

Examination of Classroom Management Competencies of Faculty of Education Students

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Abstract

The aim of this study is to examine classroom management competence level and investigate the factors that predict this level among students studying at faculty of education. This study is a quantitative study designed as a survey model. The study group of this research consists of 405 faculty of education students. Ordinal logistic regression analysis was used to analyze the data. According to research results, faculty of education students have a high level of (3.66) classroom management competence. In addition, the group who committed violence before has 0.63 times higher classroom management competence than the group who did not commit violence. The group piling up books has 2.40 times higher classroom management competence than the group who does not. Classroom management competence is 3 times higher in the group who evaluates themselves as a successful teacher. It was confirmed that the group who evaluates themselves successful at courses has 1.67 times higher classroom management competence.

Keywords: Classroom management, classroom management competence

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Introduction

The concept of ‘classroom management’ arose in 1900s; however, there were not any extensive and effective developments in this field until 1950s. In addition, the concept of ‘management’ was not regarded as an independent field of science in educational studies before 1950s (Brophy, 2006). One of the first systematic studies in classroom management was conducted by Kounin (1970) and he stated in his study that there were many factors affecting classroom management (cited in Borden, 2013). These are student behavior, proper timing in lesson, the awareness levels of students and classroom arrangement (cited in Çelikten & Boyacı, 2009). Although classroom management has started to become an important study field in the world, it can be said that this has been addressed in a later period in Turkey. In other words, even though the history of educational sciences goes back to 1920s in Turkey, ‘Classroom Management’ was embedded into teacher training curriculum as a field of study and a lesson with the restructure in faculties of education in 1997 (YÖK, 1998).

Classroom management, which is a compulsory course in faculties of education (YÖK, 1998), is a broad term including a set of behaviors and methods that are used to manage students’ and teachers’ behaviors in a classroom (Evertson & Emmer, 2013). However, studies done in the field of classroom management show that the strategy that every teacher determines regarding classroom management is quite different from each other (Evertson & Poole, 2008; Kwok, 2017; Sun, 2015). This difference stems from the diversity of each and every classroom’s social, cultural and developmental dynamics and the teacher determines a management strategy that is unique to the dynamics of the class (Kwok, 2017). For this reason, the definitions of classroom management differ, too (Emmer & Stough, 2001). Classroom management can be defined as preparing the learning atmosphere where the targeted learning regarding the objectives will take place, determining the direction of learning, using time efficiently, arranging relationships in class within rules, collaboration among students, providing a multidirectional communication and students’ being motivated, understanding and evaluating themselves, and a means of their controlling, internalizing and enriching themselves (Bakioğlu, 2014; Emmer & Stough, 2001; Erden, 2005; Karip, 2005; Tertemiz, 2007; YÖK, 1998). In other words, classroom management can be defined as creating a good classroom and managing it in order for learning to be realized in the highest level.

A good classroom management is a means of quality education (Başar, 2003; Çakmak, Kayabaşı & Ercan, 2008; Oliver & Reschly, 2007) because a good classroom management creates a good learning atmosphere (Austin & Omomia, 2014; Aydın, 2014), students who participate in an effective learning atmosphere having the chance to present their own abilities in the classroom become happy and more motivated and have positive attitudes towards the school (Evertson & Emmer, 2013) and they get more successful (Hattie, 2012). In contrast to this, a weak classroom management (Kayıkçı, 2009; Giallo & Little, 2003; Orpinas,

Horne & Project, 2004) prevents the target educational outcomes (Evertson & Emmer, 2013). In the classroom with a weak classroom management, some undesirable behaviors such as talking idly, chatting with a friend, throwing the objects, walking idly in the classroom, cheating, telling lies and aggression/violence are observed to come out (Pagliaro, 2011). It is known that these behaviors that disrupt the class atmosphere affect the other students' academic performances negatively (Austin & Omomia, 2014). For this reason, teachers' skills to use their proficiencies that they have, their skills to organize the classroom and manage students' behaviors are critical in order to obtain positive educational outcomes (Hattie, 2002; Oliver & Reschly, 2007; Yılmaz & Aydın, 2015). A teacher having these skills realizes effective learning by structuring a successful classroom environment that encourages students to learn.

