, trying to attract attention</i>
	<i>Competitive attitude</i>	<i>Self-centeredness, ostracism, competition, excessive ambition, excessive jealousy</i>
Teacher Qualifications	<i>Professional competency</i>	<i>Professional experience, professional competence, need for in-service training, lack of guidance for students</i>
	<i>Personal characteristics</i>	<i>Personality of teacher, using physical and emotional violence, democratic attitude, patient, insightfulness, cause concern</i>
	<i>Professional skills</i>	<i>Communication skills, being a role model, teacher-parent cooperation</i>
	<i>Student centeredness</i>	<i>Loving students, valuing students, rewarding, appreciation, close attention, supporting</i>

Attitude of Parents	Indifference of families	<i>Irrelevant parents, irresponsible families, family's disregard for the education of the student, insensitive families, families uninterested in their child's success</i>
	Family structure	<i>Broken families, lack of family-based love and trust in children, parents' resistance to innovations, parents with low educational level, socio-economic status of families</i>
	High expectations	<i>High expectations of parents, oppressive families, unnecessary wishes and behaviours of parents</i>
School Management	Instructional leadership	<i>Prioritizing student learning, close attention to the students, resolution of student problems on time</i>
	Communication	<i>Communication with parents, communication skills of school principal</i>
	Collaboration	<i>Collaboration with parents, school-family cooperation</i>
Socio-Economic Structure	Economic factors	<i>Economic problems of families, different socio-economic structure, economic conditions</i>
	Social factors	<i>Tendency to faction, social exclusion, classification, social status</i>
	School environment	<i>The problematic school environment</i>
Physical Insufficiency	Insufficient equipment	<i>The physical conditions of the classroom, the lack of school equipment, the lack of sufficient equipment, lack of equipment, insufficient school budget</i>
	Crowded classrooms	<i>The large number of students, overcrowded classrooms</i>

In Table 3, the main themes related to the factors affecting classroom management are attitude of students, teacher qualification, attitude of parents, school management, socio-economic structure, and physical insufficiency. The sub-themes related to the 'attitude of students' main theme are disinterest, neuroticism, nerviness, reactivity, and competitive attitude. 'Teacher qualifications' main theme includes the sub-themes such as professional competency, personal characteristics, professional skills, and student centeredness. The sub-themes related to the 'attitudes of parents' main theme are indifference of families, family structure, and high expectations. The sub-themes related to the 'school management' main theme are instructional leadership, communication, and collaboration. Moreover, the sub-themes related to the 'socio-economic structure' main theme are economic factors, social factors, and school environment. In addition, the sub-themes related to the 'physical insufficiency' main theme are insufficient equipment and crowded classrooms.

Thematic analysis results revealed that the attitude of students affect the classroom management. In addition, professional competence and personal attitude of teachers has a significant effect on classroom management. Family structure, indifference of parents, and high expectations of families from their children emerged as the family-related factors affecting classroom management. Leadership skills and the competency of school administrators including communication and cooperation emerged as the factors affecting classroom management. In addition, the economic structure of families, grouping tendencies among students, and the social environment of the school are among the factors that affect classroom management. Moreover, the physical facilities of the school and the crowded classrooms emerged as the factors affecting classroom management.

Disruptive Behaviors

The meta-synthesis results revealed disruptive behaviors and the strategies of teachers to cope with these behaviors (Table 4).

