



THE IMPACT OF YEARS OF TEACHING EXPERIENCE ON THE CLASSROOM MANAGEMENT APPROACHES OF ELEMENTARY SCHOOL TEACHERS

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This study provided a basis for answering the following essential question: Does the years of experience affect teachers' classroom management approaches? Data were collected from 268 primary school teachers. The findings of this study demonstrated that experienced teachers are more likely to prefer to be in control in their classrooms than beginning teachers while interacting with students when making decisions. Investigating the previous studies, researchers were able to discover that there is certain path teachers follow through their career. While preservice teachers prefer non-interventionism (minimum teacher control), they support interactionism (shared control) during internship and early career years, and finally they prefer to choose complete teacher control when they become experienced teachers.

Key Words: classroom management, classroom management approaches, teachers, teaching, education

INTRODUCTION

Researchers generally describe “Classroom Management” as the full range of teacher efforts to oversee classroom activities, including learning, social interaction, and student behaviour (Burden, 2005; Good & Brophy, 2006). Doyle (2006) adds that classroom management revolves around teachers’ and students’ attitudes and actions that influence students’ behaviours in the classroom. Brophy (1986) also defines classroom management as a teacher’s efforts to establish and maintain the classroom as an effective environment for teaching and learning. Savage and Savage (2009) define classroom management as two level of management: (a) the prevention of problems, (b) responses when problems do occur. Their focus is on prevention of problems more because of

previous research which indicates that one of the key variables in successful classrooms is an emphasis on preventative, rather than reactive, management techniques (Emmer & Stough, 2001). Regardless of differences in the definition, the value of classroom management knowledge for teachers has been consistently supported through research literature (Brophy & Evertson, 1976; Shinn, Walker, & Stoner, 2002; Wang, Haertel, & Walberg, 1993) and classroom management strategies have been referred to as “the most valuable skills set a teacher can have” (Landau, 2001, p.4).

Research findings continuously have shown that one of the keys to success in teaching is the teacher's ability to manage the classroom and to organize instruction (Brophy, 1988; Cakmak, 2008; Emmer, Evertson, & Worsham, 2000). A meta-analysis of the past 50 years of classroom research identified classroom management as the most important factor, even above student aptitude, affecting student learning (Wang, Haertel & Walberg, 1994). For instance, in the US, it continues to be identified by the public as one of the top three problems facing public schools (Bushaw & Gallup, 2008). In fact, in three of the last six years, it has been ranked second only to funding as the biggest problem in schools (Bushaw & Gallup, 2008; Rose & Gallup, 2005). It is possibly the most difficult aspect of teaching for many teachers, and indeed experiencing problems in this area causes many people to leave teaching altogether (Johns, McNaughton, & Karabinus, 1989).

Years of Teaching Experience and Classroom Management

Classroom management is not a gift bestowed upon some teachers and though it is true that some teachers adapt to classroom management techniques easily, classroom management is a skill that can be gained through training and many years of experience in the field (Bosch, 2006). Experienced teachers identify the establishment of classroom management as one of the major goals that needs to be accomplished in the first week of the year. Beginning teachers cite classroom management as one of their most serious challenges. School administrators indicate poor classroom management as a major reason for low evaluations as well as primary reason why teachers are not hired (Savage & Savage, 2009).

A number of studies have found that classroom management is a primary area in which beginning teachers feel underprepared (Britt, 1997; Jacques, 2000; Ladd, 2000; Savage & Savage, 2009). Beginning teachers report that poor classroom management skills (82%) and disruptive students (57%) are the most significant barriers to professional success (Fideler & Haskelhorn, 1999).