Classroom management appears as a skill that is needed by teachers because when studies conducted abroad and in Turkey are examined, it is seen that one of the important skills especially new teachers need is classroom management (Emmer & Stough, 2001; Evertson & Emmer, 2013; Oliver & Reschly, 2007). This situation causes new teachers to have difficulties in finding an opportunity to associate new information with practice although they have had a chance to get theoretical background in the framework of the classroom management course (Okutan, 2015). Some researches even indicate that the sense of proficiency that teachers perceive has an effect on professional burnout ranging from committing violence in class (Güleç & Alkış, 2004; Sadık & Aslan, 2015) to quitting the job (Aloe, Amo & Shanahan, 2014; Brouwers & Tomic, 2000; Milner, 2002) and the fact that 40% of teachers who quit their jobs have these kind of behaviors in the first five years of their job (Milner, 2002) shows that classroom management course is important in terms of making teachers feel proficiency especially in the first years of teaching and minimizing the difficulties they experience. Therefore, it was concluded that as a result of the fact that faculty of education students take the classroom management course, they would work more enthusiastically and more successfully besides having a high level of teaching management and classroom management competence and that a teacher who has a high self-confidence would be more successful (Ekici, 2008; Milner, 2002). With the latest updates, the content of the classroom management course includes basic concepts of classroom management; physical, social and psychological dimensions of the class; classroom rules and discipline in class; models regarding classroom discipline and management; student behavior management in class; communication and interaction process in class; student motivation in class; time management in class; teacher as an instructional leader in class; management of teacher-parent interviews; creation of a positive classroom and learning atmosphere; case studies related to classroom management according to levels in school (YÖK, 2018).

It can be said that having a high level of classroom management competence has numerous positive results. In this context, Aloe, Amo and Shanahan (2014) found there was a significant relationship between classroom management and

self-confidence. Kurt, Ekici and Güngör (2014) found in their study that classroom management training had a high and moderate level effect on pre-service teachers' self-confidence. Yüksel (2014) put forward in his research that classroom management course had an important role in improving pre-service teachers' self-confidence levels. İnceçay and Dollar (2012) revealed that there was a significant relationship between pre-service teachers' classroom management competences and readiness to manage challenging classes. According to Abu-Tineh, Khasawneh and Khalaileh (2011), there is a high level and significant relationship between teacher self-confidence and all classroom management styles. Cerit (2011) found out that the individual teaching proficiency and the general teaching proficiency were an important descriptor of classroom management. Klassen and Chiu (2010) stated that teachers of young age groups had a high self-confidence in classroom management and that professional satisfaction of teachers with high self-confidence was also high. When all these findings are examined within a general perspective, learning outputs have a strong connection with learning environment (Hattie, 2002) and it is thought that the key factor which provides this is the teachers; that the teacher has a high classroom management competence before starting the job is important in terms of the quality of education.

In conclusion, there are studies encountered regarding classroom management and professional development of faculty of education students and teachers (Dibapile, 2012; Emmer & Stough, 2001; Oliver & Reschly, 2007; Selçuk, Kadi, Yıldırım & Çelebi 2017). However, although there are researches about self-confidence beliefs and perceptions of faculty of education students in Turkey (Altunçekiç, Yaman & Koray, 2005; Bakioğlu, 2014; Çapri & Çelikaleli, 2008; Ekici, 2008; Kahyaoğlu & Yangın, 2007; Özdemir, 2008; Şahin & Şahin, 2017; Taşkın & Hacıömeroğlu, 2010; Yenice, 2012), there have not been encountered any researches that predict classroom management competences of faculty of education students. For this reason, this research aims to investigate classroom management competence levels of faculty of education students and variables that predict this level. In line with this purpose, the dependent variable and independent variables below were examined.

1. Determining classroom management competence level of faculty of education students and,
2. Investigating whether classroom management competence level of faculty of education students is predicted. The independent variables are listed below:
 - Gender,
 - Classroom management course,
 - Physical violence,
 - Piling up books,

- Consider yourself as a successful teacher in the future,
- Success in lessons.