Table 4

Disruptive Behaviors

Main theme	Sub-theme	Codes
Breaking the Rules	<i>Negligence</i>	Disobeying the school dress code, not paying attention to clothes, not paying attention to body cleanliness, not doing homework
	<i>Disruptiveness</i>	Speaking without permission, chewing gum during lesson, cheating, smoking
	<i>Tardiness</i>	Absenteeism, being late for class
Emotional Instability	<i>Asociality</i>	Introversion, reluctance to enter social environments, shyness, incompatibility
	<i>Emotional lability</i>	Excessive irritability, loud talking, crying quickly
	<i>Low self esteem</i>	Lack of self-confidence, learned helplessness, giving up quickly, perception of failure, lack of effort, lack of future expectations
	<i>Wannabe behaviors</i>	Attention-seeking behaviors, acting like characters in movies
Violence	<i>Verbal violence</i>	Cursing, verbal harassment, not listening to each other while talking, using slang words, using vulgar language
	<i>Physical violence</i>	Physically harming a colleague, violent behavior, physical assault, physically hurtful vulgar jokes, fighting
	<i>Emotional violence</i>	Teasing, insulting, nicknames
Disrupt the Course Flow	<i>Indifference</i>	Indifference to lessons, playing with mobile phone, unwillingness to take responsibility, aimlessness
	<i>Cause disturbance</i>	Speaking without permission, disrupt the flow of the lesson, creating conflict, trespass in class, distraction in class, cause the lesson to be interrupted
Rudeness	<i>Disrespectfulness</i>	Disrespectful behavior towards teachers, defying teachers, reciprocating teachers, rudeness towards friends, disrespectful behavior towards others
	<i>Naughtiness</i>	Taking and using friends' belongings without permission, damaging classroom items

Table 4 includes the main themes related to the disruptive behaviors such as breaking the rules, emotional instability, violence, disrupt the course flow, and rudeness. 'Breaking the rules' main theme includes sub-themes such as negligence, disruptiveness, and tardiness. The sub-themes of 'emotional instability' main theme are asociality, emotional lability, low self-esteem, and wannabe behaviors. 'Violence' main theme includes the sub-themes such as the verbal violence,

physical violence, and emotional violence. In addition, ‘disrupt the course flow’ main theme includes indifference and cause disturbance sub-themes. Moreover, the sub-themes related to the ‘rudeness’ main theme are disrespectfulness and naughtiness.

Mostly emphasized disruptive behaviors are breaking the rules, disrupting the flow, being indifferent to the lessons, being rude and disrespectful to friends and teachers, emotional instability, aggression, physical and verbal violence. Regarding these results, it may be professed that students who exhibit disruptive behavior do not like the school and their friends, they do not feel well at school, and they experience deficiencies in certain subjects.

Coping with the Disruptive Behaviors

Table 5

Strategies to Coping with the Disruptive Behaviors

Main theme	Sub-theme	Codes
Tolerance	<i>Reinforcement</i>	Giving opportunity for correction, building self-confidence, displaying a different approach, positive discrimination, private attention, making them feel valued
	<i>Keep calm</i>	Staying calm, speaking in a calm language, behaving softly
	<i>Being patient</i>	Being patient, approaching with love, behaving tolerantly
	<i>Trying to understand</i>	Empathizing, observing and trying to understand
	<i>Ignore</i>	Ignore the problem, ignoring
Communication	<i>Verbal warning</i>	Warning the student, giving advice, reminding the rules, telling not to do, advising, advising the whole class, telling a story in class about appropriate behavior
	<i>Conversation</i>	Talking, face-to-face interview, communicating, asking the reason for the inappropriate behavior
	<i>Explanation</i>	Explaining the wrong behavior, explaining the feelings about the behavior using I language
Cooperation	<i>Giving responsibility</i>	Giving roles, asking him to think about the wrong behavior, giving responsibilities
	<i>Cooperation with the school counselor</i>	Informing school counselor, giving a seminar by the school counselor, cooperation with the school counselor
	<i>Family cooperation</i>	Communication with the parents, meeting with the parents
Guidance	<i>Development</i>	Instilling sense of responsibility, instill an empathetic attitude, developing communication skills, highlighting positive aspects, increasing motivation, instill a sense of sharing
	<i>Orientation</i>	Orientation to social activities, guiding, effective guidance, shifting attention to different directions
	<i>Generating solutions</i>	Creating projects, finding a solution
Imposing Sanctions	<i>Applying sanctions</i>	Explaining disruptive behavior, taking him/her cell phone, reporting to disciplinary board, acting disciplinary, keeping a behavior log, making her/him to apologize from her friends