In a recent national survey of over 6,000 teachers with less than three years of experience, over 40% of the respondents indicated that they were either somewhat prepared in the area of classroom management or not prepared at all (Cleveland, 2008). Although teachers prepared in traditional programs complete coursework in education and student teaching, Gee (2001) and Smith (2000) found that teachers and preservice teachers identify discipline and classroom management as two areas beginning teachers fear most about their first year of teaching. Ladd (2000) reported that the issue of the classroom management was the area in which administrators expressed the greatest concern regarding new teachers' classroom skills. Ingersoll and Smith (2004) noted that 15% of all beginning teachers leave teaching by the end of their first year. Moreover, approximately 33% of all teachers leave the profession in the first three years of teaching and 50% within the first five (National Commission on Teaching and America's Future, 2003). Many of these teachers list problems with classroom management as a significant factor influencing their decision to leave their profession (Jones, 2006).

On the other hand, experienced teachers are believed to have combined years of service and a repertoire of classroom skills and strategies. They typically have the ability to prioritize tasks and to attend selectively to a number of key classroom matters (Hagger & McIntyre, 2000). They generally are able to manage the dynamic nature of a classroom setting and to deal effectively with the most salient aspect of a classroom—unpredictability (Doyle, 1986). Compared to beginning teachers, experienced teachers tend to be less hesitant (Carter, Cushing, Sabers, Stein, & Berliner, 1988) and more flexible and adaptable (Kerrins & Cushing, 2000). In addition, beginning teachers are sometimes less able to work with speed, fluidity, and flexibility or to have mental models that permit large amounts of information to be accessed and handled effectively (Sabers, Cushing, & Berlinder, 1991). According to the literature, it takes between four and seven years of experience for an individual to develop into a competent teacher (Carter & Doyle, 1995; Gonzalez & Carter, 1996; Varrella, 2000).

Theoretical Framework

Glickman and Tamashiro (1980) and Wolfgang (1995) conceptualized a framework to explain teacher beliefs regarding child development. Their continuum illustrates three approaches to classroom interaction—Non-Interventionist, Interventionist, and Interactionalist ranging from low teacher control to high teacher control. While teachers may demonstrate characteristics of each category in different situations, they are likely to use one approach more often than others (Wolfgang, 1995).

The *Non-Interventionists* believe that the child has an inner drive that needs to find its expression in the real world (Wolfgang, 2005). As a result, non-interventionists suggest that students should be allowed to exert significant influence in the classroom and that teachers should be less involved in adjusting student behaviours (Ritter & Hancock, 2007). According to Witcher et al. (2002) teachers adhering to the non-interventionist orientation are considered student-oriented and tend to employ tactics considered to use minimal teacher power. Children are seen to have an inner potential, and opportunities to make decisions enable personal growth (Burden, 1995). The main aim of discipline is to socialize young children and help them to construct their own values (Kohn, 1996; Rodd, 1996), to teach students to cooperate with others and to develop integrity to make ethical choices and the confidence to act on their values (Ginott, 1972; Gordon, 1974; Gartrell, 1998). Berne's (1964) and Harris's (1967) transactional analysis approach and Ginott's (1972) view of building children's self-concept by congruent communication are examples of non-interventionist approach.

At the opposite end of the continuum are *Interventionists*, those who are considered to be teacher-oriented and tend to take control of the situation by implementing immediate a disciplinary tactic to control the behaviour (Witcher et al., 2002). According to Ritter and Hancock (2007), interventionists believe that students learn appropriate behaviours primarily when their behaviours are reinforced by teacher-generated rewards and punishments. The Canter Model: Assertively Taking Charge by Canter (1992) or The Fred Jones Model: Body Language, Incentive Systems, and Providing Efficient Help (Jones, 1987) are examples of the interventionist approach. According to the Canter (1992), the climate of positive support and care is best provided by the careful application of assertive discipline. It replaces teacher inertia and hostile behaviour with firm, positive insistence.

Midway between these two extremes, *Interactionalists* focus on what the individual does to modify the external environment, as well as what the environment does to shape the individual. Interactionalists strive to find solutions satisfactory to both teacher and students, employing some of the same techniques as non-interventionists and Interventionists (Glasser, 1986). Theories developed by Adler, Dreikurs, and Glasser provide the framework for Interactionalist ideology (Wolfgang, 1995). Cooperative Discipline (Albert, 1989) and Judicious Discipline (Gathercoal, 1990) are examples of classroom management models based on Interactionalist ideology. While it is assumed that teachers believe and act according to all three approaches, one usually predominates (Wolfgang, 1995; Wolfgang & Glickman, 1980).

