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Teacher Perspectives on Classroom Management

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Abstract

This study aims to evaluate classroom management from teachers' perspectives. The research was conducted using phenomenology design. We employed maximum variation sampling to determine the study group of the research. The study included 15 teachers from different branches teaching in several public schools. The data were collected in the 2018-2019 academic year using the interview technique and thematized using content analysis. The findings of the study suggested that teachers defined the classroom management as a skill to form effective learning environment. Lack of professional experience and knowledge, and academic shortcomings were found as poor skills. The ability of teachers to increase the effective and cognitive skills of their students was taken as evidence that teachers' classroom management skills were strong. Teachers regarded the use of an effective teaching method as a prerequisite to cope with inappropriate behaviors while managing their classes. Finally, it was recommended that beginning teachers recognize that each class has its characteristics and different classroom management dynamics.

Keywords: Classroom management, Teacher training, Learning environment, Communication, Qualitative research

Introduction

Teachers encounter countless regular events in their classes every day: providing appropriate responses to their demands, performing ordinary and periodic activities, and handling special events are only a few of them. Instruction as a constant routine in the classroom also is also one of the daily activities for teachers (Darling-Hammond, Holtzman, Gatlin, & Heilig, 2005). Classroom management, as a relatively new concept in educational settings, points out especially teacher's role in the process of teaching and learning. Recent researches find that classroom management is a challenging issue at schools (Gündüz, 2013; Sezer, 2017). According to these researches, teachers expressed some important preconditions of effective classroom management, as well as relation between different classroom management styles and quality of classroom climate and effective learning.

Before conducting an analysis on classroom management, first the concept should be defined. Accordingly, classroom management constitutes the procedures used by teachers for helping students develop and maintain appropriate behaviors in the classroom environment and managing these behaviors like a conductor (Woolfolk, 1995; Erden, 2008). In addition, classroom management predicates various skills, techniques, and strategies that teachers employ for keeping their students organized, focused, attentive, and academically productive during lessons. The purpose of practicing classroom management strategies is to develop social behavior and increase students' academic participation and success (Simonsen, Myers, & DeLuca, 2010).

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One of the most prominent features of successful schools is effective teachers and the successful classroom management strategies (Marzano, Marzano, & Pickering, 2003; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008). Recently, the effective strategies used by teachers with successful classroom management skills have increasingly attracted the interest of education policymakers and researchers (Hulac & Briesch, 2017). The increased emphasis on classroom management is based on effective instruction requiring effective classroom management and strong management skills, which are the foundation of robust instruction (Brophy, 2006).

It could be claimed that teacher and student efficiency increase if successful classroom management techniques such as project based, hands on learning, and collaborative projects are used with school-wide support (Evertson & Weinstein, 2006). Properties of effectivity of learning in the classroom are a rehabilitated phenomenon in educational settings. When planning and guiding students' activities, teachers must reflect on different ways that students learn, and then emulate these practices in their classrooms. A student own learning characteristic should decide the style they respond to teaching and learning in the classroom. Some of the characteristics of effective teaching and learning could be claimed as, (i) students investigate and experience things, (ii) students concentrate and keep on trying if they encounter problems, (iii), and students own and improve their ideas, make connections between opinions, develop strategies for solving problems (Mohammed, 2015).

When classroom management strategies are practiced well, teachers minimize the actions in the classroom that hinder learning while they maximize the behavior that facilitates and improves learning which yields the effectivity in all educational settings like effectivity in all educational settings (Allen & Blackston, 2003). Effective schools recently are not only an educational development but a stream of research that examines school-based factors which directly influence learning outcomes in schools (Lezotte, 1991).

The concept of discipline is the first thing to come to mind when classroom management is considered in schools. However, classroom management is an important process that cannot be limited to discipline only (Duck, 2007). In practice, classroom management techniques might seem deceptively simple; however, integrating these into the education of students successfully and uneventfully typically requires complex techniques and considerable skills and experience (Hersh & Walker, 1983). Although the specific techniques used for managing classrooms and facilitating learning vary concerning the terminology, purpose, and practice, some models, in principle, could guide practitioners in both theory and practice.

Many researches lately focus on classroom management. In a review of the literature, Beaman, Wheldal & Kemp (2007) researched the students' behaviors and concluded that most of the misbehavior in classroom was inculpable. For instance, students were talking out of turn in the class during the lesson. It was found to be a disturbing student behavior reported by almost half of the teachers. This was followed by hindering other students, and idleness and slowness. Some studies conducted to find the distinct characteristics of concept of classroom management. Harden & Crosby (2000) dealt with the teacher's role and competences effecting the classroom management. They differentiated the roles of teachers such as teacher's role, motivational role, evaluator role, and cognitive role. It was concluded that teachers should have some special competences representing personality, ability, knowledge and skill. More recently, Wiseman & Hunt (2008) showed that classroom management problems are an important in educational settings. Teachers revealed that they lost more than four hours of teaching per week because of disruptive students. Many teachers indicated that they managed students with discipline problems. Students were so aggressive and disruptive that they nearly stopped teaching time, disrupted the learning of all students, threatened the safety, and challenged the teachers violating their classroom management skills.