Punishing

Yelling, create a sense of guilt, comparing with others, reprimand, using authority

In Table 5, the main themes related to the strategies to coping with the disruptive behaviors emerged as the tolerance, communication, cooperation, guidance, and imposing sanctions. ‘Tolerance’ main theme includes the sub-themes such as reinforcement, keep calm, being patient, trying to understand, and ignore. ‘Communication’ main theme includes verbal warning, conversation, and explanation sub-themes. ‘Cooperation’ main theme includes the sub-themes such as giving responsibility, cooperation with the school counselor, and family cooperation. In addition, ‘guidance’ main theme includes development, orientation, and generating solutions the sub-themes. Moreover, ‘imposing sanctions’ main theme includes the sub-themes such as applying sanctions, and punishing.

Although in some studies teachers apply to strategies that are not recommended from a pedagogical point of view, such as impose sanction and punishment, they mostly use positive strategies such as tolerance, communication, cooperation, and guidance in coping with disruptive behaviors.

Discussion

In this meta-synthesis study, the aim was to analyze the qualitative studies about classroom management with a systematic meta-synthesis method. The results revealed the context of classroom management. The context of classroom management emerged as strategies, approaches, dimensions, and competencies. These results may be significant due to enabling teachers to evaluate effective classroom management contexts with a different and broader perspective. It is possible to find different views related to the dimensions of classroom management in previous studies (Jennings and Greenberg, 2009; Oyinloye and Imenda, 2019). However, the opportunity to obtain analytical themes, which is one of the unique aspects of meta-synthesis studies, allows the context of classroom management to emerge in a holistic way. The meta-synthesis results revealed different strategies that teachers use in classroom management. These include maintaining discipline in the classroom, creating classroom rules, managing activities, ensuring silence, guidance, and reinforcing positive behavior of students. In previous studies, similar results were found. Muijs and Harris (2007) indicated the strategies to transform classrooms into effective learning environments. These include a series of instructional activities, which teachers plan, implement, and evaluate. Reupert and Woodcock (2010) found that the main strategies for classroom management were closeness to students, valuing students, guidance of students, time management, creating order, and gaining positive behavior.

Meta-synthesis results revealed the classroom management approaches of teachers. These are democratic management, collaborative management, traditional (discipline-based) management, student-centered management, personality-based management, and flexible management. Classroom management approaches have key roles for teachers to create an effective classroom management strategy. Postholm (2013), asserted that teachers should know these approaches to manage classroom effectively. Traditionally, four different classroom management approaches are mentioned in the literature. These are the reactive model, preventive model,

developmental model, and holistic model (Collier-Meek et al., 2019; Lewis, 2008; Patel, 2003; Spoden and Fricke, 2018). Meta-synthesis results revealed that teachers preferred contemporary approaches more than traditional approaches. The results also revealed that teachers exhibit a human-oriented approach in general. According to these results, it may be asserted that the classroom management approach exhibited by teachers will have positive effects on the social, emotional, and mental development of the students. Similarly, the humanistic approach is considered a contemporary classroom management model. As an enhancing factor for effectiveness of classroom practices, the humanistic approach is considered the basic classroom management model (Opdenakker and Van Damme, 2006). Moreover, it is the most suitable model for emotional, intellectual, and mental development of students (Lozano and Kızılaslan, 2013).

Meta-synthesis results revealed the dimensions of classroom management. These are relationship and communication, physical layout of classroom, environment of the classroom, behavior regulations, planning and programming of activities, and time management. The meta-synthesis results revealed the dimensions of classroom management to a large extent. Although these results are specific to this study, it is possible to find similar results in previous studies. Anderson et al. (2006), stated that the main dimensions of classroom management were the regulation of physical environment, management of learning, time management, arrangement of relationships, and behavior management. According to van Driel et al. (2022), teachers have a stable belief that it is important to always monitor the students in the classroom to keep them active and involved in a learning activity. Moreover, Jennings and Greenberg (2009) focused on social dimensions of classroom management. These social dimensions include positive behavior development, democratic attitude, problem solving skills, effective learning, and socialization.

