



Available online at globets.org/journal
International Journal of Education, Technology and Science
4(4) (2024) 2259–2273

IJETS
International Journal of
Education Technology and
Science

MANAGEMENT OF UNDESIRABLE STUDENT BEHAVIORS IN THE CLASSROOM IN THE CONTEXT OF CLASSROOM MANAGEMENT

(Review study)

Melike Cömert^a *

^a İnönü üniversity, Faculty of Education, Malatya, Türkiye

Received: 21.07.2024

Revised version received: 24.11.2024

Accepted: 27.11.2024

Abstract

All behaviors, attitudes, strategies and many other characteristics of the teacher in the classroom can be effective in maintaining discipline in the classroom. Teachers who have the knowledge and skills of effective classroom management can also use teaching methods and classroom materials effectively, and can recognize and apply the curriculum in a way that can change student behaviors. However, the teacher may encounter some difficulties while fulfilling this basic task. These difficulties include controlling students' classroom activities and homework, improving working conditions in the classroom, and eliminating factors that hinder teaching. The concept of classroom management includes the strategies that teachers use to accomplish all these in the classroom (Shechtman & Leichtentritt 2004). Classroom management is a multifaceted concept that includes organizing the physical environment of the classroom, establishing classroom rules, determining routine tasks, developing effective relationships, preventing negative behaviors and how to intervene in negative behaviors (Garrett, 2008) Effective classroom management is not only a set of rules and procedures, but also requires the teacher to have sensitivity and a caring attitude (Taylor, 2009).

Keywords: Student behaviors, classroom management, classroom materials, teaching methods

© 2021 IJETS. Published by International Journal of Education Technology and Science (IJETS). Copyright for this article is retained by the author(s), with first publication rights granted to the Journal. This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (CC BY-NC-ND) (<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

*Corresponding author: Melike Cömert. ORCID ID.: <https://orcid.org/0000-0001-5406-6943>

E-Mail: melike.comert@inonu.edu.tr

DOI: <https://doi.org/10.5281/zenodo.14223064>

1. Introduction

1.1 Classroom management definition

Most studies on teacher effectiveness emphasize that teachers' classroom management skills are of primary importance in determining the success of teaching (Jere-Brophy & Carolyn, 1976; cited in Celep, 2000). One of the biggest challenges for beginning teachers is classroom management. If teachers are not successful in this aspect of teaching, they may also fail in their educational endeavors. Many teachers who are very good in other aspects have had to quit their jobs simply because they are inadequate in classroom management (Phelps, 1991).

Martin and Baldwin (1993; cited in Laut, 1999) defined classroom management as a three-dimensional structure that includes the individual, instruction and discipline. The individual dimension includes teachers' expectations, attitudes and behaviors towards students and students' level of performing behaviors to meet these expectations. The instructional dimension includes planning activities, organizing the environment and time management. Discipline was defined as the methods used by the teacher to ensure that students adopt and implement classroom rules. Classroom management is all the efforts of teachers to control classroom activities, including learning, social interaction and student behavior (Burden, 2000; Good & Brophy, 2000, cited in Ritter & Hancock, 2007).

In the early years of teaching, classroom management takes up a significant part of teachers' time. Most young and inexperienced teachers face the problem of discipline in the classroom. Most experienced teachers have found it unpleasant when they have to discipline (Gordon, 1996). According to Brophy (1988), classroom management is not only teachers' efforts to minimize the negative behaviors of students in the classroom environment, directing students to work in cooperation for this purpose, and effectively intervening in negative behaviors, but also the organization of activities in a way to ensure that all academic abilities are included in the learning-teaching process and that students participate in the activities at the maximum level. According to Brophy's definition, classroom management involves five skills:

1. Classroom management should be based on building positive teacher-student relationships and peer relationships.
2. Classroom management should take into account the individual needs of students.
3. Effective classroom management requires the use of teaching methods that facilitate high level learning by responding to the academic needs of the class as a group and of individual students.
4. Classroom management requires involving students in establishing and developing rules of conduct, as well as using techniques related to organization and group management.