As for Turkey, classroom management studies concentrated on problematic classrooms dealing with the role of the teachers. Demirden (1994) researched the topic together with different school groups including teachers, psychological school counsellors, misbehaving students, and school principals. The researcher revealed the inadequate emphasis on classroom management in education faculty programs. Can & Baksi (2014) investigated the effect of the attitudes and behaviors of students in classroom to teachers' classroom management success, and to develop recommendations for the issue. Researcher found that teachers faced lack of attention and interest, argumentations and unauthorized conversations as undesirable student behaviors. Teachers usually tried to resolve unwanted behaviors by verbal warning. In the research, teachers expressed that exhibition of negative student behaviors in classroom yielded teachers to exert negative attitudes to the class. In summary, over a period of two decades, researches on classroom management focused on misbehavior of students, teacher's role and attitudes in classroom management, teacher competence. Korkmaz, Saban & Akbaşı (2004) searched for the challenges faced by the teachers in the classrooms. They found that those challenges were inappropriate management environments, unfair task sharing, undisciplined teaching environments, bad relationships with students and their families, lack of collegiality, and negative school culture managing student behaviors in the classroom,

Classroom management is of utmost importance to ensure that the students learn in an uninterrupted environment, and it is a vital component for enabling students to attain their academic potential to the fullest (Sugai, Horner, & Gresham, 2002). If teachers can control the classroom efficiently, the students can have better academic outcomes. Teachers with strong classroom management skills such as modeling ideal behavior, encouraging initiative, building positive relationships, and establishing excitement for content prevent students from disrupting the learning climate in the classroom and hindering the learning potential of their peers. One of the significant dynamics that would carry the countries into the future is an appropriate learning environment, skillful teachers in a successful education system because teachers are among the most important partners in such a rapid changing educational system. Considering the issues mentioned above encountered in classroom management, it could be argued that these issues arise due to the discrepancies between the speed of the change in educational settings and the instruction and management techniques that form the basis of our education system and shape classroom management practices. These all mentioned issues could be accepted as the main problem of this research.

The main purpose of this study is to reveal the perceptions of teachers regarding classroom management as they engage in the teaching profession, educating their students in their classes and teaching vital knowledge and skills to them. This perception is expected to ascertain what alterations the changes in educational structure and developing technologies cause in classroom management. Thus, it is aimed, considering these findings, to identify the internal and external dynamics that increase and decrease teacher efficiency. Based on this study, teachers could determine the characteristics of well-managed classrooms regarding learning aims and objectives, the cognitive and affective skills of the students in their classrooms, and the characteristics and skills of teachers managing their classrooms well. In well-managed classrooms, regarding the students, teachers, and other partners, a sense of trust, which is a basic need of students, would be provided, and a classroom environment based on love and respect could be established. This pattern would facilitate increased positive behavior in the classroom and thus increased quality of education and student performance. This study aimed to determine how classroom management skills and practices of teachers working in schools are realized based on their opinions and experiences. In accordance with this main aim, answers to the following questions were sought:

1. What is classroom management according to teachers?
 - a. Can you find any correlation with learning environment when you describe classroom management?
 - b. Can effectivity help you when you describe the classroom management?
 - c. What do you think about communication when you describe classroom management?
2. What are the poor classroom management skills of teachers?
 - a. What characteristics do you think that teachers have as strong management skills?
 - b. What is the most important problems that teachers have? Do you think that those problems damage classroom management of teachers?
3. What are the strong classroom management skills of teachers?
 - a. What characteristics do you think that teachers have as strong management skills?
4. What disrupts the learning environment in the classroom?
 - a. How can you classify the disturbances faced in the classroom?
5. What recommendations should be made to beginning teachers?

Method

Research Design

Phenomenology design has been employed in this study because this research seeks to determine the perceptions of teachers on classroom management from different school and branches in Turkey based on their experiences. Phenomenology design focus on how people interpret their perceptions and experiences. In another saying, it is attempted to explain the perspectives of people who share a common experience on any issue by interviews on the pattern (Bogdan & Biklen, 1992; Patton, 2014).