Meta-synthesis results revealed the competencies for effective classroom management. These are managing the teaching-learning process, class domination, communication, organizing the learning environment, and becoming a role-model. These results are consistent with findings from previous studies. In the literature, different qualifications related to classroom management competencies are included in different studies. Piwowar et al. (2013), revealed that the main competencies of teachers were creating rules and procedures, dealing with disruption, time management, working in alliance, managing conflicts among students, group mobilization, and ensuring clarity of the teaching program. Similarly, Pounder (2006) stated that the basic competencies of teachers were the organization of learning environment, assessment and evaluation of outputs, and communication skills.

This meta-synthesis study revealed the factors affecting classroom management. These are attitude of students, teacher qualifications, attitude of parents, school management, socio-economic structure, and physical insufficiency. These results show that classroom management is largely affected by social factors. Attitudes of students such as disinterest, neuroticism, nerviness, reactivity and competitiveness not only enable understanding of student-based factors affecting classroom management but also understanding of the causes of disruptive behaviors. In this context, teachers must understand the moods of the students, have healthy communication with them, and respond to their expectations. Egeberg and McConney (2018) reported that students tend to display negative behaviors towards teachers who do not understand them, try to dominate students and do not care what they need. Sakız (2015) suggested that the ability of teachers to

regulate the learning environment has a significant impact not only on academic achievement but also on positive attitude and behavior development of students. It is remarkable that previous studies emphasized teacher qualifications. Blazer and Kraft (2017) asserted that since it has significant impact on effective learning of students, teachers should demonstrate effective teaching skills in the classroom because it is a complex social, psychological, and emotional process, involving interactions and relationships between teachers and students (Pianta, 2006). According to Brown (2019), the main factors affecting classroom management are teacher attitude, communication in the classroom, time management, and the disciplinary approach of teachers. Another important result of this meta-synthesis study is that it refers to the effects of parents' attitude on classroom management. Parent interest in school and meeting their children's needs on time have a positive effect on classroom management. Schneider and Arnot (2018) asserted that the positive attitude of parents usefully reflects a two-way interaction process between school and home, referring to a mutual exchange of values and knowledge. In addition, school management is another factor affecting classroom management. In the literature, it is possible to encounter studies emphasizing that the attitude of school administrators towards students affects the attitude and behaviors of students at school and in the classroom. School administrators are responsible not only for ensuring learning order in the classroom, but also for increasing the effective learning of students in the school. School administrators are aware that their attitudes towards children and their value judgments about learning are effective on classroom management (Traynor, 2002). Moreover, the meta-synthesis results revealed that socio-economic factors were effective on classroom management. These results may indicate that teachers should be aware of socio-economic factors to demonstrate effective classroom management. Studies emphasizing the effects of socio-economic factors on classroom management are substantial. In recent research it was emphasized that the influence of schools on student learning decreased, and the effect of environmental factors increased (Boholano, 2017; Howard, 2018; Hysa, 2014). Similarly, Pane (2010) highlighted the effects of social problems on classroom management. In addition, Malloy et al. (2018), emphasized social, psychological and educational factors. Furthermore, physical insufficiency such as crowded classrooms and insufficient equipment affect classroom management.

Meta-synthesis results revealed that disruptive behaviors mostly emerged as breaking the rules, emotional instability, violence, disrupting the course flow, and rudeness. These results may show that students get bored in schools, they are not happy, they are not at peace with themselves and their environment, and they do not like school. Moreover, these behaviors also show that the students are against authoritarian teacher attitude in the classroom. Although this study included some unique findings, the disruptive behaviors of students were similar to the disruptive behaviors reported in previous studies. In a study conducted by Sun and Shek (2012), the most common problems in the classroom environment were disobedience and rudeness to teachers, disrespect to friends and verbal aggression. Oliver et al. (2011), reported typical disruptive behaviors in classrooms such as incompatibility, verbal teasing, mocking others, pushing each other, attacking, and harming others. Students from low-income families tend to feel vulnerable, and often behave in overly reactive and furious ways due to strict practice in many prison-like schools (Cummings, 2000; Dudley-Marling, 2007). In addition, various disruptive behaviors stem from insufficient teacher qualifications, including boring teaching methods, disarranged learning environment,

overreacting to disruptive behaviors, punishing or displaying stereotypical attitudes (Goldstein and Brooks, 2007; Gorski, 2008; Lewis, 2009).