Method

Research model, study group, data collection and data analysis are presented in this section.

Research Model

This research is a quantitative study designed as a correlational survey model. Survey models include getting information about attitudes, features or experiences of one or more people. The final aim is to get information about a large group by examining a sample (Leedy & Ormrod, 2005).

Study Group

The study group of this research consists of 405 faculty of education students studying at Nevşehir Hacı Bektaş Veli University in 2017-2018 academic year. The information of the study group attended to research is presented in Table 1 below.

Table 1

Descriptive Information Regarding Dependent and Independent Variables

Dependent Variable	Categories	n	%
Classroom Management Competence Level	Low	65	16
	Moderate	208	51.4
	High	132	32.6
Independent Variables	Categories	f	%
Gender	Woman	319	79.7
	Man	86	21.2
Have you taken a classroom management course?	Yes	145	35.8
	No	260	64.2
Have you ever committed physical violence?	Yes	108	26.7
	No	297	73.3
Do you pile up your books?	Yes	339	83.7
	No	66	16.3
Do you see yourself as a successful teacher in the future?	Yes	360	88.9
	No	45	11.1
Are you successful in your lessons?	Yes	307	75.8
	No	98	24.2
Total		405	

*The total number of independent variables within themselves varies due to the lack of missing values assigned to independent variables.

According to Table 1, classroom management competence level of the majority of the students of faculty of education who took place in the research is moderate (n=208, %51.4). It was measured by Schwarz's Bayesian Information Criterion showed below Figure 1. The majority of the participants is women (n=319, %79.7). Most of the participants have not taken a classroom management course (n=260, %64.2), have not committed violence (n=297, %73.3), pile up their books (n=339, % 83.7). Most of the participants see themselves as a successful teacher in the future (v=360, %88.9) and think that they are successful in their lessons (n=307, % 75.8).

Data Collection and Data Collection Tool

“The classroom management competence scale” was used in the research. The scale forms were collected within about a three-week-period. Data were collected by the researchers themselves. “The classroom management competence scale” which was used in the research was developed by Elçiçek, Kinay and Oral (2015). The scale is a 5-point-likert-type scale. It consists of five dimensions and 30 items.

When the findings related to the validity and reliability of the scale were analyzed, (KMO) value regarding the structural validity was found as .91 and Bartlett's results were found as 6205.24 ($p < .000$). These results indicate that factor analysis hypotheses are provided and 57.36% of total variance of the four-factor scale is explained. That the original scale has 5 but the one in the research has 4 dimensions stems from the fact that the study groups are different. It was also concluded that Cronbach alpha coefficient value was ($\alpha = .82$).

When the confirmative factor analysis (CFA) results of classroom management competence scale were analyzed, t values of all items were seen to be significant at .05 level. P value, on the other hand, was found to be 0.00000 and p value is significant at .05 level. According to Çokluk, Şekercioğlu and Büyüköz-türk (2016), the p value in CFA informs about the significance of the difference (X^2 value) between the expected covariance matrix and the observed covariance matrix. Naturally, that p value is not significant is a desirable situation. However, it is natural that p value is significant since the study sample is large and for this reason it is useful to examine the fit indices below regarding the fit between two matrices. The goodness of fit indices is presented in Table 2 below.

Table 2
Goodness of Fit Indices and Values of Classroom Management Competence Scale

Goodness of fit index	Values
X ²	1176.89
df	400
X ² /df	2.94
SRMR	.07
NNFI	.96
CFI	.96
GFI	.86
AGFI	.84
RMSEA	.063