Validity and Reliability of the Study

Validity in qualitative research means the impartial presentation of the phenomenon at hand by the researcher (Creswell, 2012). The flexibility of the researcher, knowledge of the field studied, thorough collection of data, the inclusive context for the examination of the phenomenon, and creation of data collection opportunities are all factors that provide validity (Creswell, 2012). In this study, the researcher exhibited the required flexibility

during the interviews in both content and duration. Also, the existence of previous studies by the researcher in the field and the researcher's inclusion in educational environments such as the schools and classrooms, with the directors and teachers of schools in which trainee teachers also work, are important factors for the validity of this study. The confirmation of the research data by various studies and by different expert reviews and the collection of data with deeply focused reviews based on long-term interaction with the participating groups could be considered as characteristics providing internal validity (Creswell, 2012). The use of purposeful sampling in the study and the formation of opinions via detailed descriptions are elements that enable transmissibility (Creswell, 2012). Qualitative research is not in a search for reliability as in quantitative research. However, an interrater reliability method was used to ensure reliability. According to this method, if similar results are obtained when different raters encode the same dataset, then it is acknowledged that there is reliability (Stemler, 2001). A high percentage of the interrater agreement indicates that the measurement reliability is high. To calculate this, Miles and Huberman's (1994) reliability formula was used. At the end of these calculations, reliability was found as 90% and the research was considered reliable.

Study Group

While determining the study group for this research, the maximum variation sampling was used to illuminate different aspects of research problem. Often, researchers desire to see how a phenomenon is perceived and understood among different people, in different settings and at different times. For that reason, a researcher selects a small number of units or cases that maximize the diversity relevant to the research question (Creswell, 2012). The logic of sample size is related to the purpose, research problem, and the availability of information-rich cases. We cut the interviews upon reaching 15 teachers because it was seen that data replicated and saturated. The detailed description of the participants was given as follows: nine (60%) of the teachers were female and 6 (40%) were male. Four of the teachers had graduated from the Faculty of Arts and Sciences (26.67%), 1 from the Faculty of Theology (6.67%), 9 from the Faculty of Education (60%), and 1 from an education institute (6.67%). 1 teacher is from pre-primary school, 2 teachers are from elementary school, 4 teachers are from middle school, and 7 teachers are from high school. The professional experience of the teachers participating in the study varied between 11 and 45 years. This could imply that these teachers were experienced in classroom management. Besides, for the fields of Chemistry, English, and primary school, there were two teachers of each, and for religious culture and moral knowledge, Philosophy, History, Physics with a master degree, and Mathematics, preschool education, Geography, Turkish Language and Literature, and Biology with a PhD degree, there was one teacher of each. The names of the participants were kept confidential due to ethical concerns and the participants are referred to using codes such as P1, P2, etc. in the study.

Data Collection

Data was collected by semi-structure interview technique. A semi-structured interview form was used to determine the attitudes of teachers towards classroom management. To probe the content validity of the draft form, expert opinions were taken from six experts and necessary revisions were made to the form regarding their feedback. The experts were academics who had PhD on educational sciences, and studies on classroom management. Two pilot interviews were conducted to see the comprehensibility of the research questions. After pilot interviews, minor corrections were held. Data was collected through interviews with participants, and all the teachers were face to face interviewed. Interviews nearly lasted 20-55 minutes. We recorded the participants' voice. Then, the voice recordings were transcribed in real time using an application.

Data Analysis

The content analysis technique was employed because the aim of the research was to investigate the assumptions of teachers on classroom management based on their perceptions (McMillan & Schumacher, 2001). The interviews were analyzed via process of coding to develop categories and themes. We used the type of coding which is based on the concept extracted from the data of the research because there was no conceptual structure on the phenomena. Later, the data was divided into categories extracted from codes. The categories, last, were thematized. The Turkish transcribed materials were 26 pages. Researchers coded the data, and generated the categories and themes. As the process of sorting, the number of themes were made clear. In the final step, they were translated to English by researcher. The English form was sent to an academic proofreading service.

Findings and Remarks

Based on the findings obtained from the perceptions of the teachers, five main themes were held. The first of these themes was teachers' opinions about the meaning of classroom management. It was about what classroom management meant to teachers. The second theme's name was opinions of teachers on poor classroom management skills, which was about the characteristics of teachers who were thought to have poor classroom management skills. The third theme's name was characteristics of teachers with strong classroom management skills. It was researched the characteristics of teachers who were thought to have strong classroom management skills. As the fourth theme, its name was behaviors disrupting the learning environment, and it was about the teachers explained what behaviors disrupt the learning environment in the classroom. The name of the fifth theme was recommendations for beginning teachers, and it was about what their recommendations to beginning or prospective teachers would be.

The Meaning of Classroom Management

The opinions of teachers about the meaning of "classroom management" surfaced within the subdimensions of creating effective and transformative learning environment, effective instruction, and open communication. Quotations and comments are presented in the following sections.

Creating Effective and Transformative Learning Environment

The questions intended to learn the meaning of the classroom management according to the teachers' perceptions. The first subdimension appeared to be effectivity and transformational in learning environment. For example, P2 stated that having classroom management skills means creating democratic, affectionate, and effective learning environments with a peaceful atmosphere, in which rules are made together. Also, P2 emphasized the transformative function of classroom management and the discipline that learning is not a process performed by the individual only in school; it is a life-long process. It is understood that teachers are aware that schools of the future will not be limited by the physical structure of the schools.