The meta-synthesis results also revealed that teachers use both moderate (e.g., tolerance, communication, cooperation, guidance) and reactive discipline techniques (e.g., imposing sanctions) to deal with disruptive behaviors. However, teachers mostly use moderate discipline techniques. Numerous studies indicated that positive discipline and moderate control techniques were more effective in reducing disruptive behaviors (Sahranç, 2013; Sibanda and Mpofu, 2017; UNESCO, 2015). Rewarding and praising are more effective than punishment. According to Thompson (1998), the use of positive reinforcement is one of the most effective ways to deal with disruptive behaviors in the classroom. Teachers should never resort to physical, emotional or verbal violence for classroom management. An experimental study conducted by Närhi et al. (2017), revealed that when teachers expressed their expectations from students clearly, and gave them positive feedback, the rate of negative behaviors reduced. Similarly, Oliver et al. (2011) found that positive classroom management practices of teachers have an important effect in reducing disruptive behaviors of students. Baker (2005) found a statistically positive relationship between teachers' classroom management self-efficacy perceptions and the ability to manage disruptive behaviors of students in the classroom. In addition, Brown (2019) found that the lack of classroom management skills of teachers reduces the benefits of learning activities in the classroom. According to Sahranç (2013), exerting punishment to change or reduce disruptive behavior has a negative effect on the emotional development of children.

Conclusion, Limitations, and Suggestions

As a result, current study revealed common results by using an interpretive perspective instead of deduction. Accordingly, the context of classroom management emerged in this meta-synthesis study. The results also indicated the main factors affecting classroom management. In addition, numerous disruptive behaviors of students were determined as the common results. The results also showed that teachers mostly use moderate control techniques, and partially apply to sanctions to cope with disruptive behaviors in classroom.

This study has some limitations. Determined qualitative studies may not be completely adequate due to the analysis method adopted in the study. In addition, since the synthesized studies were limited to the education faculty journals and ULAKBIM database in Turkey. The results may differ with the inclusion of other journals. These limitations could be overcome by including qualitative studies from different journals and different databases. Another limitation was the results could change over time due to the qualitative data used in this research. Longitudinal data may be obtained to determine whether the qualitative data results change over time. Moreover, the collected data may have been influenced by subjectivity because it was based on perceptions of the teachers, school administrators and inspectors, in general. Finally, it was investigated the qualitative studies solely related to classroom management through the meta-synthesis method. So, further meta-synthesis research may be conducted related to the teacher qualifications.

Based on this meta-synthesis results different suggestions may be stated for effective classroom management. The results of the research reveal that students exhibit serious emotional instability. In this sense, it will be beneficial for teachers to gain crisis management skills. In addition, the results reveal that the students are bored in the lesson and do not show enough interest

in the lesson. Therefore, it will be effective for teachers to gain the skills of planning and implementing remarkable activities. On the other hand, it will be useful for teachers to apply the strategies such as effective communication, close interest, peer coaching, interactive teaching methods in reducing the challenges of students who have problems in motivation, distraction, and focusing. In this context, the trainings, which encourage parents to take more responsibility in improving positive behavior of students will be beneficial. Consequently, it may be stated that it would be beneficial to provide teachers and prospective teachers with classroom management skills appropriate to the changing student structure during the in-service and pre-service education process. Huhtala and Vesalainen (2017), emphasized that in-service trainings should be in a content and quality, which enable teachers to gain the professional competence they need. Similarly, Korthagen (2004) states that teachers need to improve professional competence, a teaching mission, communication skills, and cooperation skills through in-service trainings.

