



## Evaluation of Classroom Management Skills of Primary School Teachers According to the Views of Students and Teachers

Research Article

Ahmet Melih GUNES<sup>1</sup>

<sup>1</sup>Balikesir University, Faculty of Education, Department of, Balikesir, Turkey, ORCID: 0000-0002-7484-5685

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### ABSTRACT

The aim of this research is to determine the classroom management skills of primary school teachers from the perspective of teachers and their students. In this study, case science pattern was used. The study group consisted of 20 students from 4 classes, 5 from each different class level selected by multi-stage sampling method, and 4 teachers who teach in these classes. A semi-structured interview form developed by the researcher was used as the data collection tool. The data obtained from the research was analyzed using the content analysis method. The study concluded that the students experienced various problems in the classroom often trying to solve problems among themselves, but these solutions were not effective. It was concluded that teachers did not pay adequate attention to the problems students experienced and teachers were not effective enough in solving the problems, and the teachers generally preferred to give physical punishment to the students. The study also concluded that students will offer solutions to the problems which are similar to the solutions their teachers offer when they become teachers in the future.

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**Keywords:**

Classroom management, behavior management, students' opinion, teachers' opinion

### Introduction

Schools are the institutions that contribute to the development of the students as individuals and prepare them to be a part of the community. To achieve this purpose, schools need teachers who can carry out student oriented educational plans, design the classrooms based on learning, and be a role model for students both professionally and individually. The most important factor in realizing these objectives is the classroom management skills of the teachers. Evertson and Emmer (2013) state that classrooms that are managed efficiently are the ones where the flow is regular and systematic, there is less chaos and disruption, and the

<sup>1</sup> Corresponding author's address: Balikesir University, Faculty of Education, Turkey  
Telephone: +905301237500  
e-mail: melihgunes@gmail.com  
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learning opportunities are greater compared to others. The classrooms which are not chaotic, unplanned and not anxious are successful in achieving the objectives. The factors that contribute to the atmosphere of the classroom are realized through an effective understanding of the management approach.

Although classroom management is perceived as imposing discipline, it also involves physical setting of the classroom, planning the instructional activities considering the physical conditions and interaction within the classroom. In other words, it means creating a positive atmosphere for educational activities (Aydın, 2013). Kameenui and Darch (1995) identify classroom management as the balance between administration and instruction. Effective classroom management approach not only prevents disruptive behaviors but also improves the academic success of the students. For Emmer and Stough (2001), classroom management involves organizing and maintaining the order in the classroom, effective teaching, meeting the individual needs of the students, discipline and helping student to adapt to the classroom. According to Tan, Parsons, Hinson and Sardo-Brown (2003) classroom management requires creating a supportive atmosphere and maintaining these processes. Developing the instructional materials include classroom order, creating instructional expectations, and determining and applying the in-class rules and routines. Evertson and Weinstein (2006) define classroom management as everything that teachers use to create a classroom atmosphere where academic, social and emotional learning are supported and facilitated. Djigic and Stojiljkovic (2011) describe classroom management as teachers' carrying out and maintaining the instructional activities, including all the students in the activities, encouraging the individual development of the students and the combination of all the factors that aim to govern student behaviors.

