

A QUALITATIVE RESEARCH ON CLASSROOM MANAGEMENT AT A TEACHER TRAINING COLLEGE

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One of the major problems within the frameworks of the educational organizations is related to classroom management processes in Turkish education system. Classroom management can qualify and facilitate theoretically and practically, and it provides an important area as nature and potentials for research. Nonetheless, existing classroom processes and approaches are extending public management insights or governmental ideology into the classroom. It is important to examine the leadership qualifications of teacher candidates about designing democratic teaching and learning experiences. In this respect, in the educational faculties there is a priority to state on what kind of role model lecturers who are conducting courses on professional knowledge constitute and their sufficiency in processes of classroom management. In this research, a model is developed based on student opinions about classroom management rapprochements in a teacher training college in Turkey. In this study, qualitative research techniques were utilized. Semi-structured interview forms are used to collect research data. Descriptive analysis was made of the data. The class structure, the democratic classroom, the individual / subject as a student, faculty member, teaching-learning process, and the themes were examined. Participated in the study set out the views of prospective teachers, teacher training institution in the research, classroom management processes, traditional and autocratic approach adopted was concluded.

Keywords: classroom management, teacher training college, qualitative research

Classroom management research by educational researchers has contributed substantially to our understanding of effective classroom practice. This body of research, moreover, along with other classroom-based research, has increased the relevance of educational psychology for teacher education and teacher educators. The emphasis in this body of research on careful observation, description, and measurement has helped produce results that can be translated into effective action plans for teachers. Increased availability of knowledge about classrooms has resulted in more applicable content for teacher education. (Aydın, 2007; Başar, 1994; Emmer & Stough, 2011; Rittera & Honcockb, 2007; Simonsen, et al., 2008).

Knowledge of effective classroom management should therefore include adequate conceptualization rather than being learned as discrete concepts and skills, and should give developing teachers a research-based heuristic for examining and formulating their views on management. Educational researchers can continue to contribute to the field of teacher education by incorporating relevant classroom management content into their courses, by cooperating with teacher education colleagues to plan for managerial content across the curriculum, by including experiential components that take place in different classroom contexts and highlighting their managerial features, and by encouraging through reflection the construction of understanding about this crucial topic (Kunter, Bouwert & Koller, 2007; Martin, 2004; Midthassel, 2006; Şen & Erişen, 2002).

Teacher education needs a knowledge base for the preparation of student and beginning teachers for classroom management. Define a knowledge base of teaching as “all profession related insights that are potentially relevant to the teacher’s activities”. These insights can pertain to formal theory and knowledge that is usually generated by university-based researchers, and to shared elements of teacher’s practical knowledge (Tartwijk, 2009:453).

The literature review defines classroom management noting its universal nature and describes classroom management models that have served as a research-based framework for teacher education to inform pre-service teachers’ thinking. The related literature further examines how pre-service teachers’ memories of past teacher practices help shape their understanding about how to teach. Finally, the literature suggests that teacher educators who purposefully uncover pre-service teachers’ prior experiences have a context for meaningfully integrating those experiences with teacher education coursework (Balli, 2011:248).

Training of qualified teachers as the primary responsibility for teacher training institutions. Teacher training institutions to adapt to society, society, teachers are trained will train qualified manpower to develop. Therefore, the success of teacher training is directly related to the nature of the members of teaching staff at teacher training college (Murat & Aslantaş, 2006).

One of the major problems within the frameworks of the educational organizations is related to classroom management processes in Turkish education system. Classroom management can qualify and facilitate theoretically and practically, and it provides an important area as nature and potentials for research. Nonetheless, existing classroom processes and approaches are extending public management insights or governmental ideology into the classroom. It is important to examine the leadership qualifications of teacher candidates about designing democratic teaching and learning experiences. In this respect, in the educational faculties there is a priority to state on what kind of role model lecturers who are conducting courses on professional knowledge constitute and their sufficiency in processes of classroom management. In this research, a model is developed based on student opinions about classroom management rapprochements in a teacher training college in Turkey.

Problem statement: What are the ideas of prospective teachers about classroom management approaches in education faculty?

