THE CLASSROOM MANAGEMENT CONTROL LEVELS OF ENGLISH TEACHERS

Ruken KAYMAK

Yüksek Lisans Öğrencisi, Dicle Üniversitesi Eğitim Bilimleri Enstitüsü, Diyarbakır, Türkiye
rukenkardas@gmail.com
ORCID: 0009-0003-9954-2255

Fırat KIYAS BİREL

Doç Dr., Dicle Üniversitesi Eğitim Fakültesi Diyarbakır, Türkiye firat.birel@dicle.edu.tr
ORCID: 0000-0001-7463-9067

ABSTRACT

In this study, classroom management control levels of English teachers were determined and examined in terms of various variables. Classroom management control levels are directly related to the educational philosophy and pedagogical training adopted by teachers. Classroom management control approaches are of critical importance in the language teaching activities of English teachers. In order to determine the classroom management control levels of teachers, the survey design, which is one of the quantitative research methods, was used in the research. The sample of the study consists of 60 English teachers working at high school and secondary school level in Diyarbakır, which was determined by criterion sampling method. The data of the research were obtained with the "Control Level Questionnaire" in January 2023. Findings of the study showed that the classroom management control levels of English teachers were mostly at medium level and it was revealed that English teachers working in schools in regions with high socio-economic status had lower levels of control. In addition, it was determined that the classroom management control levels of English teachers did not change according to their gender, level of school, education level, type of faculty they graduated from, professional seniority and class sizes.

Keywords: English teachers, classroom management, control level.

INTRODUCTION

Classroom management can be defined as making the necessary arrangements and interventions to ensure effective and efficient learning in an environment prepared and designed for education and training. According to Burden (2013), classroom management are the practices organized by teachers to motivate students and ensure active learning. Although classroom management includes a general management approach, it is also considered a special field of expertise that differs greatly. In general, class management is the application of principles, concepts, theories, models and techniques related to planning, organization, implementation and evaluation of educational processes (Kuğuoğlu, 2005). The most important variables of an effective learning process are features of classroom management such as classroom environment, level of interaction, good relations, student participation, organization and behavior pattern (Brophy, 1988; Harris, 1991; cited in Başar, 2011).   Classroom management does not only occur in a spatial area, but also expresses a complex integrity that internal and external dynamics try to influence and dominate. Directing the different characteristics, personalities, behaviors and conflicts that emerge in this structure towards determined and established goals is undoubtedly one of the main responsibilities of the teacher who manages the classroom. Failure to manage this may also result in learning not occurring to a large extent. Marzano and Marzano (2003) stated that teachers' classroom activities have twice the impact on students' success compared to school policies such as curriculum, evaluation, good relations, and the involvement of society in education-training processes. Sometimes teachers and students see things differently, and differences in perception between teachers and students lead to discipline problems. Therefore, the teacher is expected not only to be knowledgeable but also to be successful in classroom management (Ada, 2013). According to Charles (2005), creating a learning environment in which students take responsibility is essential for a high-quality teaching and learning environment. Classroom management does not mean disciplining students or creating an environment where students sit quietly and only listen to the teacher (Başar, 2011). Communication between teacher and student directs the classroom management process. This positive communication affects classroom management positively (Turan, 2006). This positive interaction also contributes to the students' motivation and encouragement process. The teacher's role in the classroom is very important in the learning process. Although teachers have many duties and responsibilities in these processes, these responsibilities can be shared. In this process, it is possible to talk about teachers' classroom control approach.

TEACHER CONTROL APPROACH to CLASSROOM MANAGEMENT

Teacher control approaches are discussed in the literature as traditional, reactive, precautionary and holistic (Agaoglu, 2013). While the teacher is at the center in traditional education approaches, the student is at the center modern education practices. For this purpose, student-centered education programs have been prepared and included in the process (Yılmaz and Şahin, 2016). Teachers can create their own control model to ensure classroom order, and there is definitely a control approach at the basis of this model. The practices adopted by teachers in the dimensions of classroom management are directly influenced by the educational philosophy they adopt (Şahin, 2012). Teachers' level of control is a factor that shapes these practices. The control approach chosen by teachers is important in establishing and maintaining classroom order and