There are studies concerning the analysis of teachers' classroom management skills: Martin and Baldwin (1994), Baloğlu (1998), Yalçinkaya and Tonbul (2002), Shin and Sook-Koh (2007), Melnick and Meister (2008), Oyinloye (2010), Alexander-Rami (2011), Rytivaara (2012), Reynolds-Keefer (2013), Jalali and Panahzade (2014), Sieberer-Nagler (2016), Gage, Scott, Hirn and MacSuga-Gage (2017), Öntaş and Okut (2017), Aspiranti, Bebech, Ruffo and Skinner (2018), Güneş and Buluç (2018), Koutrouba, Markarian and Sardianou (2018) and Goodman-Scott (2019). The review of the related literature reveals that many of these studies are about specifying teachers' own classroom management techniques. However, the effective classroom management process depends on the the perceptions and the attitudes of the students. The behaviors of the students who do not value their teachers and friends are disruptive, disturbing the learning environment and directly related to the attitudes of the teachers who try to solve these problems. There is a direct connection between the teachers' success in classroom management process and the attitudes and beliefs of the students who are the most important aspects of the classroom. The studies conducted by Demirtaş and Kahveci (2010), Fricke, van Ackeren, Kauertz and Fischer (2012) and Can and Arslan (2018) analyzed the classroom management competency of the teachers according to the perceptions of the students. There are studies regarding the classroom management skills of teachers based on either the opinions of teachers or the students. The current study focused on both the opinions of the teachers and the students comparatively. This study points out how important it is to determine the effectiveness of teachers' classroom management skills based on both the views of teachers and students. Therefore, the current study will provide in depth information both for the teachers and researchers who want to study in this field. Therefore, the aim of this study is to determine the classroom management skills of the teachers based on the views of students and teachers themselves.

## Method

The views of the 3rd and 4th grade students and their teachers were described using the qualitative descriptive approach. The research design used in the data collection and interpretation was phenomenology. Van Manen (2016) claimed that in the phenomenology the views of the individuals are both the starting and

ending point. Thus, in this study the views of the students who directly influenced and were influenced by the classroom management skills were studied in detail and in depth.

### **Participants**

The participants of the study were selected through multi-stage sampling method. In the first stage, criterion sampling, one of the purposeful sampling methods, was used. Since the amount of time spent in the classroom is important, the 1st and 2nd grade students were excluded from the study. As a result, the samples of the study consisted of the 3rd and 4th grade students. In the second stage, status sampling method, which is used when the participants are voluntary and enthusiastic to take part in the study, and time and cost are reasonable (Hatch, 2002; Johnson and Christensen, 2004) was used. The participants of the study were comprised of 20 students from 4 classrooms and their 4 teachers.

### **Data Collection Process**

In qualitative studies interviews can be used alone or with other data collection methods (Bogdan and Biklen, 1992; Hatch, 2002). Therefore, the main data collection tool in this study was interviewing the individuals who experience the phenomena face to face. Rubin and Rubin (2005) stated that in depth interviews were used in situations where the participants did not provide simple and clear answers to the questions and when there was a need for the experience and the answers of the individuals. In the present study, after a thorough study of the literature, a semi-structured interview form was developed by the researchers to be used in face-to-face interviews. In the preparation process, 11 questions were sent to the experts in the field and after receiving feedback, some questions were excluded and some others were combined into one. Eventually, in the form there were 9 questions.

Students were informed about the purpose of the study before the interviews and they were assured that their personal information would not be shared by the third parties. In order to adapt the interview form approach, the questions were asked in scrambled order. Each interview took around 10-15 minutes. To prevent data loss, interviews were recorded with the consent of the students.

### **Data Analysis**

The data obtained in this study was analyzed using content analysis technique. The analysis of the semi-structured interviews was aimed for determining the main theme and detection of the problems. The recorded interviews of 20 students and 4 teachers were transcribed and coded. The data were then categorized and the main themes were obtained.

In order to validate the data, while developing the semi-structured interview form by analyzing the related literature a framework was designed. The codes and categories were compared to avoid repetition or unnecessary codes, and when necessary, new codes were added. By this, obtaining deep-focused data thought to increase the reliability of the study. In order to increase the reliability and validity of data collection tools and the process, the views of the principals were quoted frequently, the selection of the samples, development of the data collection tools and data collection process were described in detail. In the study, the views of the students were coded as S and the views of the teachers were coded as T.

### **Findings**

In this section teachers' and students' responses to the questions in the question form are analyzed and presented.

In the research, first the opinions of both students and teachers regarding the problems in the classroom were analyzed and the results were presented in Table 1 and Table 2.