According to Table 2, when goodness of fit index ($X^2=1176.89$) and freedom degree ($df=400$) were examined, (X^2/df) was found to be 2.94. That this value is over 3 means a perfect fit (Kline, 2005). In line with this, it can be said that the ration X^2/df in this research presents a perfect goodness of fit value. It is seen that goodness of fit index of Standardized Root Mean Square Residual (SRMR) is to be .07. That RMR and SRMR are below .05 means a perfect fit (Jöreskog & Sörbom, 1993; cited in Çokluk, Şekercioğlu and Büyüköztürk, 2016). In this framework, it can be stated that SRMR has a weak fit. When goodness of fit indices of NNFI and CFI are examined, it is seen that the index of NNF is .96 and that of CFI is .96. That NNFI and CFI indices are over .95 means a perfect fit (Sümer, 2000; cited in Çokluk, Şekercioğlu & Büyüköztürk, 2016). In this research, NNFI and CFI indices can be stated to have a perfect fit. GFI value was found to be .86 and AGFI value was .84. That GFI and AGFI values are over .95 means a perfect fit, over .90 means a good fit (Hooper, Caughlan & Mullen, 2008; cited in Çokluk, Şekercioğlu & Büyüköztürk, 2016). In this research, both GFI and AGFI values can be said to have a weak fit. As a final point, when RMSEA value of path diagram is investigated, it is seen that goodness of fit index is at .063 level. That RMSEA is below .08 means a good fit (Jöreskog & Sörbom, 1993; cited in Çokluk, Şekercioğlu & Büyüköztürk, 2016). In this context, it can be said that goodness of fit index of classroom management competence scale is good. The scale can be stated to be a valid and reliable scale when goodness of fit indices are analyzed in general.

Data Analysis

513 scale forms were collected in the frame of this research, however, as a result of the review of the scale forms, 8 scale forms which were filled in without caring such as ticking all “agree” and “disagree” or not filling up most of the forms were taken out. As a result of calculating Z point, since 18 data which are out of -3 and +3 points form an extreme value, they were taken out of analysis

and 487 scale forms were analyzed to determine classroom management competence mean score. However, this picking procedure continued due to data analysis of the research. In other words, the type of data analysis that would serve the purpose of the research is ordinal logistic regression and according to ordinal logistic regression, in case of having missing data in any of six independent variables taking place in the research, that scale form is not included in the analysis (Table 1). Therefore, due to the independent variables, 82 missing data were encountered within 487 scale forms and these data were not included in the analysis. As a result, 405 scale forms were used in data analysis.

The research data were analyzed via a statistical program. .05 significance level was taken as basis in the research. For data analysis, descriptive statistics of students constituting the study group, frequency analyses and ordinal logistic regression analysis were used. In order to examine the distribution of independent variables for each category, Wald test was used. Parameter significances were tested with this test. Goodness of fit was tested by examining Pseudo R^2 values. These tests are Cox and Snell, Nagelkerke and McFadden tests. These tests indicate how many of dependent variables can independent variables predict.

For confirmatory factor analysis of the scale, goodness of fit index levels (X^2/sd , SRMR, NNFI, CFI, GFI and AGFI) were checked and RMSEA value of path diagram was examined. In order to evaluate the average score of the dependent variable, interpretation was made by taking the cutting points of the scales into consideration. In this context, cutting points were made as follows: Very high: 5.00 – 4.20 / High: 4.19 – 3.40 / Moderate: 3.39 – 2.60 / Low: 2.59 – 1.80 / Very Low: 1.79 – 1.00

Forming an Ordinal Logistic Regression Model

In the model that would be formed for the ordinal logistic regression analysis, primarily the dependent variable needs to be divided into more than two categories. These categories should be gradual within themselves from low to high. The two-stage clustering analysis was used in order to divide the dependent variable into categories. The two-stage clustering analysis is a technique that is used in cases when there is no preliminary information regarding the number of the clusters and that can include categorical and continuous variables in process. In this analysis technique, the optimum number of clusters is determined by the method. BIC (Schwarz's Bayesian Information Criterion) or AIC (Akaike's Information Criterion) information criteria are used in order to determine the optimum number of clusters automatically (Schieopu, 2010: 66-75; cited in Giray, 2016). Dependent variables were divided into categories by using BIC in this research. BIC results are presented in Figure 1 below.