restoring order in some cases (Burden, 2013). Teachers who create order and organize creative practices to maintain it are effective teachers (Aydın and Şahin, 2020). In Turkey, teaching English as a foreign language is mandatory in institutions providing formal education. This compulsory education starts in the second grade of primary school and continues until the last stage of secondary education (fourth grade of high school). Changes and renewals have begun to occur in all societies and countries in determining and defining the duties, roles and responsibilities of the teachers who manages the classroom in the language teaching process. While this has increased the importance and strategic aspect of classroom management to some extent, it has also brought new discussions. The traditional and classical obligations of the teacher in the classroom management approach and control levels adopted while teaching a language have begun to differ due to today's changes and technological developments, and adaptation to these has become a necessity. According to Yıldırım (2019), in English classes, factors such as class size, materials and students' readiness, and the difference between language levels directly affect teachers' classroom management.

Considering the critical role of the teacher in the learning process, classroom interaction patterns cannot be ignored. Moreover, considering that many teachers are not aware of the classroom interaction habits they adopt and their effects on students, classroom interaction becomes an important skill for the teacher (Yeşilbursa, 2017). Teachers' choice of control approach is very important in creating and maintaining order in the classroom. The classroom management control levels of teachers and teacher candidates are shaped by their personality traits and the education they receive (Yılmaz, Çavdar, Aydın Şengül, 2019). According to Burden (2013), there are three basic disciplinary approaches to classroom management. These; (1) Low level of control; It goes through a learning process in which students take their own responsibilities and a teacher-student relationship is established, (2) Medium control level; teacher and student are together in problem solving and the student is consulted, (3) High level of control; The rules are determined by the teacher, and reward and punishment are distributed by the teacher.

When the research on teachers' classroom management skills is examined, it is seen that the publications are mostly focused on teachers' opinions. In this context, there is a lack of focus on control approaches in studies investigating English teachers' views and skills on classroom management. Danaoğlu (2009), who examined the strategies of English and classroom teachers to deal with undesirable behaviors that occur in the classroom, revealed that the most common ways to eliminate undesirable behaviors that English teachers encounter are verbal warning, investigating the cause of the behavior, giving punishment (through grades) and ignoring. Sarı (2013) examined the effect of the experience or lack of experience of English teachers working in primary and high schools on their classroom management approaches. Research findings; It has been revealed that experience has a significant effect in terms of teachers' motivation in the classroom and implementation of classroom rules. Considering that there are limited studies determining the classroom management control levels of teacher candidates (see Yılmaz et al., 2019) and primary school teachers (see Yılmaz, 2012), it is thought that this study will contribute to the field. The control levels of English teachers indicate the way they follow in their teaching practices. Therefore, it is expected that this study will raise awareness about the effects of teachers' professional practices on their students. In this regard, the aim of this study is to determine the

classroom management control levels of English teachers working in secondary and high schools and to determine whether these levels differ depending on the gender of the teachers, their education level, the type of faculty they graduated from, their professional seniority, the level of the school they work in, the size of the classes, and the socio-economic level of the region where the school is located.

METHOD

Survey design, one of the quantitative research methods, was used in the study. In quantitative research, the researcher collects data using quantitative methods, analyzes it, integrates the findings and conducts a situation analysis (Büyüköztürk, Kılıç-Çakmak, Akgün, Karadeniz and Demirel, 2013). Survey model can be conducted in larger populations compared to other studies, in which participants' opinions are taken or their interests, skills and attitudes are determined. In this type of research, the questions generally focus on what, where, when, at what frequency, at what level and how (Fraenkel and Wallen, 2006). In the study, it was tried to determine the classroom management control levels of English teachers and to describe the situations of these determined levels in terms of some variables (gender, education level, type of faculty graduated from, professional seniority, the level of the school where they work and the size of the classes, the socio -economic level of the environment where the school is located). Ethical Committee Approval fort his study has been taken in 03.01.2023 with the number 422256 by Chairman of the Social and Human Sciences Ethics Committee of Dicle University.

Participants

The participants of the study consist of 60 English teachers working in secondary schools and high schools in Diyarbakır in the 2022-2023 academic year. Participants were chosen according to the "criterion sampling method", one of the purposeful sampling methods in which the participants were required to meet certain criteria. In this regard, teachers with at least one year of experience and who volunteered to participate in the study were chosen. Descriptive characteristics of the participants are presented in Table 1.