**Table 1.** Students' views regarding the behaviors in the classroom

Themes	Category	Code	f
Problem	Physical Intervention	Fighting	19
		Pushing	9
		Damaging to properties	6
		Taking something without permission	2
		Breaking order	1
	Verbal Intervention	Mocking	12
		Swearing	9
		Talking in the lesson	2
		Telling lies	1
		Gossiping	1
		Yelling	1
		Dominating	1
		Threatening	1

The views of the students regarding the problems they encounter are named as problem and related specifications are categorized as physical intervention and verbal intervention. The analysis of the physical intervention reveals that the most frequently experienced physical interventions are fights, pushing and damaging the properties and the verbal interventions which are experienced most are mocking and swearing.

Student opinions regarding the findings are given below:

S10 *Some people lay into me and try to beat me but they can't. I don't beat them. I just defend myself* (fighting).

S4 *Sometimes they push me and it gives damage* (pushing).

S19 *Sometimes my friends mock with me, just a few of them but it makes me unhappy. It is not like a joke* (mocking).

S1...*half of our class is swearing* (swearing).

**Table 2.** Teachers' views regarding the behaviors in the classroom

Themes	Category	Code	f
Problem	Individual	Talking without permission	2
		Absenteeism	1
		Disrespect	1
	Group	Fighting	5
		Swearing	3
		Not listening	2

The same questions were asked to the teacher and the specifications are categorized as individual and group. The analysis of the responses in the individual category shows that students talk without permission and group category results point out that students fight a lot in the classroom.

Teachers' views regarding the findings are as follows:

T2 *Students talk without permission a lot* (talking without permission).

T1 *While walking if their shoulders touch, they start a fight* (fighting).

In the next stage of the research, both students and teachers' opinions concerning the solutions to the problems experienced in the classroom were analyzed in the classroom and the results were presented in Table 3 and Table 4.

**Table 3.** Student views on solving problems

Themes	Category	Code	f
Effort	In class	Warning	16
		Apologizing	4
		Answering back	2
		Threatening to complain to the teacher	1
	Out of class	Getting support from the teacher	11
		Getting support from the family	1

Students' views regarding solving problems in the classroom are specified as effort and related definitions are given as in class and out of class factors. The analysis of the in class category suggests that students warn their friends to solve the problems encountered in the class while they prefer to get help from their teachers if they encounter a problem out of the class.

Findings regarding the students' views are as follows:

S8 *I warn my friends a little but I don't raise my voice (warning).*

S17 *If they do something unpleasant, I talk to my teacher. For example, they push me and if it hurts, I complain them to the teacher (threatening to complain to the teacher).*

S20 *Once, my friends talked behind me and I told this to my father. I did nothing else but the problem was solved easily (getting support from the family).*

**Table 4.** Teacher views on solving problems

Themes	Category	Code	f
Effort	In class	Solving the problems among themselves	3
	Out of class	Telling the teacher	3
		Sharing with family	3

When we ask the same question to the teachers, the definitions of the teachers for the theme of effort are organized within the category of in class and out of class. When the teachers' answers to the in class category were examined, the students solved the problems among themselves; when the answers to the out-of-class category were examined, , the students stated that they most often told their teachers about their problems and shared them with their families.

Teachers' views regarding the findings are as follows:

T1 *There are children trying to solve problems among themselves (Solving the problems among themselves).*

T3 *There are also children who try to solve every problem by taking them to their family immediately (sharing with the family).*

T4 *They don't solve the problems among themselves, they come to us instantly (telling the teacher).*

The next phase of the study focused on whether students should share their problems with their teachers with regard to both students and teachers' opinions and the results obtained are presented in Table 5 and Table 6.