Ethics Committee Report: Since this research is a meta-synthesis study, an ethics committee report is not required.

Author Conflict of Interest Information: There are no conflicts of interest to declare that would affect the publishing decision of this manuscript. This research did not receive any specific grant from funding agencies in the public, commercial, or non-profit sectors.

Statement of Responsibility: The responsibility of first author is the methodology, formal analysis, writing-original draft, writing-review and editing. The second author is in the responsibility of conceptualization, software, validation, investigation, resources, and data curation.

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Geniş Türkçe Özet

Giriş

Sınıf yönetiminin en yaygın tanımlarından biri sınıf içi etkinlikleri bir orkestra gibi yönetmektir. Sınıf yönetimi, öğrencilerin davranışlarını kontrol etmek ve onları sınıfta sessizce oturan ve uysal bir şekilde dinleyen bireyler haline getirmek için yapılan bir eylem değildir. Kontrolden ziyade öğrencileri geliştirmeyi, öğrenmeyi ve birlikte başarılı olmayı gerektirir (Midthassel, 2006). Etkili sınıf yönetimi, eğitim hedeflerine ulaşmaya odaklanır. Bu bağlamda, etkili sınıf yönetimi, öğrencilerin etkili öğrenmelerinin odağındadır (Kunter vd., 2007; Sultan ve Shafi, 2014). Bu bağlamda, sınıf yönetimine ilişkin nitel çalışmaların yorumlayıcı bir bakış açısı ile analiz edilerek ortak sonuçlara ulaşmayı amaçlayan bu meta-sentez çalışmasının öğretmenler ve öğretmen adaylarına yararlı olacağı öngörülmektedir. Öte yandan, araştırmadan elde edilen sonuçların etkili sınıf yönetiminin bileşenlerini bir bütün olarak ortaya koyması nedeniyle değerli olduğu düşünülmektedir.

Doyle (1986), öğretmenlerin öğrenme düzenini sağlama ve öğrenciler için sürdürülebilir sınıf kuralları oluşturma gibi yeterliklere sahip olması gerektiğini ileri sürmektedir. Geleneksel anlamda öğretmenlerin temel sorumlulukları öğrenme ortamını düzenlemek, öğrenme etkinliklerini sürdürmek ve öğrencilerin davranışlarını yönetmektir (Lai ve Cheung, 2015). Pounder'a (2006) göre, öğretmenlerin etkili sınıf yönetimi için öğrenme ortamı düzenleme becerilerine, ölçme ve değerlendirme becerilerine ve iletişim becerilerine sahip olmaları gerekmektedir. Sınıf ortamında öğretmenler, öğrenciler ve öğrenme içerikleri birbirleriyle etkileşim halindedir. Bu etkileşim öğrencilerin psikolojik, sosyal ve duygusal gelişimi üzerinde çok önemli bir etkiye sahiptir (Postholm, 2013) ve öğretmenler, bu etkileşimin öğrencilerin gelişimi üzerindeki etkisinin farkında olmalıdır (Muijs ve Harris, 2003).

Öğretmenlerin sınıf yönetimi tutum ve davranışlarını inceleyen nitel araştırmanın derinlemesine ve çok boyutlu olarak incelenmesinin, öğretmenlerin sınıf yönetimi uygulamalarının

tümevarımsal bir bakış açısıyla değerlendirilmesini sağlayarak literatürdeki önemli bir boşluğu dolduracağı öngörülmüştür.