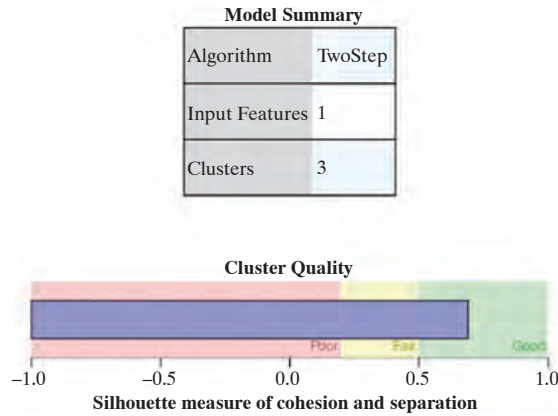


Figure 1. BIC (Schwarz's Bayesian Information Criterion) results

According to Figure 1, the dependent variable of the research was divided into three categories. These categories are low, moderate and high. Results are presented in Table 3 below.

Table 3
Two-Stage Clustering Analysis Results

Variable	Category	Cluster	n	%
Dependent Variable	High	3	139	28.5
	Moderate	2	249	51.1
	Low	1	99	20.3
Total			487	

In Table 3 the number of participants is 487, however, as mentioned above, although the starting number was 487 when forming the model, automatic eliminations were made as the model provided the hypotheses. As a result of the eliminations, data analysis was maintained on 405 scale forms. In other words, six independent variables of 405 scale forms were filled up without missing data. In addition, it is seen in Table 3 that as a result of BIC analysis classroom management competence level of faculty of education students is moderate ($n=249$, % 51.1).

In ordinal logistic regression analysis, a convenient link function needs to be selected. There are five different link functions. These are logit, complementary log-log, negatively log-log, probit and cauchit. The most commonly used ones are logit, probit and complementary log-log functions (Long, 1997). It was seen that there was not a sudden change in cumulative likelihood values of the categories (Table 2). Logit function is suggested to be used in similar situations but the table of information regarding fit of the model that came out in the analysis and -2 log-likelihood (-2LL) value for the model formed without independent variables and the model formed when independent variables were included are presented in Table 4 below.

Table 4
Model Goodness of Fit Information

Model	-2 LL	X^2	df	p
Intercept Only	246.414			
Final	199.169	47.245	6	.00

It is seen in Table 4 that there is a significant difference between the model formed with independent variables and the starting model formed without independent variables ($X^2=246.414-199.169=47.245$, $p=.000$). According to this result, there is a relationship between dependent and independent variables. In order to test the fit of the model formed (logit), chi-square model goodness of fit test is presented in Table 5 below.

Table 5
Chi-Square Model Goodness of Fit Test

	X^2	df	p
Pearson	87.289	90	.561
Deviance	98.161	90	.261

H_0 = Model is not suitable as of the data.

H_1 = Model is suitable suitable as of the data.

According to Table 5, ordinal logistic regression model related with the logit function is seen to be suitable ($p=0.561 > .05$). H_1 hypothesis that states the model is in a harmony with the data is acceptable. All processes after this process were maintained via logit function.

The dependent variable that was divided into categories needs to provide ‘parallel curves’ hypothesis that is one of the hypotheses of ordinal logistic regression. The straight lines divided into categories are needed to have parallel curves to each other. To put it differently, it means that the parameters should be equal to each other in each category. The results of Chi-square test implemented to examine parallelism hypothesis are presented in Table 6 below.

Table 6
Parallel Curves

Model	-2 LL	X^2	df	p
Null Hypothesis	199.169			
General	196.901	2.268	6	.893

*Link Function: Logit

H_0 = Parameter estimates pass through a different cut of the points.

H_1 = Parameter estimates pass through the same cut of the points.

Table 6 demonstrates that regression coefficients are the same at all three categories (low, moderate, high) of the dependent variable and they provide the hypothesis of parallel curves and p probability is .893. Since the case is $p > .05$, H_1 hypothesis is accepted.