5. Classroom management requires guiding students in correcting and evaluating (reviewing) students' undesirable behaviors (Jones and Jones 2004).

Classroom management is the orchestra of classroom life. It involves planning instruction, organizing strategies-methods-techniques and organizing, organizing the environment, observing student progress, and noticing potential problems that may arise (Lemlech 1979). Although students' misbehavior varies according to the conditions under which it occurs, its severity, and the perceiver, it is generally considered as behaviors that disrupt or prevent the learning-teaching process in the classroom. The strategies developed by William Glasser for the management of misbehavior consist of seven steps:

1. Considering student interests: The teacher should show the students that he/she cares about their interests and tries to do activities in line with these interests and gain their trust in this direction.
2. Focusing on the behavior: When an undesirable behavior occurs, the teacher interviews the student about the behavior and learns the reason for the behavior.
3. Making students take responsibility for their behavior: The teacher ensures that students take responsibility for their behavior and does not accept apologies.
4. Enabling the student to evaluate the behavior: The teacher can use the following questions to help students evaluate their behavior. "Did this behavior help you?"
5. Developing a plan: The teacher, together with the student, plans new behaviors that are necessary for the student; these planned behaviors are written down and turned into a contract between the teacher and the student.
6. The student's compliance with the prepared contract in the future: The teacher gives feedback to the student about his/her behavior after the contract.
7. Follow-up of the plan: If the plan does not work at the desired level, the teacher should reconsider the plan with the student (Emmer, Evertson, Worsham 2003).

All behaviors, attitudes, strategies and many other characteristics of the teacher in the classroom can be effective in maintaining discipline in the classroom. Teachers who have the knowledge and skills of effective classroom management can also use teaching methods and classroom materials effectively, and can recognize and apply the curriculum in a way that can change student behaviors. However, the teacher may encounter some difficulties while fulfilling this basic task. These difficulties include controlling students' classroom activities and homework, improving working conditions in the classroom, and eliminating factors that hinder teaching. The concept of classroom management includes the strategies that teachers use to accomplish all these in the classroom (Shechtman & Leichtentritt 2004).

To create successful classroom management, teachers must earn the love and respect of students; be consistent, credible and reliable; be responsible for students' learning; know the value and enjoyment of learning; and expect their students to do the same. If these personal qualities are present, the following general principles of effective management can be applied to classroom organization.

1. Students are more likely to follow rules that they understand and accept.
2. Discipline problems are reduced when students are engaged in meaningful activities that are geared to their interests and abilities.
3. Management should focus more on building a productive learning environment than on controlling undesirable behavior.
4. The goal is not to establish your control over the student, but to develop students' self-control (Good & Brophy, 2008).

Classroom activities in which students participate, the type of responses given by teachers to students, and teachers' awareness of the variables that affect students' attention are also factors that affect classroom management (Snyder, 1998). Undesirable behaviors have negative effects not only on the teacher dimension of the teaching process, but also on the wider environment, starting from the student's own learning and socio-emotional development (Cunningham & Sugawara, 1988). Many undesirable behaviors, both significant and insignificant, can occur in almost every classroom (Arwood-Barton, Morrow, Lane, & Jolivet, 2005). Effective classroom management, the development of responsibility awareness in students and the ability to control their behavior also important in terms of gaining competence. Classroom management is important for students to recognize their own competencies. It contributes to the creation of internal norms in evaluating and controlling their behaviors (Spaulding, 1992). Martin and Baldwin (1993) define classroom management as a multifaceted phenomenon with three dimensions: people, teaching and discipline. Sobel (2002) defines classroom management as creating and maintaining a learning environment that enables both effective and adequate teaching. In this sense, it can be said that there is a strong and interdependent relationship between classroom management and teaching. Again, Kindsvatter, Wilen, and Ishler (1996) define classroom management as the teacher's control of students' teaching behaviors as well as the teacher's control of a task.