"It means creating a peaceful atmosphere in the classroom. It means learning by exploring, thinking critically in an active manner of students; learning environment full of love, in which the students could express their sincere thoughts easily; together with a discipline because classroom means more than four walls. Classroom management for me is to reform the mind of students" (P2).

P15 approached the question from psychological perspective and defined classroom management skills as the capacity to free students from the feeling of learned helplessness. P15 confessed that he/she employed different teaching methods.

"This, in a sense, is the skill to rescue the student from the despair of 'I cannot do it' and transform them into the motivation of 'I will do it' when needed, I would take the student out of the classroom environment; at the very least, I would have him search [for solutions] as a coach" (P15).

Effective Instruction

Teachers continued to express their perceptions on the meaning of classroom management. This subdimension mainly reflected the teachers' effectivity when managing the classroom. P1 here defined the meaning as using the time in the classroom appropriately, and wanted the students to be active during the process.

"[...] using the time appropriately, and maintaining the active participation of the students" (P1).

P3 emphasized another important issue on being prepared for the lesson and using different techniques while considering each student's level.

"First, the teacher should be prepared for the lesson. Using different techniques could be considered successful according to the level of the students" (P3).

What is more, P6 added the importance of lesson planning, which was a critical component of effective teaching. Teachers knew that planning the lesson structured the lesson step-by-step to provide the effectivity and boost student performance and achievement.

“Of course [...] before the class, I think what I teach, how I teach, who I teach, and do they carve the topic I give. Their success is vital” (P6).

P9 showed himself/herself as an example, and denoted the importance of being a guide who could teach students how to access information, find and filter it. P9 recognized that internet contributed much to the person establishing a tremendous knowledge base.

“I adopt a classroom management approach in which the teacher provides more guidance to reach, and to filter the right knowledge over the internet because it is a huge base of knowledge” (P9).

Open Communication

Classroom management was commented by the teachers as something which was more than mere exchanging information opening the channels. I mean, it is nothing but the presentation of ideas by the teacher/student in a way best understood by the teacher/student. P4 considered necessary to show kind manner, and a bit to be authoritative in communicating with their students. However, they added that authority should not be confused with being rude, intolerant, or threatening. Here is the script from P4:

“[...] teaching the lesson in a kind but firm manner, without boring the students. In my opinion, the teacher should be authoritative in the classroom but this firmness should not be rude, intolerant, and threatening; they should always let the communication channels open” (P4).

The meaning of the classroom management was also perceived by P9 from the psychological aspect such as emotional well-being of the classroom environment to understand the students better. Teachers noticed that psychology helped people to understand themselves and the concepts better.

“I think we should understand their emotions and their intentions behind information. I mean we make the students hear, feel heard, understood, and interrogate the concepts” (P9).

According to P7, effective communication was defined as establishing empathy with the students and soliciting their academic success. Teacher thinks that empathy is a key to form a link between self and students enhancing the academic success, and remarks as such:

“In my opinion, classroom management is establishing empathy. Also, it increases success” (P7).

Opinions of Teachers on Poor Classroom Management Skills

Teachers were asked questions to learn their poor sides during their classroom activities. They stated the problematic characteristics of their colleagues like relationship-establishing problems, ignoring the students' sense of self, unfair manner, lack of professional competency, psychological and economic problems, and shortcomings in professional experience.

Relationship-Establishing Problems

P1 stated that one of the problematic characteristics negatively affecting classroom management skills was the weakness in establishing relationships. P1 also remarked that teachers were unable to form good relationship with the students and the other partners. A relevant quotation was presented below:

“In my opinion, the biggest deficiency of a teacher during the classroom management is that they cannot establish good communication with the student and their families” (P1).

Ignoring the Students' Sense of Self

Another poor skill was that unsuccessful teachers ignored individual students' needs such as demands, interests, and aptitudes and only allow the formation of behaviors in line with their thoughts according to the perceptions of P8. We could infer from the answers that teachers sometimes were far away from understanding students and blinkered not to realize students.

“We force the students to behave ignoring their expectations, inclinations. We force the curriculum that they do not want” (P8).

Unfair Manner

P2 said that poor classroom management deficit was being unfair, unequal, and having discriminatory in-class practices. Not only that, teachers paid more attention to the students whose families were high society. Here is the script below:

“Teachers talk out of both sides of their mouths. If the student is hardworking, they behave differently, and if the student’s father is rich or an important person such as a prosecutor, judge, etc., those students are given certificates of honor many times” (P2).

Lack of Professional Competency

Some participants explained teachers were lack of professional skills. To illustrate, P8 denoted that teachers stayed stuck with the outdated methods. P8, keeping going on his/her statement, said that unsuccessful teachers could not efficiently use punishment and rewards instruments to increase desirable behavior and reduce undesirable behavior.

“Learning environments and techniques are outdated. Teachers are unskillful in showing how to be an information-seeker. Besides, they do not know how to use punishment and rewards to encourage the ones who already know to learn more, and the ones who do not know to search” (P8).