**Table 5.** The situation of sharing problems with the teacher according to student views

Themes	Category	Code	f
Event	Faith	Not believing that the teacher will solve	5
		Sharing with family	3
	Importance	Fighting	8
		Kidding	3
		Cursing	2
		Damage the items	1

The views of the students regarding the situations of sharing their problems with their teachers are named as the event theme and their definitions for this theme are organized within the factors of faith and importance. When the students' answers to the category of faith were examined, they stated that they did not share them with their teachers because they did not believe that their teacher would solve the problems most; when the answers to the category of importance were examined, it was obvious that students shared teasing and cursing with their teachers.

Student opinions regarding the findings are given below:

S6 *I do not share. Because I do not believe that the teacher will solve adversity* (not believing that the teacher will solve).

S11 *Don't share every situation with the teacher. I tell the teacher when they hit me or slap me* (fighting).

S2 *I don't usually share it with my teacher, but I do share teases* (kidding).

**Table 6.** The situation of sharing problems with the teacher according to teacher views

Themes	Category	Code	f
Event	Physical	Fighting	2
		Unauthorized purchases	1
	Verbal	Cursing	1

When we asked the same question to the teachers, the definitions of the teachers for the event theme were arranged in the physical and verbal categories. When the teachers' responses to the physical category were examined, it was observed that the students shared with them the fights and the purchase of unauthorized items; When the answers to the verbal category were examined, it was stated that the students told their teachers about the swearings.

Teachers' views regarding the findings are as follows:

T3 *Fights are said. But not those who fight, his friends say* (Fighting).

T1 *Intrusions. For example, they share unauthorized purchases* (unauthorized purchases).

In the next stage of the research, the opinions of the students and teachers regarding if teachers deal with the problems experienced by the students were analyzed and the results were presented in Table 7 and Table 8.

**Table 7.** According to the opinion of students, the situation of the teacher dealing with the students

Themes	Category	Code	f
Reason		Dealing with students	10
		Not dealing with students	10
	Teacher Resources	Reading a book	1
		Dealing with papers	1
		Taking care of the phone	1
		Preparation for the course	1
	Student Resources	Hitting	2
Yell		1	

The views of the students regarding whether their teachers should deal with the problems they are experiencing were called reason theme. Half of the students stated that their teachers were listening to them when they explained their problems. The definitions of the students who stated that their teachers did not listen to them when they yold about their problems were arranged within the teacher resources and student resources factors. When the answers concerning teacher resources category were examined, it was observed that teachers did not listen to the students because they read books and were interested in paper or telephone; When the answers to the student- resources category were examined, it was stated that teachers were not interested in these problems because they were accustomed to the hitting and shouting events that occurred continuously in the classroom.

Student opinions regarding the findings are given below:

S12 *He always listened to me (yes- teacher listened).*

S9 *Sometimes things get busy then he does not pay much attention to it, for example, he reads a book somewhere and I say that my friend swore at me but he does not do anything (reading a book).*

S6 *He's not very interested in hitting things. He pays attention when the fights are very serious (hitting).*

**Table 8.** According to the opinion of teacher, the situation of the teacher dealing with the students

Themes	Category	Code	f	
Reason		Dealing with students	1	
		Not dealing with students	3	
	Teacher Resources	Having work on mind	1	
		Student Resources	Students who always complain	1
			Students who seek attention	1

Teachers' responses to the same question revealed that only one teacher paid attention to every problem students experienced and the rest of the teachers sometimes listened to their students and paid attention to their problems. The definitions for this theme are arranged in teacher resources and student resources factors. The analysis of this theme showed that teachers sometimes do not listen to the problems students experienced because they have work on their minds; the analysis of the answers to the student resources category pointed out that teachers did not listen to the students who complained constantly in the classroom and those who wanted to attract attention.

Teachers' views regarding the findings are as follows:

T1 *Impossible. My students trust me a lot on that issue. I listen to children candidly and carefully and try to resolve it (yes- I listen carefully).*

T2 *If I have my own plans on my mind and try to finish it, I sometimes slap them down (having work on mind).*

T3 *Because of the previous experience with that kid, you can sometimes suppose that the kid does not experience a serious problem, especially if the kid keeps complaining constantly (students who always complain).*

The next stage of the research focused on the opinions of both students and teachers about how the problems experienced by the students were solved by the teachers and the results were presented in Table 9 and Table 10.

