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Conceptualization, literature review, methodology, implementation, data analysis, translation, and writing

Abstract

This study was carried out to determine the behaviors of teachers about classroom management and the effects on their students, through experienced the real cases (or events, or stories) about classroom management written by the pre-service science teachers (PSTs). The stories about classroom management were collected using the documentation technique. The PSTs were asked to write down a real case that they encountered in the classroom environment in their earlier education phases and these collected cases were used as a data collection tool in the research. The study group was consisted of a totally 76 PSTs enrolled junior level in Science Education Department. The PSTs took the "classroom management" course and the presented real cases in the content of an assignment they prepared. The contents of the stories written by them were analyzed descriptively. As a result of the analyzes, it was found out that the classroom management events of the PSTs generally took place in the secondary and high school, in the mathematics course as the course type and in the strictly controlled classrooms as the classroom behavior environment. Also, it was determined that the classroom management events are generally caused by students and the reaction of teachers to these events is generally negative.

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Research Article

The Effects of Positive/Negative Teachers' Behaviors Related to Classroom Management on Pre-Service Science Teachers[*]

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Abstract

This study was carried out to determine the behaviors of teachers about classroom management and the effects on their students, through experienced the real cases (or events, or stories) about classroom management written by the pre-service science teachers (PSTs). The stories about classroom management were collected using the documentation technique. The PSTs were asked to write down a real case that they encountered in the classroom environment in their earlier education phases and these collected cases were used as a data collection tool in the research. The study group was consisted of a totally 76 PSTs enrolled junior level in Science Education Department. The PSTs took the "classroom management" course and the presented real cases in the content of an assignment they prepared. The contents of the stories written by them were analyzed descriptively. As a result of the analyzes, it was found out that the classroom management events of the PSTs generally took place in the secondary and high school, in the mathematics course as the course type and in the strictly controlled classrooms as the classroom behavior environment. Also, it was determined that the classroom management events are generally caused by students and the reaction of teachers to these events is generally negative.

Keywords: Classroom management, unwelcome students' behaviors, positive teachers' behaviors, negative teachers' behaviors

1. INTRODUCTION

In the student's life, the classroom educational activities take place is the most important environment coming after the family (Başar, 2002). Classroom management, like an orchestra, is the provision and maintenance of the necessary facilities and processes, the learning order and the rules of the environment. The classroom management can also be defined as providing and maintaining an environment and conducive to learning by effectively coordinating the curriculum and teaching activity or students and teacher (Başar, 2002; Shank & Santiague, 2022). The classroom management is also the organization and execution of academic and administrative activities necessary to create and maintain a positive learning environment (Başar, 2002). It is the removal of obstacles hindering the teaching in the classroom, the planning of teaching activities, the effective and appropriate use of class time, the participation of students, the selection and use of appropriate course materials and equipment (Başar, 2002). The classroom management is a responsibility that requires great skill, and it is a comprehensive process that requires effort to be in the classroom environment with a large group of students, to plan every step to be taken, and to ensure that the process goes smoothly (e.g. Bernier, Gaudreau, & Massé, 2022). Many related papers emphasized that teachers' classroom management skills are essential for determining the success of teaching (Bernier, et al., 2022; Shank & Santiague, 2022; Wolff, Jarodzka & Boshuizen, 2021). Also, creating positive atmosphere in the classroom and maintaining discipline in the classroom seem to be the most important and worrying problems of