According to recent scientific research on the factors affecting students' learning, the most important factor affecting students' learning is classroom management. According to the findings of these studies, effective classroom management has been found to increase student participation in learning activities, ensure efficient use of learning time and reduce negative behaviors. On the contrary, ineffective classroom management was found to have negative

consequences in terms of students' academic achievement, positive behavior skills and socialization of students (Johansen, Little & Little, 2011). Classroom management is a multifaceted concept that includes organizing the physical environment of the classroom, establishing classroom rules, determining routine tasks, developing effective relationships, preventing negative behaviors and how to intervene in negative behaviors (Garrett, 2008).

1.2 Management and Classroom

The variables of classroom management can be listed as teacher, student, education and school programs, educational environment, educational administration, family and environment. However, the most important role among these variables falls to the teacher who is responsible for organizing and conducting educational processes (Türnüklü, 1999). Recognizing students' interests, expectations and needs is necessary for effective classroom management. Activities related to classroom management should be aimed at ensuring the quality and continuity of education rather than controlling students (Brophy, 1988; cited in Yalçınkaya & Tonbul, 2002).

Effective classroom management is not only a set of rules and procedures, but also requires the teacher to have sensitivity and a caring attitude (Taylor, 2009). The management of a classroom is, in essence, about the ability to allocate time and use it well. It is very important to apply this in lessons. Wasting students' time often results in disrespect (Petkovski, K. and Aleksova, 2004). An effective teacher is not only the teacher who knows how to teach or how to solve the problems encountered during teaching, but also the teacher who decides which of his/her knowledge can be applied at a certain moment and applies it (Açıkgöz, 2003). In addition, the teacher should have the ability to manage the classroom (Yıldız, 2001), which is one of the basic conditions of having an effective learning and teaching environment. It is a known fact that teachers who do not have classroom management skills will not be able to achieve the desired behaviors at the desired level (Terzi, 2002). In addition, the teacher should have the ability to manage the classroom (Yıldız, 2001: 16), which is one of the basic conditions of having an effective learning and teaching environment. It is a known fact that teachers who do not have classroom management skills will not be able to achieve the desired behaviors at the desired level (Terzi, 2002).

When it comes to classroom management in the new student-centered education approach, it is seen that the understanding of positive discipline comes to the forefront. Teachers who adopt positive discipline aim to develop cooperation and collaboration in the classroom, to gain a sense of responsibility and self-confidence, to make children love school and education, and to approach children who show various adaptation and behavioral disorders due to faulty parental attitudes as a guide (Çankırılı, 2005). For this reason, teachers should have leadership and

guidance qualities for successful classroom management. In addition, they should transfer their management and communication skills to the family, school environment and society as well as in the classroom (Terzi, 2002).

In a study on classroom management conducted by Yalçinkaya and Tonbul (2002), classroom teachers' perceptions of cat classroom management skills were compared with the observations of prospective teachers and primary school administrators and supervisors. 103 classroom teachers, 47 primary school administrators and 38 supervisors and 120 prospective teachers constituted the sample of the study. According to the findings of the study, it was found that teachers' perceptions about the implementation level of classroom management skills differed according to the variables of gender and class size, while prospective teachers' observations differed according to the variables of class size and socio-economic environment of the school. While there was no difference between teachers' perceptions of classroom management skills and primary school administrators' perceptions, it was found that there was a difference between primary school supervisors and prospective teachers' observations. Among the sub-dimensions of classroom management skills, "using time efficiently" and "student participation" were evaluated at the lowest level among all groups.

Classroom management is a group of rules, concepts and principles aimed at creating and developing classroom conditions that will facilitate students to realize educational goals effectively and facilitate their learning (Aydın, 2007). In other words, classroom management is the process of creating a positive learning climate in the classroom and providing opportunities for students to express themselves comfortably and reveal their potential (Turan, 2006). Classroom management is the first and basic step of educational management. The quality of educational management depends on the quality of classroom management (Başar, 2004; Ök, Göde, & Alkan, 2006). According to Aksoy (2003), classroom management has two main purposes. The first is to create an orderly and safe environment in the classroom that will increase student motivation. The second is to develop student responsibility and teach students to regulate their own behavior. The achievement of these goals depends on the preparation, maintenance and effective management of a suitable environment in classrooms where target behaviors will be acquired (Demirtaş, 2005). In addition to being a good teacher, the teacher must also be an effective manager (Sarıtış, 2003).