**Table 9.** The solution of the problems experienced by the teacher according to student views

Themes	Category	Code	f	
Solution	Verbal	Warning	16	
		Scolding	10	
		Threatening	5	
		Humiliation	2	
		Compromising	2	
			Empathy	1
	Physical		Forcing the students to stand on one foot	4
			Sending the students out of class	3
			Not letting them out for break	2
			Slapping	2
		Ear pulling	1	

Students' views on how problems are solved by their teachers are called the solution theme and their definitions for this theme are arranged in verbal and physical factors. The answers to the verbal category of the students revealed that teachers prefer to warn and scold the students most and the answers to the physical category suggested that teachers prefer to force students to stand on one foot in relation to the solution of these problems.

Student opinions regarding the findings are given below:

S3 *Sometimes he tells us not to play in the classroom when students step on items or when students play games in the classroom (warning).*

S8 *He made the students who misbehave go to the board. Then he scolded them and sent them to their desks (scolding).*

S15 *He punishes me. For example, he makes me stand on one foot (forcing the students to stand on one foot).*

S11 *A friend caused another friend to fall down and he hit his on the dustbin. The teacher, then, slapped my friend in the face (slapping).*



**Table 10.** The solution of the problems experienced by the teacher according to teacher views

Themes	Category	Code	f
Solution	Talking	Listening	1
		Warning	1
		Compromising	1
		Self-appraisal	1
	Punishment	Not letting them out for break	1
		Not letting them out for Physical Education lesson	1
		Helping the student on duty	1
		Sending students to empty desk	1
	Getting support	Guidance service	1
		Communication with family	1

When we ask the same question to the teachers, the definitions of the teachers for the theme of solution are organized in the category of talking, punishment and getting support. When the teachers' answers to the talking category are examined, it is obvious that they solved the problems through having students interact with each other. Their responses regarding punishment showed that they tended not to let students have a break and have a physical education lesson, assign duty and change their seats. As for the support category, teachers stated that they share the problems with the guidance service and the families.

Teachers' views regarding the findings are as follows:

T1 *The thing that I benefit from the most is listening to the both parties (listening).*

T3 *For example, I punish them by not letting them have a break. In this case, they help the students on duty (not letting them out for break).*

T2 *If it is a serious situation, I immediately contact his family (communication with family).*

In the next stage of the research, the effectiveness of the solutions offered by teachers to the problems experienced by the students were analyzed and the results were presented in Table 11 and Table 12.

**Table 11.** The effectiveness of teacher solutions according to student views

Themes	Category	Code	f
Impact		Teacher solution is effective	3
		Teacher solution is not effective	17
	Interest	Just warning	3
		Inconsistent language	1
		Beating (not serious-slightly)	1
		Scolding	1
	Attitude	Ignoring the teacher	11
		Wanting revenge	3

Students' views on whether the solutions to the problems they experienced were effective have been called the impact theme. A small number of students stated that teachers' solutions were effective. The responses of the students who stated that the teachers' solutions were not effective were categorized into interest and attitude. The analysis of the responses in the interest category suggest that the solutions were not effective because only the teachers warned. The analysis of the attitude theme showed that the cause of ineffective solution was that students ignored their teachers.