novice teachers (Adams, Koster & den Brok, 2022; Shank & Santiague, 2022; Wolff, Jarodzka, & Boshuizen, 2021). The classroom management is an important issue that concerns not only teachers but also the whole society (Wolff, et al., 2021). In a study (Lowell & Gallup, 2002) investigating the attitudes of the American public towards schools, it was concluded that the participants saw the lack of discipline in students as one of the most serious problems in schools. The influence of the teachers on education system and teaching activities at school might be multi-functional. Experienced teacher is defined as not only knows how to teach or how to solve the problems encountered during teaching, but also decides what s/he knows in which situations and when to apply it and can apply it (Adams, Koster, & den Brok, 2022; Bernier, et al., 2022; Wolff, et al., 2021). The experienced teachers, in addition, could also manage the classroom, one of the basic conditions of having an effective learning and teaching environment. The teachers may have a wide variety of philosophies and approaches to classroom management (e.g. Wolff, et al., 2021). The common feature of all the approaches is to increase the quality and continuity of education rather than controlling students (Yalçınkaya & Tonbul, 2002). The evaluation of teaching activities (Başar, 2002). Teachers' classroom attitudes and behaviors are essential on the learning climate and motivation of students, as well as on students' academic, social and emotional development. Hence, the teachers should avoid not affirmative in-class attitudes and behaviors negatively affect students' academic, social and emotional development (Bernier, et al., 2022). The teachers' classroom management competence is closely associated with their students' ability to understand interests, features and expectations (Bernier, et al., 2022). Although the trainings of the existence teachers are very similar, there have been significant differences in classroom management attitudes. The differences are mostly due to the teachers' personality traits, mentality, and theirs views about students (Bernier, et al., 2022). It was observed that the teachers exhibit authoritative, indifferent, liberal and instructional leadership attitudes in classroom management (Dunbar, 2004)

123

Classroom management is affected by many factors inside and outside of the classroom. These factors as follows; the individual characteristics of the teacher, the teaching strategies, methods and techniques used by them, the harmony with the social environment, the cooperation between the school and the family, the physical conditions of the classroom, the characteristics and needs of the students, the structure of the school, the rules adopted by the school, and the atmosphere in the classroom (Ağaoğlu, 2002; Demirel, 2000). There are also other factors as teaching activities students participated in, response types given by the teachers to their students, and teachers' awareness of the variables that affect students' attention (Snyder, 1998). In the literature classroom management activities was grouped under the five dimensions (e.g. Başar, 2002). The first dimension is the physical order of the teaching environment. Factors such as the width of the classroom, division for various activities, heat and light values, noise level, colors, cleanliness, aesthetic appearance, and seating arrangement were included in this dimension. The second dimension included teaching plan and activities. This included making lesson plans in line with teaching purposes, distribution of topics, selection of appropriate methods and techniques, supply of resource tools and materials, and formative and summative assessments. The third dimension was time management. The teachers must use time well in order to teach effectively. To manage their time carefully, they choose wisely their goals and practices without wasted time (Adair & Adair, 1994). The fourth dimension included the student and their teacher relationship in the classroom. The communication is one of the main interaction necessary for both management and teaching. Thus, the teacher as the administrator in the classroom should use the communication very well (Başaran, 1988). The last dimension was behavior regulations. This dimension included the activities such as making the classroom an environment where students can exhibit desired behaviors, preventing problems occurred, and changing unwanted student behaviors. Although the aforementioned dimensions were the elements of the classroom management, disturbing classroom events or unwelcome student behaviors may be seemed to be the

most important issue. In fact, most educators thought they mean as classroom management. Hence, disturbing classroom events or unwelcome student behaviors have been one of the most studied subjects in the literature from past to present (e.g. Bernier, et al., 2022). One of the most prominent reasons is the teachers' awareness of their responsibility about teaching. Even the most careful and well-planned instruction might be insufficient to achieve teaching goals for irresponsible and misbehaving students (Lewis, Romi, Qui & Katz, 2005). Unwelcome students' behavior could be defined as that seriously hinder the teaching process of the teacher, the learning of the student's own and others, directly or indirectly disturb the learning environment, and create confusion (Burden, 1995). Unwelcome students' behaviors have negative effects not only on the teachers' teaching process, but also the learner's own learning and socio-emotional development (Cunningham & Sugawara, 1988). Many unwelcome students' behaviors, whether important or unimportant, could be occurred in almost every classroom (Arwood-Barton, Morrow, Lane & Jolivette, 2005). As said earlier, disturbing behaviors and discipline problems in the classroom are among the frequently researched topics (e.g. Lewis et al., 2005; Türnüklü & Galton, 2001). Moreover, recent studies about classroom management are focused on the research topics as follows: the teachers' effectiveness in classroom management (e.g. Shank & Santiague, 2022), the perceptions about classroom management (Çoban & Cizrelioğulları, 2021; Lewis et al., 2005; Yalçınkaya & Tonbul, 2002), the teachers' classroom management practices (Duman, Gelişli & Çetin, 2004; Shank & Santiague, 2022), the relationship between self-efficacy and classroom management (Shen, Cheng, & Lee, 2022), the teachers' classroom management strategies and differences (Ritter & Hancock, 2007), the effects of the classroom management strategies on students' behavior (Herman, Reinke, Dong, & Bradshaw, 2022), and the classroom management in technology based instruction (Lim, Pek & Chai, 2005).