It is a fact that a good education can be provided by qualified teachers. However, effective classroom management is necessary for effective education (Ök et al., 2006). It is stated that the first condition for achieving the expected success in educational activities is effective classroom management (Aytekin, 2000). The most effective element in classroom management is the teacher (Alkan, 2007; Celep, 2004). Because the success of teachers in classroom management directly affects the success of students (Özdemir, 2004). Teachers may

complain that they experience an intense sense of failure when they cannot teach as they wish. Experiences gained and the application of principles in classroom management according to a certain order will eliminate these problems (Gürsel, 2005). The difficulties faced by teachers in classroom management stem not only from the classroom structure and students but also from the teacher. The teacher's management and teaching style, low expectations of the students, and individual characteristics of the teacher are the problems arising from the teacher (Öztürk, 2002).

1.3 Related Studies

Studies on teachers' perceptions of classroom management skills have revealed that gender is one of the variables affecting these perceptions. In these studies, female teachers were generally found to have significantly higher classroom management skills than male teachers (Alkan, 2007; Erol, 2006; İlgar, 2007; Yalçınkaya & Tonbul, 2002). In some studies, it was determined that gender did not affect the perception of classroom management skills (Burç, 2006; Kutlu, 2006; Terzi, 2002). Another variable affecting teachers' classroom management perceptions was found to be the length of experience (Akın, 2006; Alkan, 2007; İlgar, 2007; Sağlam, 2007; Erol, 2006; Terzi, 2001). Some of the studies (Akın, 2006; Alkan, 2007; İlgar, 2007; Sağlam, 2007; Erol, 2006; Terzi, 2001) found that teachers' classroom management skills increased as their years of experience increased, while others (Güven & Cevher, 2005; Ritter & Hancock, 2007; Rosas & West, 2009; Yalçın, 2007; Yalçınkaya & Tonbul, 2002) found that experience was not a variable affecting teachers' classroom management skills.

The organization and management of the learning environment and experiences in the classroom is considered to be the responsibility of teachers. Teachers, who are considered to be the managers of the processes and programs in classrooms, are expected to be able to effectively direct and manage all kinds of material and human resources in this environment in order to achieve the teaching objectives (Balcı 1993; Aydın 1998). The managerial roles of the teacher, which came to the agenda based on expectations, led to the emergence of the field of classroom management (Baloğlu 2001). In general, classroom management can be defined as all of the activities related to the systematic and conscious application of principles, concepts, theories, models and techniques related to planning, organizing, implementing and evaluating functions in order to achieve the determined educational goals (Erdoğan 2001).

Studies on the level of teachers' classroom management skills are frequently encountered in the literature. When the contents of these studies are examined, it is seen that one or a few dimensions are included in the scope of the research. Kazu (2002) revealed the opinions and practices of primary school classroom teachers regarding classroom rules and revealed how adequate they were in this regard.

Ataman (2003), by describing the behavioral problems encountered in the classroom environment, explained the features that teachers should pay attention to in order to prevent these problems from affecting the teaching in the classroom and made concrete suggestions to classroom teachers by focusing on reinforcement recipes. Okutan (2001), in his study aiming to determine teachers' attitudes and behaviors towards classroom management, stated that although teachers' attitudes and behaviors generally showed a change in accordance with democratization, they also showed some traditional behaviors. Aydın and Akbaba (2001), in their study aiming to determine teachers' disciplinary approaches and to compare these approaches with sample disciplinary approaches, found that teachers did not use a specific disciplinary approach in the literature and that they benefited from their experiences while maintaining discipline in the classroom

Classroom management is primarily based on the personal and psychological needs of students. In this sense, teachers should first consider the needs of the students and implement good classroom management to meet these needs (Celep, 2002). In terms of classroom management, in addition to the physical organization of the classroom and the teaching method in creating an effective learning-teaching environment, the management of student behaviors, especially unwanted or inappropriate behaviors, is considered as one of the issues that require effort for teachers (Atıcı, 2001).