Purpose

The purpose of this study is to explore climate and classroom management approaches which are created in classroom environment by lecturers who are role models and responsible for bringing teacher candidates in professional knowledge and sufficiency about classroom management in higher education institutions. In this context, the following question is going to be answered:

As a teacher candidate, how do you evaluate your classroom environment as regards instructors' classroom management processes and approaches in your education faculty?

Method

This study is constructed with a qualitative research model which is based on theorizing, searching and acknowledging social phenomenon within their affiliated environments (Yıldırım & Şimşek, 2006:39). In this study, interview research technique is utilized as data gathering method which is used for evaluation practices based on process. Qualitative research is a research founded on qualitative process in which qualitative data gathering methods like observation, interview and document analysis are used, and perceptions and events are emerged in their natural environment in a realistic and integrated conformation (Yıldırım & Şimşek, 1999:19). Interview is a data gathering technique by verbal communication. In fact, interview is a way of learning individuals' knowledge, ideas, attitudes and behaviors about different matters in addition to probable reasons behind these. Moreover, interview technique is advantageous in terms of putting forward social structures that are formed by individuals' point of view in a searched subject and allowing opportunities to express ideas of participants independently.

Participants

The participants of the study comprises 91 teachers candidates who receive education in a higher education teacher training institution in 2009-2010 academic year and took classroom management course before at one of the universities in Eskişehir in Turkey accepted to participate in the study voluntarily. Teacher candidates who form the sample of the study are students receiving their education at classroom teacher education, mathematics education and science education in elementary education department and computer education and instructional technology department in education faculty. Of the participants, 64 volunteer students are children of low and middle socioeconomic status families while 27 of them are from middle and high socioeconomic status families. Of the sample, 58 of the teacher candidates that comprise the sample of the study are female and 33 of them are male. Of the participants, 23 students attend to the faculty from big cities, 47 of them from small cities while 21 of the participants come from small town or rural places. Moreover, 17 of the teacher candidates have high academic achievement score whereas 54 of the students have middle and 20 of them possess low academic achievement score. Of the participants that are interviewed, 69 of the students took classroom management course one semester before the interview conducted, 16 of the teacher candidates took 2 semesters before and 6 of them took 3 semesters before the interview performed.

Data Collection Procedure

In the study, semi-structured interview form is used as a data gathering instrument. First of all, question list is formed depending on the literature review. Secondly, opinions of specialists are taken into account for content validity and conformity of the question form. Four specialists whose opinions are taken declared their consensus on giving place to one question in the interview form that requires description and in-depth opinion delivering by the students in order to discover classroom management approaches and exhibited classroom climates in the faculty. It is also stated that if it is required, explanatory sub-questions can given place in the interview form.

Afterwards, pilot study is conducted with 10 students in order to assess interoperability of the interview question. The researcher analyzed the results of pilot study for determining the clarity and comprehensibility of the research question and identifying whether answers given to the question reflect reality. At the end of the pilot study, internal validity of the interview question is determined.

In terms of reliability, data is gathered elaborately and suitably for the purpose of the study, followed processes of the study are stated clearly, the researcher specified his position directly, data sources of the study are the clarified distinctly, ongoing social events and processes during the study are defined, theoretical framework and assumptions of the study are described and data gathering and data analysis methods are explained in detail (Yıldırım & Şimşek, 2006).

Interviews are conducted between the dates January 2010 and June 2010. Face to face interviews are done with teacher candidates. Each interview took 30-40 minutes and interviews are recorded with a tape recorder. In addition to interview records, the researcher took notes during the interviews at the same time.

Data Analysis

In the research, collected data is analyzed depending on descriptive analysis technique that is used in qualitative studies. Indeed, the purpose of descriptive analysis is to shape raw data in a form that the readers can easily understand and use if they want. In descriptive analysis, gathered data is summarized and interpreted according to predetermined themes and direct quotations are generally used while presenting the results. By means of tape recorders and note taking methods, collected data transcribed and transferred into "Word".