To be successful in classroom management, the teachers should make classroom environment safe for students in order to improve students' motivation to learn, to have knowledge and to acquire necessity skills without any interruption (disturbing students' behaviors, discipline problems, physical problems, etc.) (Adams, Koster & den Brok, 2022; Shank & Santiague, 2022). Non-novice teachers have more experience for effective classroom management than novice teachers. Thus, the novice teachers have a wide variety of problems managing classroom in comparison with the others (Adams, et al., 2022; Bernier, et al., 2022; Shank & Santiague, 2022; Wolff, Jarodzka & Boshuizen, 2021). As a matter of fact, classroom management is the most important problem for them (Bulut, 2020; Wolff, et al., 2021). This issue was confirmed that most of the novice teachers in the United States leave the profession with insufficient to provide discipline in the classroom (Ingersoll, 2001). Teacher training institutions (e.g. education faculties) should not only provide theoretical information about classroom management, but also provide practical experience with case study of it. To provide this, pre-service teachers (PSTs) should be confronted many real cases for classroom management. Hence, in the study presented here pre-service science teachers were asked to report real cases (or stories) related to real classroom management that they experienced and left a mark on them. With analyzing the real cases, PSTs not only provide to gain experience for classroom management, but also the positive and negative effects on them were determined. Based on all mentioned points, the main purpose of this study, is to reveal the effects of teachers' classroom management on the PSTs' academic and social development by examining stories related to real classroom management. In this context, answers to the following four research questions were sought:

1. In which environment did the events about classroom management experienced by the PSTs take place?
2. What are the sources of the events about classroom management experienced by the PSTs take place?
3. What are the positive and negative effects of the events for classroom management on students and teachers?

124

4.   What are the reactions of the teachers to their students in the events experienced by the PSTs?

2.   METHOD

2.1. Research Design

Biographical research design in qualitative research methods was used in this study (van Marrewijk, Sankaran, Müller, & Drouin, 2021). Biographical research is a method that includes examining the experiences and personal subjective perceptions of individuals based on their life stories (van Marrewijk, et al., 2021). The research design is usually based on the narrative analysis or life stories. Since the stories PSTs experienced contain the relationships, connections and meanings, it must be understood their social life and events (Sikes, 2007). Therefore, the data source of biographical research consists of the life stories of PSTs. In this study, PSTs' stories containing classroom memories were analyzed to describe the events encountered in classroom management.

2.2. Data Collection and Study Group

Documentation technique was used as a data collection tool in the research (Lincoln & Guba, 1985). This method, also known as document analysis, is one of the main data collection tools of historical and biographical research. The study group of this research consisted of a total of 76 PSTs enrolled junior level in Science Education Department at a university in Istanbul and took the "Classroom Management" course. The research was carried out within the "Classroom Management" course. In this course, PSTs prepared an assignment asking to write a story about a real event they experienced in the classroom environment in their earlier education life. The stories were collected as data of the research and analyzed. The PSTs prepared a total of 76 stories to the instructor as homework. Of 76 PSTs, 50 are female and 26 are male. The demographic features of the PSTs were also revealed in the study. PSTs were asked to give as much detailed information as possible about the classroom management. In order to ensure the confidentiality of personal information in the stories ethically, pseudonyms have been used instead of real names of individuals and institutions. Randomly selected two stories written by PSTs were given below.