According to the results of a study conducted by Türnüklü and Yıldız (2002) in which teachers' strategies for dealing with students' undesirable behaviors were examined, it was found that teachers mostly tried to deal with undesirable student behaviors with strategies such as making eye contact, talking to the student about his/her behavior, reminding the rules of the class, calling the student by name, and motivating the student to the lesson. In another study conducted by Tezcan and Demir (2006) in which the views of high school chemistry teachers on classroom discipline were examined, it was found that the majority of teachers were in control of classroom management.

2. Discussion

One of the biggest challenges for beginning teachers is classroom management. If teachers are not successful in this aspect of teaching, they may also fail in their educational endeavors. Many teachers who are very good in other aspects have had to quit their jobs simply because they are inadequate in classroom management. Effective classroom management is an approach that provides students with opportunities to show their talents, focuses on students and creates holistic and supportive environments for this purpose.



Figure 1. Classroom management portfolio model

Source: <https://sites.google.com/a/msu.edu/stephanie-commyn-special-education-teaching-portfolio/classroom-management>

All students start the lesson with the green "ready to learn" section. The upward or downward movement of students is related to student behavior. Behaviors for upward movement are: helping other students, following instructions, positive behavior in class. For downward movement: rude behavior towards other students, disobeying school and classroom rules. If a student moves to the "great job" or "outstanding" sections, his/her parents are called and told that he/she had a great day at school, thus reinforcing positive behaviors. The student is not fixed in one section but is given opportunities to move upwards.



Figure 2. Classroom management strategies

Source: <https://sites.google.com/a/msu.edu/stephanie-commyn-special-education-teaching-portfolio/classroom-management>.

Managing the classroom does not mean that the teacher's authority dominates the classroom, but rather the creation of a classroom climate that enables learning (Tertemiz, 2006). The purpose of management in contemporary societies is not to ensure authority. This understanding should also prevail in education and classroom management should serve the preparation of a suitable educational environment rather than the teacher's effort to establish authority (Çiftçi, 2015). A classroom board used in behavior management.

3. Conclusions

In his study, Yaman (2006) examined the effect of large classes on student achievement in the educational environment and teachers' views on classroom management in terms of various variables. According to the results of the study, teachers with a class size of 51 and above stated that large classes cause students to behave harshly, classrooms to be unclean, and noise compared to teachers with a class size of 20-30.

Another dimension of effective classroom management is teachers' ability to successfully manage misbehavior. It is important for teachers to understand the underlying causes of misbehavior and the behavior, to anticipate misbehavior that may occur and to solve it with the right approach when it occurs. Teachers need classroom management strategies to intervene in misbehavior. The strategy adopted by the teacher is effective in eliminating or repeating the undesirable behavior. In a case study, it was found that the teacher's use of positive strategies such as encouragement and drawing attention to positive behavior led to an increase in desired behaviors and a decrease in undesired behaviors (Ellis & Blake, 1986; Sadık, 2002).

Effective classroom management is an approach that provides students with opportunities to show their talents, focuses on students and creates holistic and supportive environments for this purpose (Kılbaş, 2010). Classroom management is generally considered as maintaining discipline in the classroom (Üstün & Demirbağ, 2003; Üstün & Ereş, 2009). However, today classroom management includes not only providing discipline by the teacher, who is the classroom manager, but also providing the physical order of the classroom environment, organizing in-class communication, in short, providing a suitable environment for educational activities in the classroom (Seyfullahoğulları, 2010).

Declaration of Conflicting Interests and Ethics

The author declares no conflict of interest.