The Dimensions of Classroom Management

To measure teachers' interventionist, non-interventionist, and interactionist orientations, Martin, Yin, and Baldwin (1998) developed the Attitudes and Beliefs on Classroom Control (ABCC) Inventory and later improved and renamed it as Behaviour and Instructional Management Scale (BIMS) (Martin & Sass, 2010). Martin and Sass (2010) defined the term classroom management with two broad dimensions: instructional management, behaviour management. This study also follows the same definition of multifaceted construct that includes two broad dimensions: instructional and behaviour management.

Instructional management includes aspects of classroom life such as establishing daily procedures, allocating materials, and monitoring students' independent work (Martin & Sass, 2010). Well-planned lessons that provide for a smooth flow of instruction delivered at a sustained pace help to prevent off-task behaviours. The manner in which tasks are managed contributes to the general classroom atmosphere and classroom management style (Burden, 1995; Weinstein & Mignano, 1993).

Behaviour management is any pre-planned intervention aimed at preventing misbehaviour. It is a means of preventing misbehaviour rather than a reaction to misbehaviour. Specifically, this facet includes setting rules, establishing a reward structure, and providing opportunities for student input (Martin & Sass, 2010).

Objectives

The primary objective of this study was to investigate differences in classroom management perceptions and beliefs of elementary school teachers based on their years of teaching experiences. The following question guided the study.

- Are there any differences between the beginning and experienced teachers regarding their classroom management approaches?

METHODS

Sample

The participants of this study were 268 elementary school teachers (74.4% female and 26.4% male). The age distribution of the participants was 22 - 49 (with the average 35.5). Driven by the interval data, participants were grouped into five based on their years of teaching experience (Group 1: 0-5 years of experience, Group 2: 6-10, Group 3: 11-15, Group 4: 16-20, Group 5: 21 or more). The detailed demographics of participants are provided in Table 1.

Table 1: Demographics of study participants

<i>Groups: Based on Years of Teaching Experience</i>	<i>Age</i>			<i>Gender</i>	
	<i>n</i>	μ	<i>sd</i>	F	M
Group 1: 0-5 years	91	25.03	2.501	69.2%	30.8%
Group 2: 6-10 years	55	29.76	1.170	81.8%	18.2%
Group 3: 11-15 years	43	34.19	1.592	62.8%	37.2%
Group 4: 16-20 years	41	38.93	.877	78.1%	21.9%
Group 5: 21-more	38	47.66	4.795	78.9%	21.1
All Participants	268	35.54	8.628	74.4%	26.4%
Grade Taught	1 st : 41	2 nd : 44	3 rd : 63	4 th : 63	5 th : 58

Instrument

According to Martin and Sass (2010), two instruments existed in the history of classroom management research, the Pupil Control Ideology (PCI) and the Beliefs on Discipline Inventory (BDI). However, both scales are focused on the narrower concept of discipline rather than the broader construct of classroom management (Martin & Sass, 2010). Based on the Beliefs on Discipline Inventory (Wolfgang & Glickman, 1980), Martin and colleagues worked on developing the Behaviour and Instructional Management Scale (BIMS) over the years (Baldwin & Martin, 1994; Martin, Yin, & Baldwin, 1998; Martin, Yin, & Mayall, 2007; Martin & Sass, 2010). BIMS is currently the most recent version of the instruments that have been refined and tested over the years based on feedback received from previous studies (Martin & Sass, 2010). In developing the BIMS Inventory, Martin and Sass (2010) conducted a preliminary validity study of the instrument and concluded that the BIMS Inventory has been shown to be a reliable, valid instrument useful in the empirical examination of classroom management styles. According to Martin and Sass (2010), the analysis of the Behaviour Management subscale of BIMS revealed good internal consistency ($\alpha = .774$), with an average inter-item correlation of .377 ($sd = .091$) and results for the Instructional Management subscale also showed a good internal consistency for the six items ($\alpha = .770$), with an average inter-item correlation of .365 ($sd = .092$). During this study, reliability coefficients for the two scales of the BIMS were found to be .721 and .748 for Behaviour Management and the Instructional Management, respectively (Martin & Sass, 2010). A copy of the BIMS inventory and permission of its use was received from the original author of the instrument (Martin & Sass, 2010). The inventory was then translated into Turkish language by the two researchers and submitted for review to two external professors in the same department to ensure that the instrument has the semantic equivalence across languages, conceptual equivalence across cultures, and normative equivalence to the source survey (Behling & Law, 2000). A final copy of translated BIMS was agreed upon to be used for this study.