125

Story 1

We were in the first grade of middle school. Our lesson was Turkish lesson. Although our teacher was sometimes very affectionate, he was actually a very angry person. It was as if he was even more angry and cruel towards male students. We were quieter as female students, maybe that's why he was warmer towards us. Our teacher told us that one day in the lesson, he would go to make a photocopy for us to do an activity and we should wait quietly without leaving the classroom without making a sound. Most of the male students got bored and made noise in the classroom. The reason why they do this may be the energy that those times gave to the person, they may be lively children, there is a high probability of such a situation. Our teacher was very angry when he saw the students outside while he was doing his job and returned, and he beat all the male students very badly, regardless of whether they went out or not. (Translated in English)

(In Turkish) Ortaokul 1. sınıftaydık. Dersimiz Türkçe dersiydi. Öğretmenimiz her ne kadar bazen çok sevecen davransa da aslında çok sinirli biriydi. Sanki erkek öğrencilere karşı daha da sinirli ve acımasızdı. Biz kız öğrenciler olarak daha sessizdik belki de bu yüzden bize karşı daha sıcak davranıyordu. Öğretmenimiz bir gün derste bize etkinlik yaptırmak için fotokopi çekmeye gideceğini ve bizimde ses çıkarmadan sınıftan dışarıya çıkmadan sessizce beklememizi söylemişti. Erkek öğrencilerin çoğu sınıfta sıkılarak dışarı çıkıp gürültü yapmışlardı. Bunu yapmalarındaki sebep o dönemlerin de kişiye verdiği enerji olabilir içleri kıpır kıpır çocuklar olabilir böyle bir durumun yaşanabilme ihtimali yüksektir. Öğretmenimiz işini halledip dönerken öğrencileri dışarıda görünce çok sinirlendi ve tüm erkek öğrencileri dışarı çıkan veya çıkmayan ayırt etmeksizin hepsini çok kötü bir şekilde dövdü. Sınıfta herkes bu olaydan çok etkilendi ve bir daha her Türkçe dersine korkuyla girdik.

Üzerinden yıllar geçmesine rağmen bu olayı hiç unutamıyorum. Türkçe dersini çok sevdiğim halde o derse girerken çocuk ruhumla yaşadığım stres hala aklımın bir köşesinde duruyor.

   Story 2

   When I just started my freshman year of high school, I was trying to get used to both my new environment and my new lessons. It was a very difficult time for me. It could not be said that I was extremely good in mathematics lessons, but until that year I had not had any problems. Our teacher who came to our math lesson was a really strange person. She would usually do everything but lecture and never control the class. Everyone was standing up and shouting. Our teacher was no different from the students. When she realized he couldn't quiet the class, she would first walk around the desks asking awkward questions, then offending students by making fun of their appearance or possessions. In fact, she would always say to me, 'This is broken,' because my last name is "Broken/Kırık (in Turkish)". She would have fun with the students by throwing the chalk and finished pencils into the trash can with his back turned. Of course, sometimes we liked to boil the lesson, so we supported him. But when exam weeks come, I can never forget the stress I experienced. I used to cry all the time, especially before math exams. Even though I studied for a week, the highest grade I could get was 30. We also complained about the teacher to the necessary places. However, no intervention was made. I couldn't stand this situation any longer and decided to change my school. It was the best decision I've made in my life. Two years of my high school were wasted like this, and I had to pack it right away. Because I had a university exam waiting for me. With the support of my mathematics teacher at the school I went to in the third grade of high school, I was able to increase my grades to 80-90. I regained my self-confidence. My teacher Ayşe [pseudonyms] has contributed a lot in getting me to where I am now. I have gained both a teacher that I will visit throughout my life and the first step to reach the profession I want. (Translated in English)