Table 1. Descriptive Characteristics of Participants

Variables		f	%
Working level	Middle school	11	18.3
	High school	49	81.7
Gender	Female	41	32.2
	Male	19	67.8
Education level	Bachelor's degree	46	76.7
	Master's degree	11	18.3
	Doctorate degree	3	5.00
Faculty type	Education F.	47	78.0
	Language and Literature F.	13	22.0
Professional seniority	1-4 years	20	33.3
	5-10 years	22	36.7
	10 years and above	18	30.0
Class size	18-24	4	22.0
	25-30	13	28.8
	31-36	17	11.9
	37 and above	26	32.2
Socio -economic level of the environment where the school is located	Low	28	47.5
	Middle	27	44.1
	High	5	8.50
Total		60	100

Table 1 shows that the majority of the participants (81.7%) work in high schools. In this sample, where the majority (67.8%) consists of male participants, it is seen that the participants have different education levels. 78% are teachers with a bachelor's degree, 18.6% with a master's degree and 3.4% with a doctorate degree. It is seen that 78% of the participants graduated from the faculty of education and 22% graduated from the faculty of language and literature. In terms of professional seniority, it is seen that there are participants with different seniorities. The class size in schools where the participants work mostly is 37 and above (32.2%) and majority of the socio -economic level of the school environments are medium (44.1%) and low (47.5%).

Data Collection Tool and Analysis

In order to determine the classroom management control levels of teachers who voluntarily participated in the research process, the "Control Level Questionnaire" developed by 'Yılmaz and Şahin' in 2016 was used. For the validity of the scale, opinions were taken from experts who work in different universities and different departments and who have scientific studies in the field of classroom management. Under each item in the scale, there are two separate situation statements offered as options. In this context, the scale includes 21 items and 42 situation statements. An example of an item in the scale is presented in Table 2.

Table 2. Item 10 Of the Scale

10. Belongings forgotten in the classroom;
A. I'll take it. Then the owners come and take it from me. This way, I prevent students' belongings from being lost.
B. I direct the students to collect them in a box. A student whose item is lost can come and get it from this box.

The scale includes three factors representing low, medium and high control approaches. Of the 42 situation statements offered as options for 21 items, 14 express low control level, 14 indicate medium control level, and 14 express high control level. The sub-dimension with the highest score represents the dominant control approach (Yılmaz et al., 2019). The discrimination score of each item in the questionnaire is above 0.30. An item discrimination value of 0.30 and above indicates that the item has a good level of discrimination (Güler, 2012). Permissions were obtained from the researchers who developed the "Control Level Questionnaire" on October 19, 2022. The scale, consisting of 21 items, was shared both face-to-face and online (Google form) in January 2023, with English teachers in Diyarbakır who agreed to participate in the study and met the research criteria. It took approximately 6 minutes for the participants to fill out the scale. Participants' identification information was not requested and no personal information was included in the study.

SPSS 22.0 data package program was used in the statistical analysis of the data obtained. Descriptive analyzes were used in the study to determine teachers' control approaches. For comparisons, firstly, the mean and standard deviation of the teachers' responses to the scale for each variable were calculated, and normality and homogeneity of variances were tested. Since the data obtained had a normal distribution, parametric tests were used in the analysis of the data. In order to determine whether teachers' control approaches varied according to various characteristics, "t-test" was used in pairwise comparisons and "one-way analysis of

variance (one- way ANOVA)" was used in comparisons with more than two variables. The " Tukey Test" was used to determine which groups differed significantly.

FINDINGS

As a result of the analyses, data obtained from descriptive statistics regarding teachers' control levels are presented, and then comparisons are made according to various variables. The results of statistics concerned the gender of the teachers, their level of education, the type of faculty they graduated from, their professional seniority, the level of the school they work in, the size of the classes and the socio-economic level of the region where the school is located.

Teachers' Classroom Management Control Levels

Frequency, percentage, arithmetic mean and standard deviation values of the participants' low, medium and high control levels are given in Table 3.

Table 3. Participants' Control Levels

Control level	f	%	X̄	ss
Low	24	38.3	7.55	1.78
Middle	26	43.3	8.12	1.68
High	10	16.6	5.33	2.00
Total	60	100		

Table 3 shows that 38.3% of the teachers have a low-level control approach, 43.3% have a medium-level control approach, and 16.6% have a high-level control approach. According to these findings; It is seen that the majority of teachers have medium and low levels of control, respectively.