Open-ended question form firstly numbered from 1 to 91; then, gathered answers are analyzed by using descriptive analysis technique. Themes are generated that are appropriate for classroom management area according to the analysis of interview data. In the study, four main themes which are classroom structure, student as an individual, lecturer, teaching and learning process, and sub-themes under each main theme come forward. After defining and collecting research data systematically and rationally, organized data is interpreted with supported quotations. In order to code the data objectively, two specialists except from the researcher read the collected data, code the data and mark the required quotation parts. The last form of the code list is shaped by comparing attained codes of researcher and the two specialists. In the last stage, relationships between codes are investigated,

similarities and differences are determined and themes that form the main structure of the research results are created.

Results

According to results of the study, four main themes are generated; namely, “classroom structure”, “student as an individual”, “lecturer” and “teaching-learning process”. Results are put in table depending on frequency distribution. At the same time, results are supported with direct quotations of the participants.

Table 1. *Themes and total view number in terms of themes*

Themes	Total views (code number)	Percentage (%)
Classroom structure	134	18.26
Student as an individual	209	28.48
Lecturer	164	22.34
Teaching-learning process	227	30.92
General total (n=91)	734	100

With following views of teacher candidates about classroom management processes and approaches in education faculty, themes and number of codes for each theme with their percentage are presented in Table 1 according to descriptive analysis. When Table 1 is examined, it is concluded that teacher candidates deliver their opinion about classroom management approaches and processes mostly on teaching-learning process and student as an individual themes since more codes are attained under these themes. From these results, it can be said that teacher candidates have problems about management of teaching-learning process in their faculties and they have great expectations about this process. Moreover, participants also declared their views mostly about student as an individual theme. This situation may be the indicator of less overseeing teacher candidates' expectations about individualization and development of their presence characteristics in classroom management aspect.

Figure 1. Graph of views number according to themes

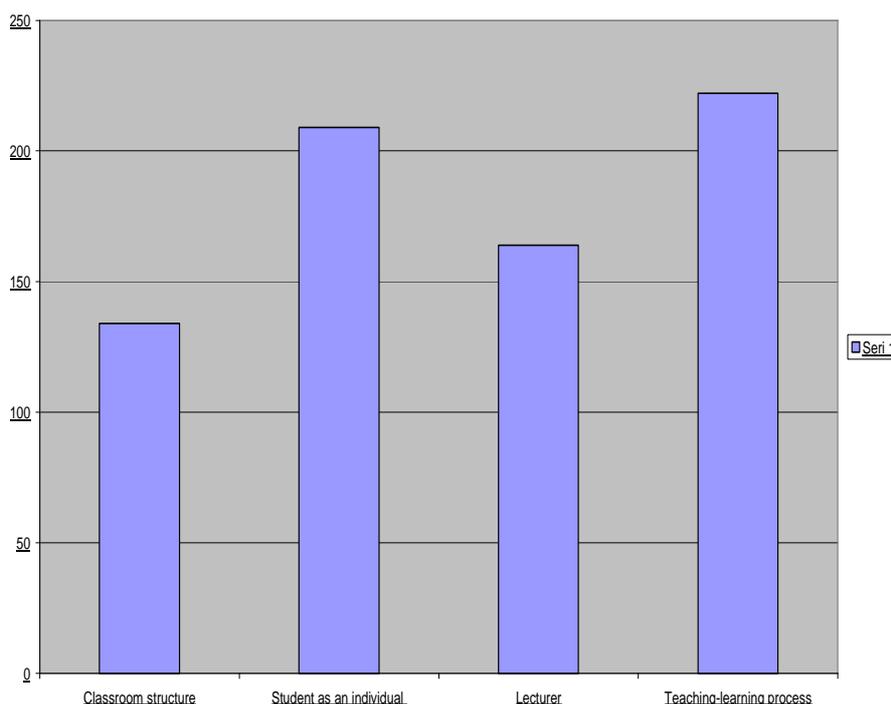


Table 2. Classroom structure themes and frequencies (f)

THEME A: CLASSROOM STRUCTURE	Frequency
Government ideology	6
Oppressive	4
Antidemocratic	3
Normative	13
Unsystematic	5
Unproductive	11
Without identity	21
Without policy	6
Restrictive	8
Depending on models	9
Under military order	17
Fabrication	2
Controller	12
Discipline focused	5
Static	3
Resistant to change	9
Total views and percentage (%) about classroom structure N: 91	134 (%18.26)

