

**SOSYAL BİLGİLER ÖĐRETMENLERİNİN
SINIF YÖNETİMİ PROFİLLERİ ÜZERİNE BİR ARAŐTIRMA**

***A RESEARCH ABOUT PROFILES OF SOCIAL STUDIES
TEACHERS ON CLASS MANAGEMENT¹***

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Sosyal Bilgiler Öğretmeni
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Öz

Bu çalışmanın amacı, sosyal bilgiler öğretmenlerinin sınıf yönetimi profillerinin ne olduđu, sosyal bilgiler öğretmenlerinin sınıf yönetimi profillerinin cinsiyet, yaş, mesleki kıdem, öğrenim düzeyi, çalıştığı kurum türü deđişkenlerine göre anlamlı bir farklılık oluşturup oluşturmadığını ortaya koymaktır. Tarama modelinde olan bu arařtırmada, var olan durumu olduğu gibi ortaya koymayı hedefleyen betimsel bir desen kullanılmıştır. Çalışmada arařtırma problemine bađlı olarak nicel veri toplama araçları kullanılmıştır. Arařtırmada, arařtırmacı tarafından geliştirilen katılımcıların cinsiyet, yaş, mesleki kıdem, öğrenim düzeyi ve çalıştığı kurum türü ile ilgili bilgileri elde etmeyi amaçlayan “*Kişisel Bilgi Formu*” ve Bosworth (1996) tarafından geliştirilen, Akman & Umay (2007) tarafından Türkçe’ye uyarlama çalışması yapılan Sınıf Yönetimi Profili Ölçeđi kullanılmıştır. Bu arařtırmanın örneklemini 2013-2014 eğitim öğretim yılı bahar döneminde, Van ili İpekyolu, Edremit ve Tuşba ilçelerindeki Milli Eğitimi Bakanlıđı’na bađlı resmi ortaokullarda çalışmakta olan ve random yöntemle seçilen 170 sosyal bilgiler öğretmeni oluşturmuştur. Arařtırma sonucunda sosyal bilgiler öğretmenlerinin kadın ya da erkek olmaları ile sınıf yönetimi profilleri arasında anlamlı bir

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iliřki bulunmuřtur. Kadın öğretmenlerin puan ortalamaları erkek öğretmenlerden daha yüksektir. Arařtırma sonucunda elde edilen diđer bir bulgu ise sosyal bilgiler öğretmenlerinin evli ya da bekâr olmaları ile sınıf yönetimi profilleri arasında anlamlı iliřki vardır.

Anahtar Kelimeler: Sınıf yönetimi, Öğretmen, Sosyal Bilgiler Öğretmenliđi.

Abstract

In this study, it is aimed to prove what the profiles of social studies teachers are and if there is a significant discrepancy according to the variables of gender, age, professional seniority, educational background and the organization where they work. In this study, the descriptive model is used in order to show the case. In this study, quantitative data means are used. In this study the, participants' knowledge, gender, age, professional seniority, educational background and the organization where they work are developed by a researcher who aimed to gain 'Personal Data Form' and developed by Bosworth (1996) and adaptation into Turkish by Akman & Umay (2007) Classroom management Profiles are used. The sample of this study is composed of 170 social science teachers who are working in official secondary schools bound to Ministry of Education in Van, İpekyolu, Edremit, and Tuřba centers 2015-2016 Educational and Training Term. As a result of the study, there is a relationship between classroom management profiles and gender of the social science teachers. The women teachers' points are higher than men's. Another data that is obtained from the study is that there is a relationship between the classroom management profiles and social science teachers' martial status.

Keywords: Class Management, Teacher, Social Science Teachers.

Introduction

Class management is the management of human and time sources beneficially by infusing class rules to students, a branch of the learning organization, to form harmony essential environment with class rules. Moreover, class management is organizing the life in class as an orchestra by using factors such as organizing sources, regulating the environment in an effective way, observing the development of students and predicting students' problems in advance (Lemlech, 1988, Cited in, řanlı, 2015). Class management is based on teaching and classroom environment. The teacher uses his/her abilities in these two areas to achieve the class aims.

The teacher is the most important factor of class management. Providing a learning environment and classroom environment is the basic role of teacher in class. As an effective class manager; it is expected from the teacher to prepare the classroom for education, determining classroom rules and infusing them to students, regulating

the learning and urging students to show rational behaviours (Ağaoğlu, 2002).

When teacher provides the essential environment in the classroom, he/she can try to perform learning targets and improve the students instead of wasting time (Macrae, 1998, Cited in, Şanlı, 2015). An effective class management contains many knowledge and ability areas such as determining the classroom rules, improving them, leadership features of the teacher, communication in the classroom, motivation management, adjusting the time in the classroom, organising the classroom and creating learning environment. All these areas are cyclical and affect each other (Arı & Saban, 1999).