Teachers' Classroom Management Control Levels According to The Gender

The analyzes carried out to reveal whether the control levels of the participants differ according to gender are presented in Table 4.

Table 4. Participants' Control Levels by Gender

Control level	Gender	f	X̄	S	sd	t	p
Low	Female	41	7.66	1.75	58	0.69	0.49
	Male	19	7.32	1.85			
Middle	Female	41	8.17	1.62	58	0.36	0.71
	Male	19	8.00	1.85			
High	Female	41	5.17	1.98	58	-0.92	0.36
	Male	19	5.68	2.05			

When Table 4 is examined, it is seen that teachers' control levels do not differ according to their gender (p>.05). In addition, in the low and medium level control approach, it is seen that the average scores of female teachers from the scale are higher than the average scores of male teachers. In the high-level control approach, it is seen that male teachers have higher mean scores.

Teachers' Classroom Management Control Levels According to The School Level

The findings obtained as a result of the analyzes carried out to reveal whether the control levels of the participants differ according to the secondary school or high school level they work in are presented in Table 5.

Table 5. Participants' Control Levels According to Their School Level

Control level	School level	f	X̄	S	sd	t	p
Low	Middle school	11	7.18	1.72	58	-0.75	0.45
	High school	49	7.63	1.79			
Middle	Middle school	11	7.73	1.67	58	-.084	0.40
	High school	49	8.20	1.69			
High	Middle school	11	6.09	2.46	58	0.37	0.16
	High school	49	5.16	1.87			

Table 5 shows that the control levels of English teachers do not differ according to the school level they work ($p > .05$). It is observed that school levels create very low differences in the averages teachers get from their classroom management control levels. The findings obtained as a result of the analyzes carried out to reveal whether the control levels of the participants differ according to their education levels are shown in Table 6.

Teachers' Classroom Management Control Levels According to The Education Levels

Table 6. Participants' Control Levels According to Their Education Levels

Control level	School level	f	X̄	S	sd	F	p
Low	Bachelor's degree	46	7.61	1.81			
			7.45	1:50	2-57	0.17	0.83
	Master's degree	11	7.00	2.64			
	Doctorate degree	3					
Middle	Bachelor's degree	46	8.17	1.53			
			7.55	2.29	2-57	1.45	0.24
	Master's degree	11	9.33	0.57			
	Doctorate degree	3					
High	Bachelor's degree	46	5.22	1.93			
			6.00	2.32	2-57	0.84	0.43
	Master's degree	11	4.67	2.08			
	Doctorate degree	3					

As seen in Table 6, it was concluded that according to the education levels of English teachers, bachelor's, master's and doctoral degrees did not create a significant difference between the control levels ($p > .05$). In addition, it was observed that the average scores of graduates in the low-level control approach, doctoral graduates in the medium-level control approach, and master's degree graduates in the high-level control approach were higher.

Teachers' Classroom Management Control Levels According to The Type of Faculty

It is known that English teachers are graduates of the faculty of education and the faculty of language and literature and start their careers by receiving pedagogical formation training. In this context, the findings

obtained as a result of the analysis conducted to examine whether the participants' classroom management control levels differ significantly in terms of the faculties they graduated from are shown in Table 7.

Table 7. Participants' Control Levels According to The Faculty They Graduated From

Control level	Faculty	f	X̄	S	sd	t	p
Low	Education	46	7.48	1..90	57	-	0.61
	Language&Literature	13	7.77	1.36		0.51	
Middle	Education	46	8.07	1.61	57	-	0.75
	Language&Literature	13	8.23	2.04		0.30	
High	Education	46	5.46	2.10	57	0.71	0.47
	Language&Literature	13	5.00	1.68			

According to Table 7, it was observed that the control levels of English teachers did not make a significant difference according to the faculty they graduated from. It can be considered as a striking finding that there is no significant difference between the classroom control levels of teachers who are graduates of faculties other than the faculty of education, which provide direct pedagogical competencies related to the teaching profession, and those who acquire these pedagogical competencies in the subsequent processes.

Teachers' Classroom Management Control Levels According to Seniority

The findings obtained as a result of the analyzes carried out to reveal whether the control levels of the participants differ according to their professional seniority are shown in Table 8.