References

- Açıkgöz, K.Ü. (2003). Etkili Öğrenme ve Öğretme. İzmir. Eğitim Dünyası Yayınları.
- Akgün, E., Yarar, M., & Dinçer, Ç. (2011). Okul öncesi öğretmenlerin sınıf içi etkinliklerde kullandıkları sınıf yönetimi stratejilerinin incelenmesi. *Pegem Eğitim ve Öğretim Dergisi*, 1(3), 1-9.
- Arwood-Barton, S., Morrow, L., Lane, K., & Jolivette, K. (2005). Project improve: Improving teachers' ability to address students' social needs. *Education and Treatment of Children*, 28(4), 430-443.
- Fenwick, D. T. (1998). Managing space, energy, and self: junior high teachers' experiences of classroom management. *Teaching and Teacher Education*, 14 (6), 619-631.
- Aydın, B.; Akbaba, S. (2001). "Öğretmenlerin Sınıfta Disiplin Sağlama Yaklaşımları" X. Eğitim Bilimleri Kongresi, Abant İzzet Baysal University. Cilt:III.
- Ataman, A. (2003), "Sınıfta İletişimde Karşılaşılan Davranış Problemleri". *Türk Eğitim Bilimleri Dergisi*. Issue. 3.
- Aksoy, N. (2001). Sınıf yönetimi ve disiplin modellerinin dayandığı temel yaklaşımlar. *Kuram ve Uygulamada Eğitim Yönetimi*, 7(25), 9-20.
- Aksoy, N. (2003). Sınıf içi kurallar. E. Karip (Editör). Sınıf yönetimi. Ankara: Pegem A Yayınları.
- Aküzüm, C., & Nazlı, K. (2017). Sınıf öğretmenlerinin sınıf yönetiminde karşılaştıkları disiplin sorunları, nedenleri ve bu sorunlarla baş etme yöntemlerinin değerlendirilmesi. *International e-Journal of Educational Studies (IEJES)*, 1(2), 88-102.
- Atıcı, M. (2001). Yüksek ve düşük yetkinlik düzeyine sahip öğretmenlerin sınıf yönetimi stratejileri. *Kuram ve Uygulamada Eğitim Yönetimi*, 28, 483-499
- Aydın, A. (2007). Sınıf Yönetimi. Üçüncü Baskı. İstanbul: Alfa Yayınları.
- Alkan, H. B. (2007). İlköğretim öğretmenlerinin istenmeyen davranışlarla baş etme yöntemleri ve okulda şiddet. Yayımlanmamış yüksek lisans tezi, Niğde University Sosyal Bilimler Enstitüsü, Niğde.
- Aytekin, H. (2000). Sınıf yönetimi ve disiplinle ilgili kurallar geliştirme ve uygulama. L. Küçükahmet (Editör). Sınıf yönetimi. Ankara: Nobel Yayıncılık, 71-81.
- Baş, T. (2010). Anket. (6. Baskı). Ankara: Seçkin Yayıncılık
- Balcı, A. (1993), Etkili Okul. Ankara: Yavuz Dağıtım.
- Baloğlu, N. (2001), Etkili Sınıf Yönetimi Ankara: Baran Ofset
- Başar, H. (2001). Sınıf Yönetimi. Ankara: PEGEM Yayıncılık.
- Cunningham, B., & Sugawara, A. (1988). Preservice teachers' perceptions of children's' problem behaviours. *Journal of Education Research*, 82(1)
- Celep, C. (2002). Sınıf yönetimi ve Disiplin. Ankara: Anı Yayıncılık.