Total views about classroom structure theme in addition to its frequencies and percentage are presented in Table 2 according to analysis of interview data and classification of similar codes under one category. The attained codes of classroom structure theme are quiet interesting. Specifically, classroom structure is mostly seen as without identity, unproductive, normative and controller. It is remarkable that views of teacher candidates mostly focus on negative codes about classroom structure. Mentioned emphases confirm that classroom management approaches and processes are influenced from top systems (faculty and university administration, public

administration, and government administration etc.), political implementations and management mentality. Authority, control, inefficiency, government domination and military perception that found public and government administration affect education organizations and classroom experiences. Supporters of these claims that are also direct statements of prospective teachers are in the following:

S(tudent)(3) "... I think that when we look at structure of faculty and classrooms, we are faced with a structure that is similar to classic and senseless, repulsive government institutions. I understand while looking from outside to the faculty building, what is the relationship between this place and real university. We just come and go. Like a factory, like workers we walk in and walk out. We are almost in worker order, we do the given work, we are like workers who tidy up themselves when foreman control them..."

S(1) "... There is a structure that only puts government's human nurturing contrivance, perception and sanction into the center rather than putting us, individuals. How does here can be the place where freedom reigns. Lecturers are also accustomed to it. It suits to their interests; they do not strive for it. Whether they are academicians or ordinary public officers is not certain. Hu! Are there different ones? Yes, but they give up to struggle while time passes, they get look like others, according to me. They forget dealing with human beings..."

S(21) "... The climate of the classroom is actually the mirror of the society and government contrivance. It is unfeasible to wait miracle from the university. If problems of 80 years before are disputed in a country, what is expected from the university of this country? There is no freedom in the classes of non-freedom universities! Our faculty is the region of coward and literate ignorant..."

S(22) "... We are educated in places where lecturers teach us from a bench and the desks that have been string to back to back. After telling the purposes of the course, the lecturer delivers his/her expectations and the order that we should obey. Our thoughts are rarely wondered or taken into account. Indeed, there is generally no democratic classroom environment..."

Other significant results are the views of teacher candidates about accepting the faculty as being unproductive and without identity. Of the participants, 6 teacher candidates assert their opinions that they feel the presence of government ideology in the classroom structure within classroom management processes. Perceptions of classroom structure as being oppressive, antidemocratic, unsystematic, without policy, restrictive, depending on models, fabrication discipline focused and resistant to change are also stated as important codes even their frequencies are not high. According to results of classroom structure aspect, it can be interpreted that the education faculty in which the study is conducted the prevalent management approach depends on rule, order, control, unproductiveness and non-identity in classroom management processes.

Table 3. Student as an individual themes and frequencies (f)

THEME B: STUDENT AS AN INDIVIDUAL	Frequency
I. Sub-theme: Humanistic approach expectancy	
Seen as an object	11
Not expressing himself/herself	5
Ignoring personality	3
Disregarding individual differences	6
Establishment of human being perceptivity first	4
Expectancy of appreciation feeling	7
Mocking, despising, humiliating	12
Enforcement and obligation	2
Requirement of being belong to	5
Liking of hardworking and silent student type (discrimination)	9
I. Sub-theme total views number	64
II. Sub-theme: Burn-out	
Unwillingness and decrease of joy of living	16
Lack of motivation	14
Estrangement from the faculty	6
Anxiety (future anxiety, score anxiety, isolation anxiety, failure anxiety, etc.)	11
Stuck in four walls	2
Isolation, withdrawing	7
Alienation	4
Indifference (student indifference)	10
Finding the class environment cold	2
Breaking the courage	7
Pretending to like the course	3
II. Sub-theme total views number	82
III. Sub-theme: Effective participation expectancy	
Recessiveness and inactiveness of the student	10
Expectancy of guiding, listening and agreeing	14
Willingness to mention dissatisfaction	9
Silently listening the course, taciturnity, passivity	8
Afraid of behaving and talking wrong	5
III. Sub-theme total views number	46
IV. Sub-theme: Self consciousness	
Expectancy of ensuring self-control	7
Recognizing of the students their self potential	6
Lack of self-confidence	4
IV. Sub-theme total views number	17
Total views and percentage (%) about student as an individual	209 (%28.48)
N:91	