Table 8. Participants' Control Levels According to Their Professional Seniority

Control level	Professional Seniority	f	X̄	S	sd	F	p
Low	1-4 years	20	7.15	1.95	2-57	0.78	0.46
	5-10 years	22	7.68	1.55			
	10 years and above	18	7.83	1.85			
Middle	1-4 years	20	8.45	1.70	2-57	0.65	0.52
	5-10 years	22	8.05	2.05			
	10 years and above	18	7.83	1.09			
High	1-4 years	20	5.40	2.06	2-57	0.02	0.98
	5-10 years	22	5.27	2.22			
	10 years and above	18	5.33	1.74			

In Table 8, no significant difference was found between the classroom management control levels of English teachers according to their professional seniority. Although professional seniority did not have a significant effect on the classroom management control level, when the average scores of the participants from the scale were compared, it was seen that they received similar scores at all control levels.

Teachers' Classroom Management Control Levels According to Number of Students

The findings obtained as a result of the analyzes carried out to reveal whether the control levels of the participants differ according to the number of students in the class are shown in Table 9.

Table 9. Participants' Control Levels According to Number of Students

Control level	Number of students	f	X̄	S	sd	F	p
Low	less than 18	4	7.25	3.20			
	Between 18-24	13	7.62	1.98			
	Between 25-30	17	8.00	1.54	4-55	0.46	0.76
	Between 31-36	7	7.14	1.57			
	37 and above	19	7.32	1.66			
Middle	less than 18	4	9.25	1.25			
	Between 18-24	13	8.15	1.81			
	Between 25-30	17	8.24	1.67	4-55	1.26	0.29
	Between 31-36	7	7.00	2.51			
	37 and above	19	8.16	1.21			
High	less than 18	4	4.50	3.00			
	Between 18-24	13	5.23	1.83			
	Between 25-30	17	4.76	2.01	4-55	1.64	0.17
	Between 31-36	7	6.86	2.19			
	37 and above	19	5.53	1.67			

Table 9 shows that class sizes do not make a significant difference in English teachers' classroom management control levels. Considering that the number of students in the class is a factor that directly affects the teacher's classroom arrangements, this finding can be considered an important finding specific to the field of classroom management.

Teachers' Classroom Management Control Levels According to The Socio-Economic Level of The School

The findings obtained as a result of the analyzes carried out to reveal whether the control levels of the participants differ according to the socio-economic level of the families in the region where the school is located are presented in Table 10.

Table 10. Participants' Control Levels According to The Socio-Economic Level of The School

Control level	Socio-economic level	f	X̄	S	sd	F	p
Low	Low	28	7.00	1.51	2-57	3.53	0.03*
	Middle	26	7.85	1.91			
	High	6	8.83	1.60			
Middle	Low	28	8.43am	1.81	2-57	0.89	0.41
	Middle	26	7.85	1.69			
	High	6	7.83	0.75			
High	Low	28	5.57	1.83	2-57	0.94	0.39
	Middle	26	5.31	2.20			
	High	6	4.33	1.86			

Table 10 shows the socio -economic level of the environment where the school is located creates a significant difference (p= .03) in terms of English teachers' classroom management control levels. The "Tukey Test" was used to determine between which groups this difference occurred. Findings revealed that English teachers in schools in regions with high socio -economic levels have lower levels of control than teachers in regions with low socio -economic levels. This finding shows that teachers' control levels decrease even more as the financial situations of schools and families increase.

CONCLUSION, DISCUSSION and RECOMMENDATIONS

This study attempts to determine the classroom management control levels of English teachers and to determine the status of these control levels in terms of various variables. Findings show that the majority of English teachers have a moderate control approach. It has been determined that English teachers' classroom management control levels do not vary according to their gender, the level of the school they work in (secondary school and high school), their education level, the type of faculty they graduated from, their professional seniority and class size. This situation coincides with the findings of Yılmaz et al.'s (2019) research conducted with prospective science teachers. Related research findings reveal that the participants have a medium level control approach at most and that their classroom management control approaches do not differ according to variables such as gender and socio -economic level of the school. It is stated in the literature that classroom management control levels (low, medium, high) are not more effective or important than each other, and that each control level has an important place in classroom management dimensions such as creating, maintaining and restoring order in the classroom. Determining these control levels is important in determining the discipline model for which level of control teachers use. In this way, it can be ensured that teachers know and adopt the philosophy on which their control levels are based (Yılmaz & Şahin, 2016).