- Çankırılı, A. (2005). Öğretmen ve Öğrencileri. 17.05.2005, <http://www.zaferdergisi.com/article/makale=1226>
- Çakmak, M., Kayabaşı, Y., & Ercan, L. (2008). Öğretmen adaylarının sınıf yönetimi stratejilerine yönelik görüşleri. *Hacettepe University Journal of Faculty of Education*, 35(35), 53-64.
- Çiftçi, A. S. (2015). İlkokul Öğretmenlerinin Sınıf Yönetim Tarzları ile Demokratik Değerlere İlişkin Görüşleri Arasındaki İlişki, Unpublished Master's Thesis, 18 Mart University, Çanakkale, Turken
- Çubukçu, Z., & Girmen, P. (2008). Öğretmenlerin sınıf yönetimi becerilerine ilişkin görüşleri. *Bilig*, (44), 123-142.
- Demirtaş, H. (2005). Sınıf yönetiminin temelleri. H. Kıran (Editör). Etkili sınıf yönetimi. Ankara: Anı Yayıncılık
- Delceva–Dizdarevik, J. (2014). Classroom management. *International Journal of Cognitive Research in Science, Engineering and Education*, 2(1), 51.
- Erdoğan, İ. (1997), Çağdaş Eğitim Sistemleri. İstanbul: Sistem Yayıncılık. (2001), Sınıf Yönetimi –Ders, Konferans, Panel ve Seminer Etkinliklerinde Başarının Yolları– İstanbul: Sistem Yayıncılık. (2002), Eğitimde Değişim Yönetimi. Ankara: Pegem
- Ercoskun, M. H., & Şükrü, A. D. A. (2014). Etkili sınıf yönetimi oluşturmada sınıf öğretmenlerinin yeni rollerinin nicel açıdan incelenmesi. *Atatürk University Journal of Graduate School of Social Sciences*, 18(2), 171-194.
- Erol, O., & Özaydın, B. (2010). Sınıf yönetiminde karşılaşılan olaylar, öğretmen tepkileri ve öğrenciler üzerindeki etkileri: Unutulmayan sınıf anılarının analizi. *Kuram ve Uygulamada Eğitim Yönetimi Dergisi*, 16(1), 25-47.
- Evertson, C.; Emmer, E. T.; Clements, B. S.; Worsham, M. E. (1997), Classroom Management for Secondary Teachers. Boston (USA): Allyn and Bacon.
- Good, T. L. and Brophy, J. E. (2008). Looking in Classrooms. (Tenth Edition). USA: Pearson Education, Inc
- Gordon, T. (1996). Etkili öğretmenlik eğitimi. (Çev: E. Aksay). First Ed. İstanbul, Sistem Yayıncılık.
- Güven, E. D., & Cevher, N. (2005). Okul Öncesi Öğrencilerinin Sınıf Yönetimi. *Pamukkale University Journal of Faculty of Education*, 18(18), 71-92.
- Gürsel, M. (2005). Eğitim yöneticisinin yeterlilikleri: Endüstri meslek lisesi müdürlerinin yeterliliklerine ilişkin bir araştırma. Konya: Eğitim Kitapevi Yayınları.
- Jones, V.; Jones, L. (2004), Comprehensive Classroom Management. Creating Communities of Support and Solving Problems. (Seventh Edition). Pearson.
- Johansen, A., Little, S. G., & Little, A. A. (2011). An examination of New Zealand teachers' attributions and perceptions of behaviour, classroom management and the level of formal teacher training received in behaviour management. *Kairaranga*, 12(2), 3-12.