Student opinions regarding the findings are given below:

S11 *Because the teacher does not shout at them and warn them, they think that he will do nothing to punish them and they continue their misbehavior. If the teacher hits them slightly, it might be effective (beating).*

S17 *Sometimes it goes on. They're not listening to the teacher. Certain people do not listen to the teacher (ignoring the teacher).*

S20 *I mean, my friends' really pissed off. When he gets angry, the teacher punishes them. He gets a bit more nervous when he punishes. So it goes on (wanting revenge).*

**Table 12.** The effectiveness of teacher solutions according to teacher views

Themes	Category	Code	f	
Impact		Teacher solution is effective	1	
		Getting support from families	1	
		Teacher solution is not effective	3	
	Education Based		Lack of teacher sanction	1
			Education policy	1
			Expectation of academic achievement	1
	Parent Related		Role modeling of virtual media heroes	1
			Role modeling of the family	1
			Miscommunication with family	1
			The inconsistency between family and school	1
			Not being respectful	1
	Student Related		Being inconsiderate	1
			Not listening	1

When we ask the same question to the teachers, the definitions of the teachers towards the theme of impact showed that only one teacher stated that his or her solution was effective and the rest of them stated that their solutions were ineffective. The data regarding the responses of the teachers who stated that their solutions were ineffective were arranged as outside factors, educational based, parent related and student related factors. The analysis of educational based category in terms of role modelling of virtual media heroes revealed that teachers expect from students only academic achievement, and education policies and sanctions were insufficient to meet the needs. The analysis of the parent related category showed that inconsistency between the family and the school and communication and role modelling are important factors in the ineffectiveness of their solutions while in student related factors category being disrespectful and inconsiderate to each other and not listening to others were found to be important factors for the ineffectiveness of the solutions proposed by the teachers.

Teachers' views regarding the findings are as follows:

T3 *Somehow, I figure it all out. Not a single complaint comes from the parents. For example, I have very active children. Their parents always call to learn if there is something wrong. We are in touch constantly. Sometimes they hesitate to call but I say that they can call me 24 hours a day. The school would not work well without family support (getting support from families).*

T4 *You have no sanction. You have no punishment. How much punishment can you give? The child is being beaten at home, being abused, being tortured, so you don't know him in that sense. But you just tell them to wait there. It's not punishment for that kid. In that sense that kid would do it again. There is no solution (lack of teacher sanction).*

T2 *The boy is jumping on you and kicking his or her friend. There are heroes he takes as role models. There are virtual heroes. I believe that boy can't think about the harm he gives when he kicks his friends out (role modeling of virtual media heroes).*

T1 *That won't go away easily. Children don't do it when people are a little more understanding and respectful to each other (not being respectful).*

Finally, the students' views on how to solve problems in the classroom if they were teachers were analyzed and the results obtained are presented in Table 13.

**Table 13.** Students' views on how to solve problems

Themes	Category	Code	f
		Warning	12
		Scolding	11
		Getting support from friends	3
		Reconciliation	2
	Speaking	Empathy	2
		Apologizing	1
		Listening	1
		Forcing the students to stand on one foot	8
		Sending the students out of class	5
		Giving writing homework	2
		Not letting them have a break	2
		Sending them to an empty desk	2
Proposal		Slapping	1
		Assigning duties	1
		Reading books	1
	Punishment	Doing homework	1
		Not going on school trips	1
		Sending the student to another school	1
		Sending the student to another class	1
		Not having physical education lesson	1
		Sharing with family	6
	Getting	Going to the director	6
	Support	Sending the student to the guidance and counselling service	1

The views of students about how they have solved the problems in the classroom if they were teachers were categorized as proposal theme and their definitions for this theme were arranged within the factors of speaking, punishment and getting support. When the answers to the speaking category were examined, it was found that students would have preferred to warn and scold the students while the examination of the punishment category showed that students would have preferred to force students to stand on one foot and send the students out of the class. Also, the analysis of the getting support theme pointed out that students would have shared the problems with family or the principal, if they were the teacher.