   (In Turkish) Lise birinci sınıfa yeni başladığımda hem yeni ortamıma hem de yeni derslerime alışmaya çalışıyordum. Oldukça zorluk yaşadığım bir dönemdi. Matematik derslerinde aşırı iyi olduğum söylenemezdi ama o seneye kadar pek bir problem yaşamamıştım. Matematik dersimize gelen öğretmenimiz gerçekten çok garip biriydi. Genelde ders anlatmak dışında her şeyi yapar sınıfın kontrolünü de asla sağlayamazdı. Herkes kafasına göre ayakta gezer, bağırır çağırırdı. Öğretmenimiz de öğrencilerden farklı değildi. Sınıfı susturamadığını fark ettiğinde önce tek tek sıralarda dolaşıp garip sorular sorar sonra öğrencilerin görünüşleriyle ya da sahip oldukları şeylerle dalga geçip onları rencide ederdi. Hatta bana da soyadım "Kırık" olduğu için 'kırık bu ya' derdi sürekli. Tebeşiri, bitmiş kalemleri çöp kovasına arkası dönük atıp öğrencilerle eğlenirdi. Tabi bazı zamanlar dersi kaynatmak hoşumuza gittiğinden biz de onu desteklerdik. Ama sınav haftaları geldiğinde yaşadığım stresi asla unutamıyorum. Özellikle matematik sınavlarından önce sürekli ağlardım. Bir hafta çalışsam da alabildiğim en yüksek not 30 idi. Öğretmeni gerekli yerlere şikâyet de ettik. Ancak herhangi bir müdahale yapılmadı. Bu duruma daha fazla dayanamayıp okulumu değiştirmeye karar verdim. Hayatımda verdiğim en doğru karardı. Lisemin iki senesi bu şekilde çöpe gitmişti ve hemen toparlamam gerekiyordu. Çünkü önümde beni bekleyen bir üniversite sınavı vardı. Lisenin üçüncü sınıfında gittiğim okuldaki matematik öğretmenimin desteğiyle yerlerde olan notlarımı 80-90'lara çıkarmayı başarabilmiştim. Kendime güvenimi yeniden kazandım. Şu an olduğum yere gelmemde Ayşe hocamın katkısı büyüktür. Hem hayatım boyunca ziyaret edeceğim bir öğretmen hem de istediğim mesleğe ulaşmanın ilk adımını kazanmış oldum.

126

   As seen in the above two stories, PSTs gave all details about classroom management. In addition to the details of the event, they also give the social, emotional, and psychological effects of this event on them. A total of 76 stories collected from PSTs were examined and descriptive analyzed. The qualitative data analysis process comprising "data reduction", "data display" and "conclusion" (Miles & Huberman, 1994) was followed. In this process, themes were generated from the stories and the relationships amongst the themes were interpreted. While analyzing the stories, a science educator with a Ph.D. in chemistry education (with above 15 years of teaching experience) and the author of paper, applied the categories separately to evaluate 20 stories (selected randomly). It was found that each evaluator coincided on the evaluation of lots of categories with few disagreements. Each

evaluator explained the points of disagreement. After some discussion, all disagreements were resolved and consensus between two evaluators was achieved. With this procedure, the validity and reliability of the study were tried to be ensured. With this experience, rest of the stories, were then evaluated by the author. Also, Miles and Huberman (1994) reliability formula was calculated for 20 stories. In the analysis of qualitative data, Miles and Huberman (1994) reliability formula (Reliability = Consensus / (Agreement + Disagreement)) was used and the agreement rate among the two evaluators was determined as 94.9%.