Procedures

The study was carried out in Usak, a city in the western Anatolian region of Turkey. Data for this study were collected from 268 certified elementary education teachers employed by nineteen primary schools in Usak, a city in the western Anatolian region of Turkey. Two hundred sixty-eight fully completed responses were received (74% response rate) within the due date. Schools were re-visited to pick up the copies and 76 blank copies were retained with the total of 18 lost in the mail, never sent etc.

As there are limitations with all research, these studies are no exception. The study examined only years of experience aspects of teachers' classroom management beliefs and it did not control other variables related to teachers' change. In addition, the study was carried out in Usak, a city in the western Anatolian region of Turkey. Data for this study were collected from 268 certified primary education teachers employed by nineteen primary schools in Usak, a city in the western Anatolian region of Turkey. Therefore, the results of this study could only be generalizable to study sample.

RESULTS

This study investigated the differences in attitudes toward classroom management between beginning and experienced teachers, and male and female teachers. Data were analysed using a series of one-way ANOVA and correlations. Analyses determined significant differences on the behaviour and instructional management subscales. The results are provided below.

Differences in attitudes toward classroom management based on the years of teaching experience

The results of the study indicated that teachers showed significantly different attitudes toward the Behaviour and Instructional Management subscales of classroom management based on their years of teaching experience. There was a statistically significant difference between groups as determined by one-way between subjects ANOVA on both behaviour ($F(4,263) = 874.462, p = .000$) and instructional management ($F(4,263) = 874.462, p = .000$) (Table 2).

Table 2: Comparison of beginning and experienced teachers on behavioural and instructional management

Group	Group 1 0-5 years	Group 2 6-10 years	Group 3 11-15 years	Group 4 16-20 years	Group 5 21-more	f	p
Behaviour Management	$\mu = 3.64$ sd: .675	$\mu = 4.69$ sd: .767	$\mu = 5.56$ sd: .502	$\mu = 5.93$ sd: .264	$\mu = 5.95$ sd: .226	874.46	.000*
Instructional Management	$\mu = 3.27$ sd: .518	$\mu = 4.40$ sd: .735	$\mu = 5.12$ sd: .498	$\mu = 5.78$ sd: .419	$\mu = 5.92$ sd: .359	692.93	.000*

In order to learn which specific groups differed from each other, a Tukey post-hoc test applied. The test revealed significant differences for all groups except Groups 4 and 5 on both behaviour Group 4 ($\mu = 5.93$ SD: .264) and Group 5 ($\mu = 5.95$ SD: .226) and instructional management Group 4 ($\mu = 5.78$ SD: .419) and Group 5 ($\mu = 5.92$ SD: .359).

Taken together, these results suggest that teachers are found to be more controlling (interventionist) as they experience on both behaviour and instructional management subtests. Results also indicated that both beginning and experienced teachers are more controlling on behaviour management than instructional management.

In order to confirm the relationship, a Pearson product-moment correlation coefficient was computed. There was a positive correlation between the groups, on both behaviour and instructional management (Table 3). In other words, we found that here is a positive correlation between the years of teaching experience and scores received on behaviour management and instructional management confirming the relationship that as teachers became more experienced, they also become more controlling on both behavioural and instructional management.