After the hypotheses regarding the dependent variable are provided, hypotheses regarding the independent variables should also be provided. In this context, it is needed to take the variables that would not serve the purpose out of analysis. Including inappropriate variables into the model makes the model complicated. And therefore it makes it hard to interpret the model. It may also cause a misinterpretation that these variables have an effect on the dependent variable (Baydemir, 2014). In addition, the number of people in the independent variables was also taken into consideration (Table 1). According to Çokluk (2010), it is emphasized that the number of people in each independent variable needs to be minimum 20 and it is minimum 60 in total.

In order to determine whether there is the problem of multi collinearity among the predictor variables, the tolerance and the variance inflation factor (VIF) values were also examined. That VIF value is under 10 and tolerance value is over 0.2 indicates that multi collinearity problem does not exist (Field, 2009). Tolerance and VIF values of the predictor variables are presented in Table 7 below.

Table 7

Hypothesis of Multicollinearity Results among Independent Variables

Variables	TOLERANCE	VIF
Gender	.964	1.038
Have you taken a classroom management course?	.957	1.045
Have you ever committed physical violence?	.940	1.064
Do you pile up your books?	.911	1.098
Do you see yourself as a successful teacher in the future?	.879	1.137
Are you successful in your lessons?	.861	1.162

According to these values in Table 7, when Tolerance and VIF values are examined, it is seen that Tolerance value is over .02 and that VIF value is under 10. According to this result, it is observed that the problem of multi collinearity does not exist. It has also been confirmed that necessary hypotheses for ordinal logistic regression model are provided. So the analysis can be made.

Findings

The level of attitudes of faculty of education students towards the scientific research and the findings obtained as a result of forming the model are presented in this section.

The classroom management competence level of faculty of education students is presented in Table 8 below.

Table 8
Classroom Management Competence Levels of Faculty of Education Students

	N	\bar{X}			Ss
Classroom Management Level	487	110.00(3.66)	.953	-.262	13.75

*82 missing data- scale forms that ordinal logistic regression ignored were included here and the analysis was made on 487 students.

According to Table 8, the classroom management competence level of 487 students of faculty of education is 3.66 out of 5. This can be interpreted as students present a high level classroom management competence according to the cut-off points.

As a result of forming the model, in order to predict the strength of the relationship between independent variables and the dependent variable, the Pseudo R^2 values are presented in Table 9 below.

Table 9
Investigation of Goodness of Fit through Pseudo Values

Cox and Snell	.110
Nagelkerke	.127
McFadden	.058

According to Table 9, the independent variables of the research explain 11% of the dependent variable according to Cox and Snell, 12% according to Nagelkerke and 5% according to McFadden. This result predicts the strength of relationship between the independent variables and the dependent variable.

Table 10 below presents the ordinal logistic regression analysis that indicates whether the average score of classroom management competence level of faculty of education students is predicted by any variables, the model established above. In addition, based on the Wald statistical results, an odd ratio is obtained by taking of the Wald statistics in order to interpret the model. In the process of taking “e exponent” e is stable and it is equal to 2.718 (Çokluk, 2010).

Table 10
Investigation of Significances of the Model's Parameters

Variables	Estimations	Std. Error	Wald	df	p	e ^β
Threshold	Dependent Variable					
<i>Classroom Management Level (1)</i>	.287	.408	.496	1	.481	-
<i>Classroom Management Level (2)</i>	2.915	.440	43.878	1	.000	-
Location	Independent Variables					
Gender (1,woman)	.068	.240	.081	1	.766	-
<i>Gender (2,man)</i>	0 ^a	.	.	0	.	-
Having had a classroom management course (1,yes)	.167	.205	.667	1	.414	-
<i>Having had a classroom management course (2,no)</i>	0 ^a	.	.	0	.	-
Committing violence (1,yes)	-.465	.226	4.244	1	.039	0.63
<i>Committing violence (2,no)</i>	0 ^a	.	.	0	.	-
Piling up books (1,yes)	.878	.279	9.928	1	.002	2.40
<i>Piling up books (2,no)</i>	0 ^a	.	.	0	.	-
Seeing oneself as a successful teacher(1,yes)	1.105	.334	10.963	1	.001	3.00
<i>Seeing oneself as a successful teacher (2,no)</i>	0 ^a	.	.	0	.	-
Being successful in one's lessons (1,yes)	.514	.244	4.435	1	.035	1.67
<i>Being successful in one's lessons (2,no)</i>	0 ^a	.	.	0	.	-