3. FINDINGS

In this section, the results obtained at the end of the analysis of the PSTs' stories were given. The characteristics of the environment where the classroom management event took place, the types of events that occurred, the teacher's reactions to the events and the effects of the event on the PSTs were given respectively. Firstly, a description of the event in the stories given by the PSTs and experienced in the classroom environment was made. Thus, the events determined in the given stories were analyzed under three categories such as "at which education level it took place", "in which course it took place", and "the classroom behavior environment". The results were given in Table1 as a whole. As seen from the Table 1, in the stories given by the PSTs, it was found out that middle school is the highest percentages (45%), high school is the second-high percentages (37%), primary school is the third-high percentages (16%), and lastly university is the lowest percentages (2%). As seen from the Table 1, it was found out that the case studies about classroom management mostly occurred in the "Mathematics" course (31%), secondly in the "Turkish Language" course (29%), and thirdly in the "Social Sciences" course (16%). Moreover, as seen from the Table 1, it was determined that the stories about classroom management the classroom occurred in the classroom behavior environment respectively, strictly controlled classroom (45%), controlled classroom (31%) and extremely free classroom (24%).

Table 1: Detailed information about the classroom management events presented by the PSTs

Education Level	f	%
Primary School	12	16
Middle School	34	45
High School	28	37
University	2	2
Courses		
Mathematic	24	31
Turkish Language	22	29
Social Sciences	12	16
Science	8	11
Visual Arts	6	8
Foreign Language	4	5
Classroom Behavior Environment		
Controlled Classroom	24	31
Strictly Controlled Classroom	34	45
Extremely Free Classroom	18	24

Secondly, a detailed analysis of the story about classroom management presented by the PSTs was made. It was determined whether the event about classroom management was caused by the student or the teacher. The results obtained are detailed in Table 2.

Table 2. Sources of the events about classroom management presented by the PSTs

	Occurring Events about Classroom Management*	ƒ	%
Student Originated Events	Talking and laughing loudly in the class despite warning	16	9
	Unconcern to the lesson despite warning	28	15
	Failure of the lesson	8	4
	Disturbing your friend in the class	10	6
	Copying in exam	2	1
	Show discourtesy to the teacher	12	7
	Succeed in the lesson	4	2
	Failure to do the assigned task the teacher gave	12	7
	Leaving the classroom without permission	6	3
	Making damage to classroom tools	4	2
	Being late for the lesson	8	4
	Walking the classroom without permission	6	3
Teachers Originated Events	Doing injustice to your students	24	13
	Doing interested solely a single student	16	9
	Tough attitude to the students	12	7
	Making discrimination	4	2
	Making misunderstood of students' behaviours	4	2
	Doing interested in the students	8	4

*In some events given by the PSTs, they gave more than one source. Therefore, the frequency and the number of the participants may not be matched.

As seen from the Table 2, the events were analyzed under two categories namely, student and teachers originated. From the student originated events, the three events with the highest frequency are as follows, respectively. Namely, "Unconcern to the lesson despite warning" (15%), "talking and laughing loudly in the class despite warning" and lastly "disturbing your friend in the class" (6%). From the teacher originated events, the three events with the highest frequency are as follows, respectively. From the teacher originated events, the three events with the highest frequency are as follows, respectively. Namely, "Doing injustice to your students" (13%), "Doing interested solely a single student" (9%) and lastly "Tough attitude to the students" (7%). Thirdly, it was determined the effects of the event about classroom management on students' and teachers' behaviors. The results obtained are detailed in Table 3. As seen from the Table 3, the events were analyzed under three categories namely, negative, and positive effects on the student and positive effects on the teachers. From the negative effects on the students, the three effects with the highest frequency are as follows, respectively. "negative attitude towards the lesson" (22%), "negative attitude towards the teacher"(19%), and "failure" (10%).

Table 3. The effects of the event about classroom management on students' and teachers' behaviors

The effects of the event about classroom management*	ƒ	%
Negative effects on the student		
Negative attitude towards the lesson	48	22
Negative attitude towards the teacher	42	19
Avoidant behavior	18	8
Failure	22	10
Perpetuating negative behavior	6	3
Change of the school	2	1
Complaining the teacher to the manager	2	1
Positive effects on the student		
Understanding own mistake	14	6
Being successful	12	6
Positive attitude towards the lesson	10	5
Positive attitude towards the teacher	10	5
Recognizing own talent	4	2

Positive effects on the teacher		
Understanding own mistake	12	6
Apologize from his/him student	12	6

In some events given by the PSTs, they gave more than one effects. Therefore, the frequency and the number of the participants may not be matched.