An effective teacher does not only know how to make teaching or how to solve the problems encountered during teaching but also teaches and applies what he or she knows to be able to practice at a certain level (Açıkgöz, 2003). Teachers' attitudes and methods and techniques used in class will have an impact on children's development. In particular, if the teachers use the education and teaching methods used in the classroom in a conscious and correct way, they will be better matched and gain good behavior (Babaoğlu and Korkut, 2010). The teacher is the person who guides learning. Classroom management is associated with positive teacher-student relationships and the presence of supporting conditions for the classroom environment (Ekici, 2004). For this reason, the teacher knows his / her profile and closely affects the learning process as much as the classroom environment.

There are many studies examining the class management profiles of teachers (Aluçdibi, and Ekici, 2012; Ekici, 2004; Ekici, Aluçdibi and Öztürk, 2012; Kurt, 2013). However, while scanning the literature, it can be seen that there aren't studies on social science teachers' class management. Therefore, it is expected that the data obtained from the study will enable to examine in a detailed way the profiles of social science teachers' working in public schools and contribute to practical application possibility to education precautions and new studies.

The Aim of the Study

The aim of this study is to examine the class management profiles of Social Studies teachers in terms of various variables.

Method

Descriptive method, in other words, descriptive survey model, was used in this research. A descriptive method is a research approach that aims to explain past and present cases in their existing form

(Karasar, 2008). The descriptive method aims to explain interactive relations of cases considering current cases' relations with past cases and conditions (Kaptan, 1998). Quantitative data collection tools were used in this study depending on the research problem.

Population and Sample

Social Studies teachers working in Van province form the population of this study. Randomly chosen 117 Social Studies teachers who work at public secondary schools ministered by Ministry of National Education in Ipekyolu, Tusba and Edremit districts of Van province form the sample group of this study.

Data Collection

The data for this research was collected by researchers at public secondary schools ministered by Ministry of National Education between April, 20th, 2015- April, 30th, 2015 in the spring semester of the 2015-2016 academic year. During data collection, it was reminded by researchers that the answers of teacher candidates' would be completely used for scientific purposes and identities of candidates would be kept confidential.

Data Collection Tool

In this research, "Class Management Profile Survey" developed by Bosworth (1996) and adapted to Turkish by Akman & Umay (2007) was used as data collection tool. The scale developed by Bosworth is a five-level Likert-type scale, comprising four subcategories, i.e. authoritarian, authoritative, laissez-faire and indifferent, and a total of 12 questions. For whichever predefined profile a teacher received the highest score, she or he is supposed to have that given profile. Adapting the scale into Turkish, Akman and Umay (2007) conducted Principal Components Factor Analysis on the scale and found out that the scale – which originally has four subcategories – ended up with five dimensions. The Cronbach Alpha Reliability Coefficient of the scale is 0.408.

Data Analysis

In the evaluation of quantitative data of this study, the data emerging from the analyses of SPSS statistical packet program was tabulated as frequency (frequency interval) and percentiled by entering to SPSS 10.0 package program. T-test for independent samples and one-way analysis of variance (ANOVA) in parametric tests; and Tukey

test in post-hoc tests were used as the data showed normal distribution. The significance level for statistical analysis was found to be .05.

Findings

In this part, there are the findings and comments relating to the data of the research.

Chart 1. The distribution of the participants' occupation statuses

Occupation statuses	f	%
Permanent teachers	105	90
Substitute teachers	12	10
Total	117	100,0

105 (90%) teachers participating to the research are working as permanent teachers and 12 (%10) teachers participating to the research are working as substitute teachers. The permanent teachers compose the majority of this distribution.

Chart 2. The distribution of the participants' gender

Gender	f	%
Female	30	25.6
Male	87	74.4
Total	117	100,0

The information about the distribution of the participants' gender are given in the Chart 2. According to this, 87 (74,4%) teachers are male and 30 (25,6 %) teachers are female. Male teachers compose the majority of this distribution.

Chart 3. The distribution of the participants' marital statuses

Marital statuses	f	%
Single	71	60,7
Married	46	39,3
Total	117	100,0

The information about the distribution of the participants' marital statuses are given in the Chart 3. According to this, 71 (60,7%) teachers are singles and 46 (39,3 %) teachers are married. Single teachers compose the majority of this distribution.

Chart 4. The distribution of the participants' ages

Age	f	%
24 and below	10	8,5
25-35	82	70,1
36 and over	25	21,4
Total	117	100,0

The information about the distribution of the participants' ages are given in the Chart 4. According to this, 10 (8,5 %) teachers are at the age of 24 and below, 82 (70,1 %) teachers are at the age of between 25 and 35, 25 (21,4%) teachers are at the age of 36 and over. Teachers at the age of between 25 and 35 compose the majority of this distribution.

Chart 5. The distribution of the participants' education statuses

Education statuses	f	%
Bachelor's degree	111	94,1
Master degree	6	5,9
Total	117	100,0

The information about the distribution of the participants' education statuses are given in the Chart 5. According to this, 111 (94,4%) teachers have a bachelor's degree and 6 (5,9 %) teachers have a master degree. Teachers having a bachelor's degree compose the majority of this distribution.