Student opinions regarding the findings are given below:

S4 *I'd warn them not to do it again. Then I'd warn them if he did it again. I would always warn instead of beating them (warning).*

S9 *I'd send them to stand in front of the board. Our teacher always does it because they wait there and get bored. I would also force them to stand on one foot (forcing the students to stand on one foot).*

S20 *Because everybody loves the physical education lesson, I would punish them by not sending them out for the physical education lesson for a month (not having physical education lesson).*

S17 *I would talk to their parents and have a meeting with them. Families would also talk to the students who hit the others (sharing with family).*

### **Conclusion and Discussion**

When the problems in the classroom were examined, it was concluded that students were exposed to behaviors that involve physical intervention. In terms of behaviors involving physical intervention, it was observed that the students experienced problems such as fighting, pushing and damaging the goods. In terms of behaviors involving verbal intervention, it was stated that students' teasing and swearing were the most common behavioral problems in the classroom. When the answers of teachers to the same question were examined, it was stated that teachers thought that fights and swearing were the most frequent problems experienced among the students, which shows the similarity between the responses of the students and teachers. The responses of the students also suggested that students mock with each other in the classroom but teachers did not mention this. The reason for this might be that teachers were not informed about these mockings or teachers did not take them into consideration. Brouwers and Tomic (2000) emphasized the importance of controlling the students. If teachers do not react to misbehaviors in the class, the whole lesson is violated. In order to achieve the objectives of the lesson, teachers have to deal with such problems. Therefore, they can achieve a comfortable and supportive classroom environment. Parsonson (2012), similarly, claim that such behaviors cause problems in the flow of the lesson and influence the learning objectives and process negatively. He also pointed out that the primary duty of the teachers is to focus on the misbehaviors and keep order in the classroom. As can be understood, neglecting or ignoring any type of distraction or misbehavior in the class may cause problems in classroom management.

When the answers about how the problems in the classroom were analyzed, the students stated that they tried to solve the problems in the classroom. They stated that they warned their friends and apologized to each other. The majority of the students stated that they solved the problems by getting help from their teachers instead of solving them themselves. When the answers of the teachers to the same question were examined, it is seen that students usually share their problems with their teachers or families and some of the them stated that they solve the problems among themselves. The answers to this question show that students and teachers have similar opinions regarding this issue.

When the students' opinions about the problems they experienced in the classroom were analyzed, it was found that they did not share their problems with their teachers because they believed that their teachers would not solve their problems; therefore, they shared their problems with their families. Other students stated that they shared problems such as fights and mockings with their teachers. Teachers' responses to the same question showed that students share problems such as fights, taking someone's possession without permission and swearings with them. Both teachers and students stated that some students did not share their problems with their teachers because they believed that their teachers would not solve their problems, which can be interpreted as teachers are not very effective in this problem solving process. According to Martin, Yin and Mayall (2006) some unwanted misbehaviors can take place in the classroom. One of the main responsibilities of teachers is to manage situations like this. Behavior management focuses on planning the prevention of misbehaviors and problems rather than teachers' reactions to them. Thus, teachers' efforts to solve the problems will influence the students' perception in a positive way.

While half of the students said that their teachers listened to their problems, the rest stated that their teachers did not listen to their problems as they were busy reading books or paper or with their telephone and that teachers were not interested in the fights and shouting that take place in the classroom. When teachers' answers given to the same question are examined, because there was always work on their minds; they did not listen to the students because there were students who wanted to attract attention and always complain in the classroom. Students and teachers' responses to this question show great similarity in many respects. It was concluded that since teachers got used to some behaviors, they did not pay attention to them. Another important point is that teachers are not interested in their students because of their own work. Although students mostly talk about this factor, it is also a noteworthy case that teachers do not mention it sufficiently.