As seen from the Table 3, from the positive effects on the students, the four effects with the highest frequency are as follows, respectively. "Understanding own mistake" (6%), "Being successful" (6%), "Positive attitude towards the lesson/the teacher" (5%). From the positive effects on the students, it was determined that the positive effects on the teacher were in the two categories: "Understanding own mistake" (6%), and "Apologize from his/him student" (6%). Fourthly, it was determined the reactions of the teachers against to the classroom management events the PSTs gave. The results obtained are detailed in Table 4.

Table 4. The reactions of the teachers against to the classroom management events

The reactions of the teachers	f	%
Physical punishment	24	20
Doing interested the student	6	5
Break the student's trust	4	3
Verbal insult	36	29
Trying to understand the problem	8	7
Ignore the event	2	1
Verbal warning	12	10
Giving low point	6	5
Leave the lesson	2	1
Leave the school	2	1
Sending to the manager	8	7
Giving responsibility to the student	6	5
Rewarding to the student	2	1
Building student confidence	6	5

129

As seen from Table 4, it was determined that the teachers as reactions mostly use "verbal insult" (29%), "physical punishment" (20%), and "verbal warning" respectively. Also, it was found out that the teachers hardly utilized the reactions "ignore the event", "leave the lesson", "leave the school" and "rewarding to the student" respectively. Moreover, the teachers showed the reactions such as "doing interested the student" (5%), "break the student's trust" (3%), "trying to understand the problem" (7%), "verbal warning" (10%), "giving responsibility to the student" (5%), "giving low point" (5%), and so on.

4. DISCUSSION and CONCLUSION

Through real classroom management events from PSTs, this study revealed that there were many effects of positive or negative teacher behaviors on students' academic, cognitive, social, and emotional development. The results proved how important teachers' attitudes in classroom management are for students. It was also indicated that the effects of classroom attitudes and behaviors on students are not temporary but retention for a longtime. The research showed that PSTs are affected by the classroom management attitudes and behaviors of their teachers during their primary, middle, and high school education. It was seen that the classroom management events that PSTs couldn't forget are mostly experienced in the middle school and high school and included negative/unwanted student behaviors. The classroom management problems PSTs gave in period of middle school and high school may stem from the adolescence. Because, in this period, students were more affected by the events they experienced (e.g. Evans & Lester, 2010). The fact that many events related to

classroom management are encountered in early education periods may also be since the teachers mostly use authoritarian classroom management and obey strictly the classroom rules (e.g. Adedigba & Sulaiman, 2020; Duman, Gelişli & Çetin, 2004) also stated that the teacher-centered traditional management approach is dominant in our education practices in high schools. The result obtained in this study is very similar to the classroom management literature.

Analysis of the stories presented by the PSTs indicated that the classroom management events occurred mostly in the "Mathematics" course. The reasons for this may the students' anxiety and some fears towards the mathematics lesson (e.g. Whyte & Anthony, 2012). The students have anxiety are known to be more stressed and tense in the classroom. Hence, students may exhibit undesirable behaviors and cause negative behaviors related to classroom management. Relevant studies showed that most of the students in our country find the mathematics lesson very difficult and complicated, have anxiety about failure, and therefore, their attitudes towards the mathematics lesson may be negative (Alkan, Güzel & Elçi, 2004; Anıl, Özkan, & Demir, 2012; Dağdelen & Yıldız, 2022). It was also found out that the events about classroom management were at least in "social sciences" courses. The reason for this is that, unlike the mathematics course, such courses attracted more attention of students and therefore they can express themselves comfortably in them. Since students have the chance to prove themselves in the courses, it may be usual they are liked and not worried by them. Duman et al. (2004) stated that the classroom management strategies used by the teachers did not change according to the lessons. Considering that teachers do not change classroom management strategies according to the lessons, the reason for good classroom management in social sciences lessons may be due to the student's positive attitude towards them. From this point of view, it could be said that the development of negative events related to classroom management is directly related to the anxiety levels of the students and their success (e.g., Herman, Reinke, Dong, N. & Bradshaw, 2022).