Another important finding from this study is whether or not teachers' degree from the faculty of education affects their classroom management control levels. The study reveals that English teachers' classroom management control levels do not differ according to the type of faculty they graduated from (see Table 7). This situation can be evaluated that teachers who are not graduates of the faculty of education have developed their classroom management skills through work and reached similar levels with teacher who graduated from a faculty of education. Qualitative research is needed to understand the underlying reason for this result. It is possible to say that this result has aspects that can be considered both surprising and normal. Considering that some of the professional skills provided by education faculties are classroom management skills and that there are also practice and teaching courses in these teaching undergraduate programs to develop these skills, it is a remarkable finding that there is no significant difference between two groups in terms of classroom management skills. However, when we consider that teachers can develop their classroom management control skills after a sufficient period of time in the teaching process. The insignificant difference between two groups of teachers in terms of classroom management shows an understandable picture.

It is important that the number of students in the classrooms is not high so that teachers can deal with students one-on-one and use their time effectively (Şanlı, 2015). Yıldırım (2019) also presented a similar opinion, stating that class size is an important and critical variable in terms of classroom management and control level, and emphasized that in crowded classes, students cannot adapt to the language lessons, and as a result, undesirable behaviors may occur in the classroom. Although this research shows that the number of students in the classroom does not have a significant effect on teachers' classroom management control levels (see Table 9), it can be said that the number of students in a class may also emerge as an effective factor in future qualitative studies.

Research findings revealed that the years English teachers spent in the profession did not affect their classroom management control levels (see Table 8). This finding supports Sarı's (2013) study in which no significant difference was found between experienced and inexperienced English teachers' classroom management approaches, speaking rates in the classroom, giving instructions in the classroom, and involving students in assigned tasks using different methods. There are findings in the literature that can be interpreted as the opposite of this finding. For example, Küçükahmet (2012) stated that teachers who have just started their careers have difficulty in managing undesirable behaviors that occur in their classrooms. Similarly, Aydın and Şahin (2020) found in their qualitative research with primary school teachers that professional experience is effective in determining practices to restore order in classrooms.

Unlike these, as a result of the analyzes carried out to determine whether the control levels of the participants vary according to the socio -economic level of the environment where the school is located, it has been seen that the control levels of English teachers working in regions with high socio -economic levels are lower (see Table 10). This situation shows that English teachers, in schools where they do not have socio -economic problems, display an attitude that puts the student more at the center and shares the responsibility with the students in their classroom management practices. This finding is supported by the research conducted by Kutlu (2006). Kutlu (2006) reveals in his research that teachers create a more democratic environment in schools with upper and middle socio -economic levels.

Based on all these findings, some suggestions have been made to improve teachers' classroom management skills. The most important of these suggestions is that the classroom management control levels of English teachers and teachers of other branches can be determined by ensuring that such research is conducted with larger samples. In this way, teachers can improve themselves by getting to know the educational philosophies underlying their pedagogical behavior. As another suggestion; In in-service training, the development of teachers' classroom management skills can be differentiated on the basis of teaching branch. In this regard, the needs of English teachers specific to their fields can be determined and in-service training can be provided to meet these needs. The reason why there is no significant difference in control levels between English teachers working in secondary and high schools in this study may be the small number of participants working in secondary schools. Therefore, in future research, the study can be reconducted by including more teachers working at the secondary school level. According to the results obtained in this context, the necessary arrangements can be made by authorized institutions and organizations to ensure the specialization of English teachers according to school levels (such as primary school, secondary school, high school).

Ethical Text

This article has complied with the journal writing rules, publication principles, research and publication ethics rules, and journal ethics rules. Responsibility for any violations that may arise regarding the article belongs to the author(s). Ethics committee permission for the article was received by Dicle University Social and Human Sciences Ethics Committee with the decision numbered 422256 dated 03/01/2023.

Declaration of Contribution Rate of Author(s): In this study, the contribution rate of the first author is 70% and the contribution rate of the second author is 30%.

REFERENCES

Ada, Ş. (2013). Sınıf içi olası sorunlara karşı alınabilecek önlemler. Z. Kaya (Ed) içinde, *Sınıf yönetimi* (s. 313-337). Pegem Akademi.

Ağaoğlu, E. (2013). Sınıf yönetimi ile ilgili genel olgular. Z. Kaya (Ed) içinde, *Sınıf yönetimi* (s. 1-42). Pegem Akademi.