Chart 6. The distribution of the participants' professional seniorities

Professional seniorities	f	%
Below 1 year	12	10,3
1-5 years	44	37,6
6-10 years	33	28,2
11 years and over	28	23,9
Total	117	100,0

The information about the distribution of the participants' professional seniorities is given in the Chart 6. According to this, 12 (10,3%) teachers' professional seniorities are below 1 year and 44 (37,6 %) teachers' professional seniorities are 1-5 years, 33 (28,2%) teachers' professional seniorities are 6-10 years and 28 (23,9 %) teachers'

professional seniorities are 11 years and over. Teachers having 1-5 years professional seniorities compose the majority of this distribution.

Chart 7. Results of the t-test of the participants' class management profiles according to their genders

Gender	N	X	S	P
Famele	30	40,86	5,94	,03
Male	87	38,22	5,76	

The results of the class management profiles according to the genders of Social Science Teachers participating in this research are given in Chart 7. According to this, there is no meaningful statistical difference among the groups. It is seen that female teachers have higher point average than male teachers. In other words, there is a relation between the teachers' gender and the class management profiles.

Chart 8. Results of the t-test of the participants' class management profiles according to their marital statuses

Marital statuses	N	X	S	P
Single	46	40,39	6,07	,02
Married	71	37,94	5,61	

The results of the class management profiles according to the marital statuses of Social Science Teachers participating in this research are given in Chart 8. According to this, there is a meaningful statistical difference among the groups. It is seen that single teachers have higher point average than married teachers. There is a relation between the teachers' marital statuses and the class management profiles.

Chart 9. Results of the one-way analysis of variance (O-WAV) according to the ages of the participants' class management profiles

	Sum of squares	Sd	Mean square	f	P
Between-groups variance	271,01	2	135,50	4,09	,01
Within-group variance	3768,95	114	33,06		
Total	4039,96	116			

The results of the one-way analysis of variance (O-WAV) according to the ages of Social Science Teachers participating in this research are given in Chart 9. According to this, there is a meaningful

statistical difference among the groups. To specify the difference among groups, Turkey test (one of the post-hoc tests) was used. The results show us that there is a positive difference among teachers who are at the age of 24 and over, at the age of 25-35 and over and below 24 years of age.

Chart 10. Results of the one-way analysis of variance (O-WAV) according to the education statuses of the participants' class management profiles

	Sum of squares	Sd	Mean square	F	P
Between-groups variance	201,35	3	67,11	1,97	,12
Within-group variance	3838,61	113	33,97		
Total	4039,96	116			

The results of the one-way analysis of variance (O-WAV) according to the education statuses of teachers participating in this research are given in Chart 10. According to this, there is no meaningful statistical difference among the groups. In other words, there is no relation between the teachers' education statuses and the class management profiles.

The Result and Suggestions

As a result of the research, it was found that there is a relation between the class management profiles and Social Science teachers' genders. Female teachers have higher point average than male teachers. In the literature, it was not faced with any work related to Social Science teachers' classroom management. But when the literature is scanned, it was found that this research is inconsistent with the studies which the other branch teachers participated in. To exemplify, it contradicts with Ekici, Aluçdibi and Öztürk's (2012) studies. They identified that there is no meaningful statistical difference in point average of Biology teachers' classroom management profiles as a result of their research according to gender. However, it coincides with Ekici's study (2004). It can be said that there are both same sides and different sides between the research and the study results in literature. Doing some research supported with qualitative data is very important in terms of different perspectives on evaluating the result.

Another finding of this research is that there is a relation between Social Science teachers' classroom management and the teachers' marital statuses. Marital statuses affect classroom management profile in favor of single teachers.

A similar finding is related to the age of the teachers. The results show us that there is a difference among teachers who are at the age of 24 and below and at the age of 25-35 and at the age of 36 and over and also a positive difference among teachers who are at the age of 24 and below.

As a result of the research, it was not found a meaningful relation between Social Science teachers' professional seniorities and their classroom management profiles. And this coincides with Ekici, Aluçdibi, and Öztürk (2012) and Ekici's (2004) studies. For example, when teachers' professional seniorities they use in classroom management profiles are analyzed, it was identified that the teachers having higher professional seniorities have the lowest classroom management profile points.

According to this research, we can suggest the followings:

- It can be analyzed and compared classroom management profiles of different branch teachers.
- Teachers should be supported to have positive classroom management profile.
- Teachers should be supported with in-service training on the subject of positive classroom management.
- Researchers can search sufficiency of different branch teachers' classroom management.
- To eliminate the difference between teacher groups and their classroom management skills, more in-service training should be organized.
- The physical conditions of schools and learning environments should be rearranged to be suitable for learning and teaching.
- A platform in which teachers can share knowledge, skills, and experiences in classroom management with their colleagues and exchange their ideas can be created.
- Organizational culture has important tasks for the development and settlement of organizational culture. In order for teachers to develop organizational culture, school administrators should be given support and in-service training on organizational culture.
- To develop teachers' skills and knowledge about classroom management, activities like courses, seminars, conferences etc. should be organized with cooperation between Ministry of Education and University.

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