The study demonstrated that the stories given by the PSTs mostly stemmed from student-oriented classroom management problems. The first four student-oriented classroom management events were determined as "unconcern to the lesson despite warning", "talking and laughing loudly in the class despite warning", and "show discourtesy to the teacher" "failure to do the assigned task the teacher gave" respectively. On the other hand, there are other less remembered events such as "being late for the lesson", "walking the classroom without permission", "leaving the classroom without permission" and so on. This may be an indication that the PSTs do not care about these situations or that the teachers ignore this situation.

The study displayed the classroom management events experienced by the PSTs mostly took place in strictly controlled classroom environments. The reason may mainly of under pressure in classrooms with strict control affects the students negatively and therefore classroom management problems may arise. As dealt with in the literature, the teachers who exhibit authoritarian, disinterested, and humiliating attitudes in classroom management negatively affect the academic and social development of the students (e.g. Adedigba & Sulaiman, 2020). The teachers' authoritarian and punitive attitudes can also cause students to be alienated from school and lessons, to be biased against the lesson, to be unable to learn, to fear, anxiety and lack of self-confidence (e.g. Adedigba & Sulaiman, 2020). It was cited (e.g. Arabacı, 2006), that classroom environments at middle school level in our country are authoritarian not democratic. Reversely, the students trained in democratic classrooms instructed to be more self-confident, entrepreneurial and able to express themselves more easily in their later lives (Weinstein, Tomlinson-Clarke & Curran, 2004). The results of this study once again proved that the positive attitudes and behaviors exhibited by the teachers in the classroom management positively affected the academic and social development of the students (e.g., Sieberer-Nagler, 2016). The study also represented that the teachers generally gave negative reactions to the classroom management problems in the classroom. This situation indicated that the teachers were not effective against the classroom management problems that arise in the classroom. The issues that

teachers exhibiting negative attitudes and behaviors in the problems cause their students to feel sadness, resentment, oppression, regret, lack of self-confidence, lack, hatred as well as learning difficulties and communication problems (e.g Allen, 2010). On the contrary, as stated in the literature (e.g. Cummings, 2000), positive attitudes and behaviors of the teachers in classroom management problems contributed to students' academic and social development by increasing their problem solving, gratitude, believing that they can be successful, loving the teaching profession, learning ambition and self-confidence. From the results, the study indicated that negative attitudes and behaviors of the teachers against to classroom management problems cause the PSTs to have biased against the teaching profession, to feel that they are unlucky, and to have feelings of regret, hatred, sadness, lack, anger and hatred. Similarly, the relevant papers (e.g., Şahin, 2011) also showed that the effects of teachers' attitudes and behaviors in the classroom on the development of students last a lifetime. The teachers' positive attitudes and behaviors in classroom management, on the other hand, contribute to positive personality development in the students, increase motivation and self-confidence, ensure that they take the teacher as a role model/example and be fair, gain an understanding of humanity, increase feelings of gratitude, and keep feelings of happiness/excitement, love and respect alive (e.g., Şahin, 2011).

The analysis of the stories given by PSTs revealed that the teachers' understanding of classroom management is one of the important variables that affect the students' the academic, social and emotional development. All the teachers should have a student-oriented understanding of classroom management. The teachers should also consider that exhibiting a strict and authoritarian attitude in the classroom negatively affects students' academic, social and emotional development while exhibiting a democratic and student-oriented attitude has positive effects on learning and personality development of the students. In the study, the effects of the attitudes of the teachers in classroom management on the development of the students were revealed from the perspective of the PSTs, whose lives are shaped by the attitudes and behaviors of the teachers in the classroom. Similar studies should be conducted different level involving primary, secondary and high school students. Moreover, longitudinal studies should be utilized on the academic and competencies about classroom management.

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131

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133