P11 and P14 enunciated the inability of teachers to think quantitatively. Besides, the lack of skills to observe and understand phenomena better emerged as important elements weakening classroom management skills.

“Teachers could not think to establish cause and effect relationships” (P11).

“Teachers do not make observations, neither in the classroom nor outside” (P14).

Some teachers asserted that their poor classroom management skills were because of insufficient professional and academic background. P7 states that falling behind in changing and developing methods was an important factor weakening classroom management skills. The findings showed that teachers had little knowledge of using teaching methods and they preferred a teacher-centered approach, which was the easiest one for themselves. Script is given below:

“[...] staying constantly in a uniform order [or] using a single methodology and standard materials indicates that they do not follow what’s up-to-date” (P7).

Psychological and Economic Problems

The participants stated that unsuccessful teachers had some individual problems and these problems negatively affected the teachers’ behavior in the classroom. P2 revealed that some teachers had psychological problems. The mood disorders of the teachers caused them to have an aggressive temper, and being unmarried or divorced also affected their class activities. Here is the script:

“Some teachers have an aggressive temper due to psychological problems they experience. Also, being unmarried or divorced causes some sexist attitudes. I think it is the most important cause of sexual abuse” (P2).

P8 addressed an important issue faced in Turkish education system. It was the decrease of respect towards teachers in society and their low incomes. This, in turn, negatively affected teachers’ classroom management skills.

“Economic conditions are insufficient. The salary we get is spent on food and rent only. Would there be a teacher who cannot buy books?” (P8).

Shortcomings in Professional Experience

We wanted to learn the poor sides of teachers on their classroom management skills. It was seen that experience was an important gap, and it was faced mostly by beginning teachers. P9 quoted this;

“Teachers with poor classroom management skills could be beginning teachers because classroom management is a skill that is acquired, in addition to knowledge, with experience and time” (P9).

Characteristics of Teachers with Strong Classroom Management Skills

This section investigated strong classroom management skills of teachers. From the statements of the participants, characteristics such as being open to innovation, being an intellectual, affective personality and cognitive skills, and good appearance were found.

Being Open to Innovation

Some of the teachers stated that innovative personality was a strong classroom management skill. P1 admitted that rapidly changing society required from teachers that they were able and willing to cope with the many challenges of change. P1 also confirmed that teachers should be a real change agent being open to innovations. Therefore, it could be assumed that following current developments in education were important for staying current with the requirements of the time and ensuring efficient classroom management. The script of P1 was given below:

"[...] I receive game therapy training. I have friends receiving drama education, STEM and STEAM to develop strategies for creating better learning contents. They are all striving to follow the new approaches. If I change, everything can change" (P1).

Being an Intellectual

P4 pointed out a distinguished characteristic of a teacher who was accepted as an intellectual, which was someone who made a living out of the production and distribution of ideas.

"An intellectual teacher is a person who employ critical thinking, make research, exert sensitive reflection about society, offer solutions for problems at school and gains authority as a respected figure" (p4).

Affective Personality and Cognitive Skills

P3 emphasized the affective side of the teachers as strong classroom management skill. Teachers thought that they must be concerned with the beliefs and attitudes of students, and must direct their focus on individual development of students because students must have a sound in mind. Here is the script from P3:

"I think that teachers with strong classroom management skills are those who love and care about the students especially for lifting their self-esteem for example" (P3).

P4 and P2 mentioned about cognitive skills as the strong side of a teacher for classroom management. P2 complained about students' unidimensional thinking style. It prevents students to think analytically and establishing cause-effect relationship on phenomena so teachers, who are having cognitive skills, should encourage students to teach logic and reasoning.

"Unidimensional thinking is, in fact, the rejection of the self. This can be overcome by teachers who feel that every child can be successful" (P2).

P4 stressed that a teacher must make his students to find answers to their ontological questions. Here is the excerpt:

"[A strong teacher] is one who can make the students ask questions like 'who are we, what's our purpose, where are we headed?'" (P4).

Good Appearance

One teacher participating in the study stated that appearance was a factor influencing strong classroom management skills. Being attentive to clothing and appearance could be considered as a concrete expression of respect for both the profession of teaching and the group of students. In this context, it could be argued that teachers who felt respect for the job and the audience would reflect this in their appearance. Here was the quotation;

"... [being] distinguished with their clothing, neat, tidy, [having] an appearance that fits a teacher, this is very important because appearance is of great importance regarding its effect" (P4).

Behaviors Disrupting the Learning Environment

Two subdimensions were found about negative behaviors disrupting the learning environment. The first one was related to students and the physical environment, and the second one was teacher-related issues. Findings and comments about both subdimensions were presented below.