*Linking Function: Logit

It is necessary to take firstly the significance value and then the reference category into consideration while interpreting the Table 10. It is seen that four values are significant. These values are written in bold in the table. Reference categories are written in italics in the 'independent variables' part of the table. According to Field (2009), while interpreting the odd ratio, that the odd value is over 1 is related to the inflation rate coming out at the end; that the odd value below 1 is related to the rate of decrease coming out at the end.

When the significant four values are interpreted according to the odd ratio (e^β), classroom management competence level of the group of people who have committed physical violence is 0.63 times higher than that of the group who has not. Classroom management competence level of faculty of education students who pile up their books is 2.40 times higher than that of the ones who do not. In addition, classroom management competence level of the group of people who see themselves as a successful teacher in the future is 3 times higher than that of the ones who do not. And finally, it has been found that classroom management competence level of the group of students who are successful in their lessons is 1.67 times higher than that of who are not.

Discussion, Conclusion and Suggestions

It is known that every output regarding learning has come out as a result of the relationship it has with learning environment (Hattie, 2002), classroom management education teachers have taken affects their proficiencies and quality of education to a large extent (Oliver & Reschly, 2007), therefore attitudes and behaviors of teachers in classroom management have both positive and negative effects on students' academic, social and emotional developments (Austin & Omomia, 2014; Aydın, 2014; Ekici, Günhan & Anılan, 2017; Evertson & Emmer, 2013; Sezer, 2018). In line with this, it was aimed to determine the faculty of education students' classroom management competences which affect the quality of learning environment in this research and as a result of the research it was found out that the classroom management competences of faculty of education students was at a high level (Table 8). According to this result, it can be stated that classroom management education is offered successfully at faculties of education and this education is supported and strengthened with implementations.

It was determined that faculty of education students did not predict the classroom management competence level significantly according to 'taking classroom management course before' variable in this research. In addition, another variable that does not predict the classroom management competence level of faculty of education students is gender. When the literature is reviewed, there are both researches which indicate that the classroom management perception of teachers and faculty of education students differs significantly according to the gender variable (Andersen, 2011; Chudgar & Sankar, 2008; Demirtaş, Cömert & Özer, 2011; Erden, Aytaç & Erden, 2016; Khan, Khan & Majoka, 2011; Martin, Yin & Mayall, 2006; Sarfo, Amankwah, Sam & Konin, 2015; Yeşilyurt, 2013) and researches which indicate that there is not a significant difference between them (Kahyaoğlu & Yangın, 2007; Taşkaya & Uyar, 2017; Taşkın & Hacıömeroğlu, 2010; Shoulders & Krei, 2015; Uslu & Avcı, 2016; Yılmaz & Aydın, 2015).

According to another result obtained in the research, the classroom management competence level of faculty of education students who have committed violence (slapping in the face, pulling the ear) (to anyone at any time) is 0.63 higher than that of the ones who have not. In the literature, it is seen that teachers who commit physical violence and command the students with the rules like a commander that Beranger and Pain (1998) defined as 'the tyrant teacher' provide discipline more easily (Çifçili, 2009). It is known that the fact that teachers commit violence towards students in class so as to provide classroom discipline stems from the fact that they are not equipped enough to manage undesirable behaviors in classroom (Bulut, 2008; Evertson & Emmer, 2013; Karahancı, 2013). No matter how easy this traditional method makes classroom management for teachers, it has been observed that physical violence that is committed in class to control the undesirable behaviors disturbs other students, creates a negative atmosphere in class and increases the frequency of having undesirable behaviors in class in contrast (Karahancı, 2013). In addition, that classroom management

competence is provided in this way reveals that learning outputs are not quality. It is thought that this behavior of faculty of education students to ease classroom management affects the temporary discipline in class and classroom management competence perception towards them positively. It can be stated that the way to have a permanent classroom management competence can be achieved with a well-equipped teacher who loves his/her job and has pedagogical competences.