When the opinions of the students about how their problems were solved by their teachers were examined, they stated that teachers preferred verbal solutions such as warning, scolding and threat. Teachers who prefer the physical solution stated that they forced the students to stand on one leg and sent them out of the classroom. When the answers of the teachers given to the same question were examined, they stated that teachers solved the problems by talking to the students, punishing the students, and receiving support from the family or guidance service. When the answers of students and teachers were examined, it was concluded that the answers given differed slightly. The students stated that their teachers forced them to stand on one leg, sent them out of the classroom, slapped them a little and pulled ears except for solutions such as warning, anger and threatening. Analysis of the responses given by teachers showed that teachers did not mention this solution process. The reason for this situation can be interpreted as that teachers try to hide their solutions or do not want to talk about them, which should be considered and dealt with carefully as this may have a great influence on the students. Similarly, Marzano et al., (2008) stated that in a classroom which is not managed properly, it is not possible to realize teaching and learning processes. If students are untidy and disrespectful, and their behaviors are not corrected with rules and procedures, chaos is inevitable, which is a nuisance both for teachers and students. Well-managed classes prepare an environment suitable teaching-learning processes. It takes a lot of effort to build well-managed classes, and it is the teacher's job in the first place. Similarly, according to Riaz (2009), successful management of classes requires effective teaching skills. Effective teachers create an effective, supportive and friendly environment in the classroom, and students feel safe, respected and cared for in such an environment. To this end, effective teachers create cooperative and disciplinarian environments where they can take responsibility.

When the opinions of teachers about the effectiveness of the solutions to the problems were examined, the majority of the students stated that teachers' solutions were not effective. Students stated that teachers could not find an effective solution and the students did not take their teachers into consideration. When the answers of teachers to the same question were examined, teachers stated that the reason of the ineffectiveness of the solutions was the ineffectiveness of the teacher sanction, the role models taken, and the factors such as not respecting to each other. When the answers of students and teachers were examined, it was concluded that the answers given by both students and teachers differed. While students stated that the inefficiency of solutions is usually caused by the teacher, the teachers attributed the reason for this to more general reasons. Teachers, unlike the students, stated that the solutions could not be effective because of the effects of educational policies and environmental factors on the student. In particular, it is thought that the role of social media heroes as role models and the attitudes of families expecting academic success are among the most important factors on the ineffectiveness of teacher solutions. Blum (2007), similar to this result, emphasized the importance of communication within the family. He claimed that schools should be accessible and provide opportunities for the families to participate and share their experiences and make contributions. Effective communication and collaboration with parents will create better results for students. When the studies on this subject are considered, it can be concluded that the support of the family is very important for the quality of education and the academic success of the child. These factors will develop with the importance and support

of families. According to Kyle and Rogien (2004), family is the most important factor affecting the school as an outside factor in terms of environment. The sincere and warm attitude of the teacher towards the families will significantly affect the attitudes of the families towards the school. The interaction of teachers with parents will affect the degree of support from them.

When the students' views on how they would solve the problems if they were the teacher were studied, it was found that students would prefer to warn, scold, force them to stand on one foot or sharing the problem with the family and the principal. Students highly preferred punishment techniques. As a solution to any problem that can be experienced, students preferences for these punishment techniques such as warning, scolding, forcing them to stand on one foot, sending them out of class, slapping were all because their teachers' attitudes and behaviors set a model for them. Thus, the communication between the teacher and the students is crucial in terms of attitudes. According to Hamre and Pianta (2006), in student and teacher relationship, both parties' objectives, emotions, needs and behavior styles to the classroom environment affect the quality of the relationship. This will influence the value of the interaction in the classroom. For the effectiveness and efficiency of this process, teachers should use techniques and strategies that enable them to establish more supportive relationships with their students in the classroom.

When all the findings were examined, it was concluded that teachers had various problems in terms of behavioral problems, which is one of the most important dimensions of the classroom management process, and they were not successful in solving these problems adequately. It was concluded that teachers could not be effective enough in solving the problems in the classroom and in some cases they resort to physical punishments, and in some cases, teachers could not find an effective solution and the problems were shared with their families. The most important finding obtained in the study is that the students will make similar solutions made by their teachers when they become teachers. This is the most important indicator that students take their teachers as role models. Teachers play a significant role for students in providing effective solutions to the problems students face when they grow up. Therefore, these results indicate how important it is for teachers to demonstrate exemplary behaviors both within and outside the classroom with the idea that students take teachers as role models.

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