Students and the Physical Environment

Teachers were asked about the issues that disrupts the climate of the classroom. They put forward to some ideas. Then, first, students were claimed to be engaged in disrespectful behaviors, such as using their smartphones or swearing in the classroom. It was stated that using smartphones during class both prevented the student from focusing on the lesson and disrupted the general flow of the lesson. Besides, students' use of slang and obscenities were other disruptive factors. Here is the script below from P1:

"In the school where I am working now, students are constantly hot for their smartphones, nonparticipation in the lesson. They excessively use slang, and swear in the classroom negatively affecting the flow of the lesson" (P1).

Most of the participating teachers stated that student behaviors disrupted the learning environment. P9 denoted that students had a disinterested attitude towards the lessons in crowded classrooms. He/she complained especially about the crowded classrooms.

"Crowded classes, in which there are students uninterested in the lesson and unwilling to learn, they harm learning environments" (P9).

P12 also explicated that learning ambience did not attract the curiosity of the students.

"Students considering the lesson boring and breaking each other's concentration are among the most important reasons for the learning ambience of the class to be disrupted" (P12).

Teacher-Related Behaviors

Some teachers participating in this study pointed to teacher behaviors. P8 first mentioned instantaneous emotional responses of teachers, such as instant anger. They also intimidated students and employed harsh interventions, and could not stop insulting the students. The quotation was below:

"Constant intimidation, criticizing, not smiling, insulting, constant anger, shouting, and creating an intense atmosphere" (P8).

P8 again stated the ill-being of the teachers' psychology. He/she noted that teachers have absence of perception, reflect quick temper during the classroom activities.

"Incomprehension of the teacher, having a quick temper, not letting students speak and explain themselves [...] Exhibiting behaviors that they don't accept from the students" (P8).

Recommendations for Beginning Teachers

One of the dimensions of this study was the recommendations that could guide beginning or prospective teachers in terms of classroom management skills and practices. In line with the findings of the study, self-improvement, being a role model, developing a unique classroom management style. Sub-dimensions were presented below.

Self-Improvement

Five of the participating teachers gave recommendations to beginning teachers about improving themselves. First, P2 recommended that teachers promote appropriate behavior in the classroom. He gave examples such as encouraging students to set high vision, establishing good friendship for active learning, and adopting an attitude of being reachable by students.

"Teachers should encourage high expectation, good cooperation among students. They must know that their teachers can be reachable" (P2).

P7 thought that when the student engaged in an appropriate behavior, teachers could increase it by praising. If a teacher used a praise to acknowledge him in his positive attitude, He/she could make it more effective. P7 also denoted the humorous side of the teacher. Here is the script:

“They should always be humorous with their students because humor is a trait of intelligent people. Praise your students” (P7).

P9 found important that a teacher should have at least one artistic ability such as playing an instrument. Next, he should teach his students how to do it.

“They should play an instrument. For instance, they should have an artistic ability. They should teach this to their students” (P9).

Being a Role Model

Two of the teachers participating in the study recommended that beginning teachers be role models. The teachers in this group recommended that teachers could make rules together with their students and be role models by obeying those rules themselves. This might suggest that being a role model in every regard would be more effective for students.

“They can be efficient if they make the rules together and be a role model in obeying these rules” (P8).

“You should behave as an example for the students, and you shouldn’t exhibit behaviors that you don’t want the students to have” (P11).

Developing a Unique Classroom Management Style

Most of the participating teachers recommended that beginning teachers develop unique classroom management styles. P3 stated that classroom management directly affected the relationships between the students and the teacher; therefore, the attitude of the teacher at the beginning of the semester would be very important. They suggested that teachers be consistent in the classroom, could make the rules together with the students, not compromise with them, and be in contact with other teachers in the school.

“Your attitude at the beginning of the year is very important. The student will observe you for some time and discover your management skills. Therefore, it is of the utmost importance that you don’t compromise your principles” (P3).

P4 stated the importance of being authentic, and he recommended that new teachers be authentic in their profession. Here is an excerpt:

“Developing a genuine style would make you distinguished” (P4).

P10 said that constant criticism and tiring admonition for the students would damage teachers’ connections with the students. Teachers were also recommended to listen to their students and to be good observers, understanding, and patient. Finally, it was emphasized that creating their classroom management styles would help make teachers more distinguished. Considering these statements, it could be argued that teachers should have multi-faceted characteristics to apply successful classroom management.

“Constant criticism and admonition would severe our relationship with them. They should be good observers. They should listen to the students and be understanding and patient” (P10).

Conclusion and Discussion

Perceptions of teachers about classroom management were investigated in this study and the conclusion and discussion of the research were given below according to the themes to facilitate traceability.