Araştırma Amaçları ve Soruları

Bir meta-sentez çalışması, farklı araştırmaların yeni bir yeniden incelemesini oluşturmak için nitel verileri bir araya getirdiğinden, yeni yorumların ve bütünsel sonuçların oluşturulmasına yardımcı olur. Bu bağlamda bu çalışmada, öğretmenlerin sınıf yönetimi tutum ve davranışlarını inceleyen nitel araştırmanın derinlemesine ve çok boyutlu bir analizi amaçlanmıştır. Sentezlenen bu çalışmalar öğretmenler, okul yöneticileri, lisans öğrencileri ve müfettişlerin görüşlerini yansıtarak zengin veriler sunmaktadır. Bu anlamda, mevcut çalışmanın öğretmenlerin sınıf yönetimi uygulamalarının tümevarımsal bir bakış açısıyla değerlendirilmesini sağlayarak literatürdeki boşluğu dolduracağı düşünülmektedir. Bu kapsamda aşağıdaki sorulara yanıt arandı:

1. Sınıf yönetimi üzerine yapılan çalışmalardan sentezlenen sınıf yönetimi bağlamları nelerdir?
2. Sınıf yönetimini etkileyen faktörlerle ilgili temel sentezler nelerdir?
3. Etkili yıkıcı davranış yönetimine rehberlik edebilecek temel sentezler nelerdir?

Yöntem

Bu çalışma, sınıf yönetimine ilişkin nitel araştırmaların meta-sentez tekniği kullanılarak analizini içeren bir meta-sentez çalışmasıdır. Literatürde meta-sentez çalışmalarında izlenen süreçlerle ilgili farklı öneriler bulunmaktadır. Bu çalışmada Walsh ve Downe (2005) tarafından geliştirilen meta-sentez aşamaları benimsenmiştir. Bu süreçte bazı sınırlamalar belirlendi. Bu çalışma, sadece Türkiye'deki ULAKBİM veri tabanı ile sınırlı tutulmuştur. Bu nedenle, 1 Ocak 2001 ile 31 Ocak 2021 tarihleri arasında yayımlanan Eğitim Fakültesi Dergileri incelenmiştir. Bu kriterleri tam olarak karşılayan dergi sayısı 12'dir ve ikisinde anahtar kelimelerle eşleşen nitel bir çalışma yapılmamıştır. Bu kapsamda 24 çalışma incelenmiş ancak bu çalışmalardan 10 tanesinin bu çalışmanın amaçlarına tam olarak uymadığı sonucuna varılmıştır. Sonuç olarak, 13'ü nitel bir tanesi karma desende olmak üzere 14 araştırma analiz edilmiştir. Bu çalışmada, tematik sentez yöntemi benimsenmiş ve kullanılmıştır.

Bulgular

Bu çalışmada bulgular üç ana başlık altında tartışılmıştır. Bu başlıklar, sınıf yönetiminin bağlamı, sınıf yönetimini etkileyen faktörler, istenmeyen davranışlar ve istenmeyen davranışlarla baş etmedir. Sınıf yönetimi bağlamı altında dört ana tema ortaya çıkmıştır. Bunlar stratejiler, yaklaşımlar, boyutlar ve yeterliklerdir. Sınıf yönetimini etkileyen faktörlere ilişkin ana temalar öğrencilerin tutumu, öğretmen niteliği, velilerin tutumu, okul yönetimi, sosyo-ekonomik faktörler ve fiziksel yetersizliktir. Yıkıcı davranışlara ilişkin ana temalar ise kuralları çiğneme, duygusal dengesizlik, şiddet, dersin akışını bozma ve kabalıktır. Bu sonuçlara göre yıkıcı davranış sergileyen öğrencilerin okulu ve arkadaşlarını sevmedikleri, okulda kendilerini iyi hissetmedikleri ve bazı konularda eksiklikler yaşadıkları söylenebilir. Yıkıcı davranışlarla baş etme ana temasına ilişkin alt temalar hoşgörü, iletişim, işbirliği, rehberlik ve yaptırım uygulamadır. Öğretmenler, istenmeyen davranışları önlemede hoşgörü, iletişim, işbirliği ve rehberlik gibi ılımlı disiplin tekniklerinin yanı sıra yaptırım uygulama gibi tepkisel yöntemler kullanılmaktadırlar. Bu sonuçlara göre,

öğretmenlerin sınıf yönetiminde gelişimsel, önlemsel, bütünsel ve tepkisel modelleri sergiledikleri söylenebilir.