Total views about humanistic approach expectancy, burn-out, effective participation expectancy and self-consciousness sub-themes in addition to its frequencies and percentage are presented in Table 3 according to analysis of interview data and classification of similar codes under student as an individual theme category. Most views are seen as burn-out sub-theme. Emotion states such as unwillingness and decrease of joy of living, lack of motivation, estrangement from the faculty and anxiety which belong to burn-out sub-theme, were frequently spoken out by teacher candidates. It can be said that lecturers are not effective in providing to make teacher candidates feel belonging to social and psychological dynamics of classroom and not effective in managing class identification processes. Another important point is that teacher candidates express their opinions about seen as an object and exposed to mocking, despising, humiliating. Teacher candidates emphasized expectations about being directed and understood instead of remaining

passive and recessive. In addition; they expect to be seen as a subject in classroom environment and completed in terms of self-control and self-confidence.

Supporters of these claims that are also direct statements of teacher candidates are in the following:

S(26). Generally student anxiety level and lack of self-knowledge make us passive in classroom environment.

S(22). We have to learn what is taught, and to do whatever is given as a task. Lecturer is always in the leading part of and we are always passive listeners as students. In our classroom environment, we haven't emotions such as belonging to group and commitment.

S(46).most of us are not accepted as a subject by lecturers. We accept all lecturer say in many lessons, even if not accept, we can not appeal. We can not represent our opinions clearly about lecturers.

S(3).normally student should be active. When we look at ourselves, it is seen that we are convinced to be passive. Because if we are active, we ask and interrogate and put the lecturer into a corner. I think everyone satisfied with this situation. Nobody wants to take on responsibility. Very few students have self-confidence and can express themselves clearly.

S(2).there are oppressive educational experience. It is not allowed to show our self-identity. Our lecturers don't have such an awareness... I feel dull and alienated from faculty.

S(3).I wonder if I put forward my opinion, am I disgraced or marginalized?

S(1).students are very reluctant, tired of life and they lose joy of living. Lecturers also appear lifelessly like typically public servant.

S(1).expressing himself/herself is very difficult for students in our faculty.

S(51).our lecturers lose their motivation and passion when they see that we are reluctant, satisfied with this situation and ready to keep silent. Sometimes lecturers try to change, but we take no prisoners.

S(53).that is requested from us. None wants to take responsibility any more. There is dead youth instead of sparkly in classrooms.

Table 4. *Lecturer theme and frequencies (f)*

THEME C: LECTURER	Frequency
I. Sub-theme: Personality Traits	
Autocratic	29
Inconsistency	16
Controlling	7
Decided (gogetter)	9
Successful, sufficient	11
Repressive	4
İdealistic	10
I. Sub-theme total views number	86
II. Sub-theme: Student expectations	
Expectation of a greater number of lecturer who may be a role model	15
Expectation of lecturer who have different characteristics	13
Expectation of meeting with feeling, alive, exciting lecturer	3
II. Sub-theme total views number	31
III. Sub-theme: Teaching process	
Lecturer-centered classroom processes / lessons which dependent on lecturers	12
Lack of class analysis of the lecturer	3
Decision-maker is a lecturer in teaching process	2
III. Sub-theme total views number	17
IV. Sub-theme: Communication	
Discrimination (lecturers are interested in high self-esteem students, discrimination between students who meet and don't meet the wishes of the tutorial)	13
Communication problems (superficial and distant lecturer -student communication)	17
IV. Sub-theme total views number	30
Total views and percentage (%) about lecturer theme	164 (%22.34)

Total 164 views about lecturer theme and its frequencies are presented in table 4. Under lecturer theme; 86 views from personality traits sub-theme, 31 views from student expectations sub-theme, 17 views from teaching process sub-theme and 30 views from communication sub-theme were obtained. The most frequently highlighted views regarding lecturer's personality traits are being autocratic and inconsistent. In addition, there are also some opinions which emphasize lecturer's success. It is understood that teacher candidates expect from lecturer to be role model as part of classroom management. At the same time they express their desire to see different lecturer, not similar with each other. Some findings show that teacher candidates give negative reaction to lecturer's managerial attitude which put himself/herself in the center. It is emphasized that lecturer behave discriminatorily while managing the communication process, deal with students who have high self-confidence, behave discriminatorily between obedient students and not. It is understood that communication process can not be generally managed.