The Meaning of Classroom Management

Teachers defined classroom management as organizing study environments to ensure that the students develop in an effective manner, the skill to rescue students from a sense of learned helplessness, and the capacity to develop a guiding vision. Besides, it was stated that classroom management means effective instruction and communication. In effective instruction, being a guide, offering direction, and being a center of control are

considered as the basic responsibilities of the teacher. Having empathy and emotional intelligence in establishing communication is considered as an important element that should be mentioned in the definition of classroom management. Doyle (1985) defined classroom management as the performance of educational activities collaboratively by a group of students in a given time frame. Also, classroom management involves the minimization of the obstacles before studying for both students and teachers, the proper use of instruction time, and the ensuring of the active participation of students (Başar, 2004). Brophy (2006), on the other hand, defined classroom management as organizing the class to manage behavioral problems. However, in our study, teachers, in line with the changing time and paradigms, suggested that other concepts be added to the definition, such as rescuing students from a sense of learned helplessness, orienting students with good guidance practices, and controlling both the behaviors and academic development of students with good observation skills. These skills could also be considered as an instrument of positive psychology enabling students to be freed from irresponsibility and self-defeating attitudes and oriented towards self-responsibility. Thus, effective classroom management would prevent and remove inappropriate behaviors in the classroom, and as an internal control locus, it creates a sense of acceptance and attachment (Dika & Singh, 2002; Marzano, Marzano, & Pickering, 2003; Murray & Malmgren, 2005; Rovai, Ponton, Wighting, & Baker, 2007).

Opinions of Teachers on Poor Classroom Management Skills

One of the important problem areas in the education system is that teachers have poor classroom management skills. Teachers with poor classroom management skills are inefficient in establishing relationships. These teachers do not make efforts to understand students; they ignore the aptitudes and needs of the students, and they perform unjust actions due to poor communication skills. Besides, they have problems in transferring the knowledge they have. They also have problems in creating modern learning environments. This finding from our study coincides with those of Evertson & Randolph (1999), who argued that teachers with poor classroom management skills could not make a transition to learning-oriented classes since they could not create effective learning environments. Another problem, according to the perceptions of the interviewed teachers, is that teachers lack psychological well-being. The unmarried or divorced statuses of teachers might cause sexist attitudes. In addition, the loss of respect for the teaching profession in society and decreased economic income cause teachers' self-esteem to suffer and lead them to exhibit disturbing behavior. Another problem area is that administrators do not commence the necessary legal processes when required and leave teachers on their own. In such cases, administrators sweep events under the rug and focus on concerns about the reputation of the school. This situation emerges as an important classroom management weakness that hurts the self-esteem of both teachers and students. The first broken window, the first behaviors disrupting the order in the classroom, or the first graffiti polluting the school environment should not be tolerated and administrators should immediately start the required procedures to address these problems. Otherwise, the unaddressed problems will get bigger, according to the broken window theory (Zimbardo, 1969). According to Akturan, Uzuner, Yalçın, Yavuzer, Kaya & Akman (2015), teachers are under great stress due to having a profession that requires great responsibilities, having concerns about the safety of their workplaces, and experiencing social pressure. Also, it is a significant problem that teachers are not supported by the administration in their postgraduate studies. Göker & Gündüz (2015) reported that although teachers in Turkey are third among 21 countries concerning respect for teachers, they are 19th about PISA scores (Program for International Student Assessment) and average salaries. Economic inadequacies could be considered as a factor negatively affecting the socio-economic and socio-psychological conditions of teachers in Turkey. The two studies referenced above support the findings of our study. Researchers concluded that the psychological capital levels of teachers in Turkey are at an average level about self-efficacy, hope, and optimism dimensions.

Characteristics of Teachers with Strong Classroom Management Skills

An important variable for effective education is that the teachers have successful classroom management skills. Among the main points revealed in this study were the characteristics of teachers with strong classroom management skills. The teachers who participated in the study defined professional support as one of the characteristics of strong classroom management skills. Also, it was emphasized that teachers should be constantly open to change. Thus, it is recommended that teachers follow new methods and techniques to increase their capacities. Teachers should teach their students to think, question, and establish cause-and-effect relations and should use scientific methodology and humanitarian values in doing so. Establishing cause-and-effect relations is required for understanding and making sense of phenomena. The problem of understanding in this modern age is very important for humanity. Understanding and adding meaning should be among the fundamental aims of education. Thus, the concept of professional support for teachers should include knowing the obstacles blocking students' understanding, removing these obstacles, and equipping them with both professional and humanitarian skills. In this way, students of the future will not be egocentric and ethnocentric

individuals who place themselves at the center of the world and who see everything besides themselves as secondary (Morin, 2001). Our study, arguing that education should serve to develop individuals who understand the situation of humanity in a new era, is supported by Morin (2001). Another point noted in our study is that for teachers to have strong classroom management skills they should have strong communication skills. The efficient use of body language and the establishing of good dialogues with students could be acknowledged as efficient classroom management skills. In a study of prospective teachers by Selanik Ay (2015), proficient speaking skills, tone of voice, and the use of pleasant expressions, eye contact, distance, and physical contact were considered as elements of efficient communication. It was also concluded that teachers with strong classroom management skills have advanced affective and cognitive skills and they could be role models even in terms of their appearance. Equipping students with strong learning skills could be considered as a cognitive skill. Also, it is argued that a teacher who makes students understand that there is a different field in which each student could be successful should have affective skills. There is a false-mentalist attitude in today's education system, which wishes for human minds to think technocratically. This system is far from understanding humans, humanity, values, and morale (Morin, 2001). Our finding that teachers could prepare world citizens of the future by increasing their cognitive and affective skills via efficient classroom management is supported by Morin (2001).