Aydın, Ş., & Şahin, A. E. (2020). Meslekte yeni olan ilkokul öğretmenlerinin sınıfta düzeni yeniden sağlamaya ilişkin uygulamaları. *Mersin Üniversitesi Eğitim Fakültesi Dergisi, 16*(2), 363-381. Doi: 10.17860/mersinefd.684646

Başar, H. (2011). *Sınıf yönetimi*. Anı Yayıncılık.

Brophy, J. (1988). Educating teachers about managing classroom and students. *Teaching and Teacher Education, 4*(1), 1-18.

Burden, P. (2013). *Classroom management: Creating a successful K-12 learning community*, 7th Edition. Indianapolis: John Wiley & Sons, Inc.

Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2013). *Bilimsel araştırma yöntemleri.* Pegem Akademi.

Charles, C. M. (2005). *Building classroom discipline*. San Diego: Pearson.

Danaoğlu, G. (2009). *Sınıf ve branş öğretmenlerinin ilköğretim 5. Sınıflarda karşılaştıkları istenmeyen davranışlar ve bu davranışlarla baş etme stratejileri*. [Master Thesis]. Çukurova Üniversitesi.

Fraenkel, J. R., & Wallen, N. E. (2006). *How to design and evaluate research in education.* New York: McGraw-Hill International Edition.

Harris, A. H. (1991). Proactive classroom management: Several ounces of prevention. *Contemporary Education, 62*(3), 156-160.

Kuğuoğlu, İ. H. (2005). Sınıf öğretmenliği bölümü mezunu aday öğretmenlerin kendi algılamalarına göre sınıf yönetimi alanındaki yeterliliklerine dair görüşleri ve öneriler. *Kazım Karabekir Eğitim Fakültesi Dergisi, 11*, 214-236.

Kutlu, E. (2006). *Sınıf öğretmenlerinin görüşlerine göre sınıf yönetiminde davranış düzenleme sürecinin değerlendirilmesi.* [Master Thesis]. Erciyes Üniversitesi.

Küçükahmet, L. (2012). Sınıfta istenmeyen davranışların yönetimi. L. Küçükahmet (Ed.). *Sınıf yönetimi* (11. Baskı) içinde (s. 187-206). Pegem Akademi.

Marzano, R., & Marzano, J. (2003, September). The Key to Classroom Management. *Educational leadership: journal of the Department of Supervision and Curriculum Development,* 6-13.

Sarı, E. (2013). *The differences of classroom management styles in experienced and novice English teachers*. [Master Thesis]. Maltepe Üniversitesi.

Şahin, A. E. (2012). İlköğretim öğretmenlerinin sınıf yönetimi yaklaşımları. *CİTO Eğitim: Kuram ve Uygulama Dergisi, Nisan-Haziran*(16), 22-28.

Şanlı, Ö. (2015). İngilizce öğretmenlerinin sınıf yönetiminde karşılaştıkları zorlukların öğretmen görüşlerine göre değerlendirilmesi. *The Journal of Academic Social Science Studies,37*, 371-385.

Turan, S. (2006). Sınıf yönetiminin temelleri. M. Şişman, & S. Turan (Ed) içinde, *Sınıf yönetimi*. Pegem Akademi Yayınları.

Yeşilbursa, A. A. (2017). Reflections from the EFL classroom: Classroom interaction and reflective teacher development. *Journal of Language Research, 1*(1), 19-24.

Yıldırım, M. (2019). *İngilizce öğretmenlerinin mesleki özyeterlik algıları ve sınıf yönetimi becerilerinin incelenmesi*. [Master Thesis]. Yıldız Teknik Üniversitesi.

Yılmaz, Z. N. (2012). *İlköğretim öğretmenlerinin kontrol düzeylerinin çeşitli değişkenler açısından incelenmesi.* [Doctoral Dissertation]. Hacettepe Üniversitesi.

Yılmaz, Z. N., Çavdar, H., & Aydın Şengül, Ö. (2019). Fen bilgisi öğretmen adaylarının sınıf yönetimi kontrol yaklaşımlarının incelenmesi. *Dumlupınar Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi, 3*(1), 1-11.

Yılmaz, Z. N., & Şahin, A. E. (2016). Sınıf yönetiminde öğretmenlerin kontrol düzeyini belirleme ölçeğinin geliştirilmesi. *Yaşadıkça Eğitim, 30*(1), 31-42.