Direct statements of teacher candidates that support the findings are in the following:

S(24).while lecturer is teaching the lesson, he/she interact with active students. He/she never realizes rest of the class' emotions and thoughts. We are living in a structure who doesn't care to gain everyone.

S(23).lecturers think that all students are same instead of evaluating each students as a different person... It is the lecturer who managing the lesson and establishing authority.

S(22).classroom environments are cold and close in our faculty. They are environments where students can not communicate, interact and lecturers are dominant and motivation is low.

S(25).in our faculty most of the lecturers think their priority. They impose their requests and discriminate between students. We are aware of this situation and try to orient ourselves with masks which are different from our character.

S(14). ...lecturer has a class only with students who both understand and affirm lecturer's all words.

S(14).we are learning machine. Our believes, anxieties, disparities personalities are not important...

Table 5. Teaching and Learning Process Theme and Frequencies

THEME D: TEACHING and LEARNING PROCESS	Frequency
I. Sub-theme: Traditional Approach	
Traditional	39
Behavioral (observation, organization and evaluation of behaviors, desired behavior, etc.)	30
Rote	14
Oppressive	7
Not focusing on classroom activities	2
Making division of labor and group work by distributing matters to student groups	20
Subject-based expression	3
Knowledge transfer	15
Lack of thinking and questioning	16
Policy like as lecturer comes, tells lesson and goes	8
Forms, standards	3
I. Sub-theme total views number	157
II. Sub-theme: Uniformity	
Unexciting, uniform (expectation of keeping the classroom lively , lessons are not difficult, uniform and boring)	8
Unattractive, non-action	3
Classic ve monotonous(classroom atmosphere, unattractive environments , unwilling to come, to make class life enjoyable)	9
Lessons are not difficult, they are uniform and boring	4
Expectation of keeping the classroom environment lively	5
Practice and theory intransigence (limitation of the impact that learned in practice)	7
II. Sub-theme total views number	36

THEME D: TEACHING and LEARNING PROCESS		Frequency
III. Sub-theme: Lack of Communication		
Not knowing the lecturer by students, not considering learning styles		6
Not establishing enough dialogue with a lecturer in teaching-learning process		2
III. Sub-theme total views number		8
IV. Sub-theme: Expectation of constructivist approach		
Gaining critical thinking skills, expectation of expressing opinions freely		5
Request of gaining the real and comfortable learning environment		2
Expectation of an appreciation and recognition of student achievement		4
Evaluation criterias aren't be subjective, they must be objective		6
Monitoring and evaluation of performance as individually		9
IV. Sub-theme total views number		26
Total views and percentage (%) about teaching and learning process theme		227 (%30.92)

Table 5 presents total 227 views about teaching and learning process theme. According to analysis of interview data and classification of similar codes under teaching and learning process theme category, traditional approach sub-theme has 157, uniformity sub-theme has 36, lack of communication sub-theme has 8 and expectation of constructivist approach sub-theme has 26 views. According to views of teacher candidates, in faculty of education while managing the teaching and learning process which is one of the important dimensions in classroom management, traditional approach is used. Candidates frequently criticize the teaching method which focus on the observation, organization and evaluation of behaviors, identify learning with behavior, based on memorizing, imparting, ignoring think and question. Another important findings show that teaching and learning process are boring, rough, monotone, far from life and practice. For an effective classroom management, in teaching and learning process, teacher candidates should gain critical thinking skills, have free and comfortable classroom environment, make effective communication, be known as a person, motivate themselves, evaluate success criterion.