It was detected in the research that classroom management competence levels differ significantly in accordance with their habits to pile up their books. The classroom management competence level of faculty of students who pile up their books is 2.40 times higher than that of the others. This finding can be interpreted as faculty of education students who have a high number of books are likely to read more and their high level of consciousness level increases their classroom management competence level. Some findings that reading skills of faculty of education students affect their self-confidence perceptions at a high level (Baccus, 2004; Kurudayıoğlu & Çelik, 2013) and that self-confidence perception affects classroom management competence were encountered in the literature (Aloe, Amo & Shanahan, 2014; Ekici, 2008; Ekici & Kurt, 2014; Milner, 2002; Taşkın & Hacıömeroğlu, 2010; Yeşilyurt, 2013). Moreover, teachers have a responsibility to make their students gain the reading skill and when it is thought that a teacher is a role model for his/her students, he/she must have some reading skills primarily (Aslantürk & Saracaloğlu, 2010). In the study conducted on the ideal teacher and professional competence with classroom teachers by Ulusoy (2013), it was concluded that the fact that the ideal teacher has reading habit is his/her most important competence regarding world knowledge. It was also determined in the Baccus' (2004) research which examines the relationship between teachers' reading attitudes and their self-confidence level that teachers' attitudes towards reading affect their self-confidence positively and they believe they make a difference in students' lives and achievements by teaching reading.

It was found out that classroom management competence levels of faculty of education students who see themselves as a successful teacher in the future are three times higher than that of the other group who does not – the ratio is 89% – and it was concluded that this independent variable predicts faculty of education students' classroom management competences significantly. In order for teachers to fulfill their tasks successfully, they need to have a high perception of self-confidence, in other words, they need to perceive their competences positively and believe in themselves. It was detected in the studies conducted that teachers' positive perceptions regarding their competences affect students' academic performance and achievement positively (Brouwers & Tomic, 2000; Ekici & Kurt, 2014). For this reason, to take a classroom management course is critically important for faculty of education students in terms of classroom management, their own competences and seeing themselves as a successful teacher in the future.

The last finding of the research is that classroom management competence levels of faculty of education students who have a high perception on being successful in their lessons are 1.67 higher than that of the other group who does not. It is thought that taking a classroom management course and perceptions regarding being successful in lessons affect classroom management competence levels of faculty of education students since they might have developed their professional competence perceptions and beliefs as to being successful in classroom management. To put it differently, their perceptions on being successful in their lessons represent their self-confidences, too. It was confirmed that classroom management competences of faculty of education students with a high level of self-confidence would be high too and there was a positive relationship between them in many researches (Ekici, 2008; Ekici & Kurt, 2014; Özdemir, 2008; Taşkın & Hacıömeroğlu, 2010; Üstüner, Demirtaş, Cömert & Özer, 2009; Yeşilyurt, 2013).

In this study, it was concluded that classroom management competences of faculty of education students were affected by their professional self-confidence perceptions (seeing themselves as a successful teacher, their perceptions regarding being successful in their lessons) their reading habits positively. To sum up, a teacher's competence in education and his perception on his professional development affect his performance and this performance determines the quality of the learning environment. The academic motivation and achievement of a student who has an active communication with the teacher who has a high level of competence in a quality learning environment are seen to be parallel. When the effect of the learning environment on students' academic identities, social and emotional developments, it is quite important for a teacher to take a professional course on classroom management before starting the professional life and to have completed his progress about classroom management competence.

The suggestions below can be offered in line with the findings of this research:

- Awareness projects can be organized for faculty of education students to set up their own libraries.
- Educational and motivational implementations in regard with that faculty of education students will be a successful teacher can be provided to be maintained during their education.
- More realistic instructions can be prepared in order to make internship implementations of faculty of education students more quality and their regular reports on the internship process can be a measure to assess them.
- Researchers can do action researches about improving classroom management skills; develop a different method/technique in order to increase the quality of education and offer implementers some clues as a result of their action researches.

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