- Kindsvatter, R., Wilen, W., & Ishler, M. (1996). *Dynamics of effective teaching* (3rd. ed.) White Plains, NY: Longman.
- Korkut, K., & Babaođlan, E. (2010). Sınıf öğretmenlerinin sınıf yönetimi becerisi. *Dumlupınar University Journal of Social Sciences*, 26(2), 146-156.
- Kazu, H. (2002), “İlköğretim Sınıf Öğretmenlerinin Sınıf Kurallarına İlişkin Görüşleri ve Uygulamaları.” Eğitim Araştırmaları Ekim. S.9.
- Lemlech, J. K. (1979), *Classroom Management* The Maple Press Company.
- Martin, N. K., & Baldwin, B. (1993, November). An examination of the construct validity of the inventory of classroom management style. Paper presented at the meeting of the Mid-South Educational Research Association, New Orleans, LA. (ERIC # ED365723).
- Manning, M.L., & Bucher, K.T. (2013). *Classroom Management: Models, Applications, and Cases*, 3rd edition. Upper Saddle River, NJ: Pearson & Merrill Prentice Hall.
- Okutan, M.. (2001), “Sınıf Yönetimi” X. Eğitim Bilimleri Kongresi, Abant İzzet Baysal University Cilt:III.
- Öztürk, B. (2002). Sınıfta istenmeyen davranışların önlenmesi ve giderilmesi. E. Karip (Editör). *Sınıf yönetimi*. Ankara: Pegem A, 144-156.
- Özdemir, İ. E. (2004). Sınıf ortamında istenmeyen davranışlar. Ş. Erçetin ve Ç. Özdemir (Editör). *Sınıf yönetimi*. Ankara: Asil Yayın Dağıtım, 269-295.
- Ök, M., Göde, O. VE Alkan, V. (2006). İlköğretimde öğretmen-öğrenci etkileşiminde sınıf yönetimi kurallarının etkisi. *Milli Eğitim Dergisi*, 145.
- Petkovski, K., & Aleksova, N. (2004). *Running a dynamic school*, Bureau for Development of Education. Skopje. *Teaching and learning in the 21 - century* (2009).
- Phelps, P.H. (1991). *Helping Teachers Excel As Classroom Managers*. Clearin House. Vol: 64 Issue: 4. Database: Academic Search Premier.
- Ritter, J. T. VE Hancock. D. R. (2007). Exploring the relationship between certification experience levels, and classroom management of classroom teachers. *Teaching and Teacher Education*, 23(7), 1206–1216.
- Sadık, F. (2002). Sınıf İçindeki problem davranışların nedenleri, *Eğitim Araştırmaları Dergisi*, 9, 106- 115.
- Seyfullahođulları, A. (2010). İlköğretim Okullarında Büyük Sınıfların Yönetiminde Karşılaşılan Sınıf İçi Sorunlara Öğretmen Yaklaşımı Üzerine Bir Araştırma. *Muatafa Kemal University Journal of Graduate School of Social Sciences*, 7/14, 21-40.
- Sarıtaş, M. (2003). Sınıf yönetimi ve disiplini ile ilgili kurallar geliştirme. L. Küçükahmet (Editör). *Sınıf yönetiminde yeni yaklaşımlar*. Ankara: Nobel Yayınları.
- Shechtman, Z. & Leichtentritt, J. (2004). Affective teaching: a method to enhance classroom management. *European Journal of Teacher Education*, 27(3), 323-333.
- Spaulding, C. L. (1992) *Motivation in the classroom*. New York: McGraw-Hill.

- Sobel, D.M., Basile, C., Powell, R., Bryan, C., & Green, D. (2001). Classroom management performance-based assessment (PBA). Initial Professional Teacher Education Program, University of Colorado Denver.
- Terzi, A. (2002). Sınıf Yönetimi Açısından Etkili Öğretmen Davranışları. *Milli Eğitim Dergisi*. Issue: 155- 156.
- Türnüklü, A. ve Yıldız, V. (2002) Öğretmenlerin öğrencilerin istenmeyen davranışlarıyla başa çıkma stratejileri. *Çağdaş Eğitim*, 284, 22–27.
- Taylor, B. (2009). Classroom management impacts student achievement: tips to thrive and survive. Jackson State University, Mississippi, USA.
- Üstün, A. ve Demirbağ H. (2003). Sınıfta Demokratik Disiplin Anlayışı. *Eğitim Araştırmaları*. 3 (11), 87-95.
- Ustun, A. & Eres, F. (2009). Disciplinary problems in secondary education: a sample of Amasya. *Proc. Social and Behavioral Sciences*, 1717-1725
- Yaman, E. (2006) Eğitim sorunlarından bir boyut: büyük sınıflar ve sınıf yönetimi, *Türk Eğitim Bilimleri Dergisi*, 3(4), 261– 274. EX