Direct statements of teacher candidates that support the findings about lecturer traditional and autocratic are in the following:

- S(6).because each lecturer's attitude against us and their teaching process are different. But most of our lecturer s use traditional approach. From the first lesson, they always talk about lesson rules, teaching process, course books and they expect us to make whatever they want. They find theirselves as a authority figure in the centre of education. They try to shape us instead of taking heed of our individual differences and behaving flexible.
- S(6).when we make a comment about teaching process, we go to trial as rude. Because our lecturers never said a word to their lecturers. Are expressing some problems and trying to solve problems together, need of democratic society? But some things remain only as a word.
- S(26).the spirit of classroom environment and lecturer make me feel better and motivate me for lesson.
- S(46).some lessons are taught with powerpoint presentation from students or oral presentation from lecturer. These kind of lessons are based on memorizing and traditional approach.

S(46).it is focused on our observable behaviors. We are evaluated from exam marks. In addition, in many lessons, traditional approach is used. Lecturer comes, teaches and goes...

S(75).although our lecturer defense the contemporary approaches, they are not different from others. Many words are spoken in theory but there are not any movement in practice. Lecturer who thinks that he/she knows everything better, just transfers information. But these days they don't do that anymore and lessons are completed with students' presentations.

S(37). I see that lecturers behave in accordance with their own plans instead of asking students about their request and needs. There isn't a democratic environment in our faculty.

S(75).our classroom moods change like weather Sometimes sunny, sometimes cloudy, sometimes snowy... lecturer should be effective in such situations. He/she should control discrimination in complex classroom environments. Each student should be accepted as a social being and lecturer should bring students in responsibility.

S(27).our classroom environment is based on rote-learning.

S(80).Classroom management and learning are actualized without judging and accepting the truth and teaching students by the logic what the teacher say is right. We are learning by memorizing what the lecturers tell without judging although it seems that we have changed our education style from memorization to learning by doing and searching...

S(18). ...No one hear that the students never say "the lessons are difficult", but they say "lessons are so boring.

Results

According to views of teacher candidate, in their faculty of education:

1. Traditional classroom management approach is dominant.
2. Defining concepts of classroom climate are rules, control, military order, ineffectiveness and disidentification.
3. Teacher candidates expect that humanistic approach will exist in classroom management process.
4. Teacher candidates expect to be valued as a person/subject, recognized and not to be exposed discrimination.
5. Teacher candidates indicate that experience emotion states which hinder their existence properties such as ridicule, despised, abasement.
6. Classroom management approaches reinforce the emotions of burn-out, alienation and anxiety in teacher candidates.
7. In classroom management approaches, it is asserted that passive practices are performed by teacher candidates. In contrast to this, teacher candidates have expectancies from lecturers as regards directing, being understood and active participation.
8. Teacher candidates evaluate lecturers generally as being autocratic.
9. Teacher candidates have expectancies to face with lecturers that are role models as regards classroom management approaches, having different qualifications and not putting themselves in the center.
10. There are problems in one of the important aspects of classroom management, communication management. Moreover, effective communication and communication environments are not created.
11. Teaching-learning process is stated to be depended on traditional methods. Arrangement and evaluation of behaviors, information transferring and memorization are the most severe topics that are mentioned.
12. Candidate teachers have expectancies to get rid of unexcited and monotonous classroom atmosphere and to adapt delighted learning environments.

Suggestions

1. Lecturers who attend classroom management courses in education faculties should design effective implication and development practices in order to remove classroom management approaches from traditional methods. Classroom management improvement endeavors should be coordinated by all lecturers in the faculty.

2. Of the disciplines (sociology, philosophy, psychology, literature, fine arts, etc.) that deepen human nature identification tools, especially teaching profession courses and cultural courses should be benefited from effectively.

3. Classroom activities that decrease the problems of burn-out, indifference, anxiety, lack of motivation, alienation and increase teacher candidates' self-confidence and self consciousness should be prepared and performed.

4. Lecturers and teacher candidates should perform corporate research, implication, seminar and drama etc. practices in order to establish democratic and participative classroom management approaches in classes.

5. For structuring formalistic, unproductive, control based and military ordered classroom structures to liberal university identities, all lecturers and principal staff should prepare urgent action plan like strategic planning.

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