Behaviors Disrupting the Learning Environment

Another problem facing effective education is behavior disrupting the learning environment. In our study, it was found that the disruption of the learning environment can be student-related, environment-related, or teacher-related. The use of smartphones in classes and the use of slang are important problems. Students who have no interest in the lesson are important factors disrupting learning environments, especially in crowded classrooms. It was also found that some teachers transfer knowledge in a boring and monotonous manner, and they do not include students in the lessons. Recent studies revealed that students have a fear of being without their smartphones, and this disorder can cause social phobias (Uysal, Özen, & Madenoğlu, 2016). There is a consensus that social media and smartphone addictions are not only factors disrupting learning environments but also dysfunctional psychological disorders (Bragazzi & Del Puente, 2014). In this study, teacher-related causes of disruption were found to be shouting at, insulting, or intimidating students to restore discipline; not having field mastery, and the lack of skills to use technological teaching devices. According to Demirtaş (2015), the classroom is not a place for absolute and unchanging order and rules. A collective and sensible classroom ambiance should be dominant. In classes with positive learning environments, the teacher is the most active and transformative member of the class (Bauman & Del Rio, 2006).). These statements support the findings of our study.

Recommendations for Beginning Teachers

A great majority of the teachers in this study recommended that beginning teachers understand and practice effective classroom management. They could particularly have trouble in classroom management and lose control of the class. Purposeful instruction and attainment of the objectives are only possible with efficient classroom management. The success of teachers in creating a good classroom climate in schools, the creation of learning environments, and the management of student behaviors in the classroom affect the outcomes of education and therefore are of great importance (Oliver & Reschly, 2007; Freiberg, 2002; Kirkpatrick, Lincoln & Morrow, 2006). Some of the participants suggested that teachers develop themselves, have positive attitudes, foster artistic abilities and teach them to their students, envision the technical and humanitarian capacities required for professions of the future, believe that every student can succeed, prepare educational and instructional materials with their students, and work in collaboration with other teachers in their schools. Teachers must keep themselves updated in their fields. When they keep themselves updated, they can keep pace with changes, follow the developments in their profession, and meet their students' demands. The success of an educational system is positively related to the success of teachers, and a teacher's success is possible by keeping pace with the changes of the time, which are advancing at an unprecedented pace. Ertürk & Memişoğlu (2018) asserted that the quality of education would increase if teachers develop themselves in their profession. Some of the participating teachers in this study recommended that beginning teachers use various approaches depending on the class. The class structure could vary about students, environment, lesson, topic, etc. It might not be possible to practice the same style of classroom management in every class. According to Bilir (2014), different management models are selected and practiced depending on the teacher's understanding of management, the topic, the lesson, the objectives, the students, and the environment. A great majority of the participating teachers recommended that teachers be role models. Being a role model for students could be considered as one of the most efficient management methods. Students might be more likely to follow the behaviors of their teachers than their admonitions. Kılıç, Kaya, Yıldırım & Genç (2004) argued that teachers consider themselves as role models for the students and keeping this in mind has an important place in attaining the objectives of education

and democratic values. Demir & Köse (2016) also argued that teachers consider themselves as role models in many ways, especially in behavior and attitude.

Suggestions

The conclusions of this research ascertained that the concept of the classroom management has been changing day-by-day together with the developing technology. Notably, education faculties should expose their prospective teachers to the new educational concepts in theory and practice regulating their curriculum and physical conditions. This study showed that a great change is necessary when educating new teachers. The ontological being of a teacher is changing from knowledge furnishing to an intellectual and emotional guide. The most important feature of teachers is to guide and coach their students through the learning process, giving special attention to nurturing a student's inclinations and self-confidence. As newly developing technology provides much more effective curricula, teachers can spend less time lecturing and donating class with a bunch of dangling knowledge and more time mentoring students as individuals and instructing them in areas in which they want support or look for additional challenges. Another offer is for the schools. Schools and school principals should adopt high-technology, the use of which intelligently will transform and improve almost every aspect of school, modernizing the nature of curriculum, student assignments, parental connections, and administration. Lastly, this study can be repeated under different quantitative and mix method strategies.

Limitations

A limitation for this research is to scrutinize the problem form qualitative research paradigm. As such, the sample explains teachers' view from hermeneutics perspectives. It is important to note that future researchers could employ mix methods to study the problem. Another limitation associated with this study is that we studied the public school. It is also main point that future researchers would encapsulate the private schools.

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