Sonuç ve Tartışma

Bu meta-sentez sonuçları, sınıf yönetiminin bağlamını ortaya çıkarmıştır. Bunlar, stratejiler, yaklaşımlar, boyutlar ve yetkinlikler şeklinde belirlemiştir. Meta-sentez sonuçları ayrıca öğrencilerin tutumu, öğretmen nitelikleri, velilerin tutumu, okul yönetimi ve fiziksel yetersizliklerin sınıf yönetimini etkilediğini göstermiştir. Bu sonuçlara göre, sınıf yönetiminin büyük ölçüde insan ilişkileri gibi sosyal faktörlerden etkilendiği söylenebilir. Bu anlamda, öğretmenlerin sınıfta etkili öğrenmeyi sağlamak için etkili sınıf yönetimi yeterliklerine sahip olması gerekmektedir. Ayrıca öğretmenler, sınıfta öğrencilerin çok sayıda istenmeyen davranışıyla karşılaşmaktadır. Meta-sentez sonuçları, istenmeyen davranışların daha çok kuralları çiğneme, duygusal dengesizlik, şiddet, dersin akışını bozma ve kaba davranma şeklinde ortaya çıktığını göstermiştir. Bu sonuçlara göre, öğrencilerin okulda sıkıldıkları, mutlu olmadıkları, kendileriyle ve çevreleriyle barışık olmadıkları ve okulu sevmedikleri söylenebilir. Ayrıca bu davranışlar, öğrencilerin otoriter öğretmen tutumuna karşı oldukları şeklinde değerlendirilebilir. Öğretmenler sınıfta istenmeyen davranışlarla başa çıkmak için çoğunlukla ılımlı kontrol teknikleri kullanmakta ve kısmen yaptırım uygulamaktadır. Thompson'a (1998) göre, sınıfta istenmeyen davranışlarla baş etmenin en etkili yollarından biri olumlu pekiştirme kullanmaktır. Öğretmenler, sınıf yönetiminde asla fiziksel, duygusal veya sözlü şiddete başvurmamalıdır. Bu bağlamda, öğretmenlerin etkili öğrenmeyi gerçekleştirebilmeleri için öncelikle yıkıcı davranışlarla başa çıkmayı öğrenmeleri gerektiği ifade edilebilir.

Öneriler

Bu meta-sentez sonuçlarından hareketle etkili sınıf yönetimi için farklı önerilerde bulunulabilir. Bu anlamda öğretmenlere kriz yönetimi becerilerinin kazandırılmasının faydalı olacağı söylenebilir. Ayrıca öğretmenlere dikkat çekici etkinlikler planlama ve uygulama becerilerinin kazandırılmasının etkili olacağı öngörülmektedir. Öte yandan, öğretmenlerin motivasyon, dikkat dağınıklığı ve odaklanma sorunları yaşayan öğrencilerin karşılaştıkları zorlukları azaltmada uygulanabilir stratejiler geliştirmeleri faydalı olacaktır. Bu bağlamda, öğrencilerin olumlu davranışlarını geliştirmede, velileri daha fazla sorumluluk almaya teşvik eden eğitimler verilebilir. Sonuç olarak, öğretmenler ve öğretmen adaylarına hizmet içi ve hizmet öncesi eğitim sürecinde değişen öğrenci yapısına uygun sınıf yönetimi becerilerinin kazandırılmasının yararlı olacağı ifade edilebilir. Huhtala ve Vesalainen (2017), hizmet içi eğitimlerin öğretmenlerin ihtiyaç duydukları mesleki yeterliği kazanmalarını sağlayacak içerik ve nitelikte olması gerektiğini vurgulamıştır. Benzer şekilde, Korthagen (2004), öğretmenlerin hizmet içi eğitimler yoluyla mesleki yeterliği, öğretme misyonunu, iletişim becerilerini ve işbirliği becerilerini geliştirmeleri gerektiğini belirtmektedir.