Table 3: Pearson product-moment correlations of the BIMS subscales with years of experiences

<i>Group</i>	<i>n</i>	<i>r</i>	<i>p</i>
Behaviour Management	268	.874	.000**
Instructional Management	268	.196	.000**

** Correlation is significant at the .01 level (2-tailed).

These significances between the two groups on behaviour and instructional management subsets indicates that years of experience have significant effect on teachers' beliefs and attitudes on each subset. The high scores on both subtests showed that both beginning and experienced teachers prefer to be mostly in control and make the rules themselves, but they also interact with the students to allow time for students to control their behaviour.

DISCUSSIONS

Teachers' beliefs are important for understanding and improving educational processes because they are closely linked to teachers' strategies on how they shape students' learning environment, influence student motivation and achievement and manage their classrooms. Understanding beliefs and attitudes of teachers can also be great help in determination of teachers' actual behaviour and practices in the classroom (Wolfgang & Glickman, 1980). For example: Fang (1996) reaches a conclusion in a meta-analysis of research on teachers' belief and actions that "teachers' beliefs always lead to teachers actions that

impact students' learning – for better or worse” (p. 59). In an effort to inform teacher education practices, this study explored the role of years of experience and gender on teachers' classroom management beliefs. The findings of the study are interesting in several regards.

Overall, none of the groups seems to favour student oriented management style (Non-Interventionism)

According to the first finding of this study, none of the teacher groups were found to be non-interventionist on the two subscales of classroom management (Behaviour Management, Instructional Management). Simply put, neither set of the teachers believed that educators should provide students with opportunities to make choices and be responsible for their own learning (Biehler & Snowman, 1986). Although participants in this study were open to interacting with the students (Interactionist), none of the groups were in favour of allowing students to have maximum control, or to have the primary responsibility of developing their own rules. They did not believe that teachers should provide a classroom environment in which students are allowed, and even encouraged, to express their inner feelings freely. This finding supports the previous studies of Bailey and Johnson (1999), Swanson, O'Connor, and Cooney (1990), and Martin and Baldwin (1993).

Teachers with higher number of years of teaching experience are found to be favouring maximum teacher control (Interventionism) more than that of others.

Additional analysis of the data revealed that “years of experience” plays a significant role on teachers' beliefs on choosing their classroom management style. While teachers with less experience were found to be interactionist on each scale, experienced teachers scored consistently as interventionist. In other words, beginning teachers showed that they favour shared responsibility for classroom control, shared work on developing classroom rules, focused on not only behaviours but also feelings, and paid attention to what the individual does to alter the external milieu, as well as what the environment does to shape the individual (Cakiroglu & Gencer, 2007; Martin & Baldwin, 1992). On the other hand, experienced teachers choose to believe in maximum teacher responsibility; focus on more on the behaviour to quickly redirect it to positive, choosing traditional behaviour management (Swanson, O'Connor, & Cooney, 1990).

As teachers experienced, they become more controlling on both behaviour and instructional management.

The findings also indicated that teachers tend to change their belief as they gain experience over the time and they tend to choose the path of interventionism

(teacher control). In order to confirm this finding, researchers investigated the correlation between the years of experience and the classroom management beliefs and found out that there is a positive correlation between the years of teaching experience and scores received on each scale. Therefore, the results conclude that as teachers became more experienced, they become more controlling on both behaviour and instructional management. This conclusion also supports the findings of the study previous studies suggesting that teachers become more interventionist as they gain more experience (Horak & Roubinek, 1982), beginning teachers tend to respond in ways that are less directive and obtrusive than their experienced counterparts (Swanson, O'Connor, & Cooney, 1990), and new teachers appear to be patient, share responsibility, and interact with students while experienced teachers tend to react in a manner that could be classified as more interventionist in nature (Martin & Baldwin, 1993).

Implications of this study

Implications of this study point to the important role of teachers' experiences on their classroom management beliefs. When put together, numerous studies shows that teachers have a tendency to change their classroom management beliefs at different levels of experience following a certain path. Often, preservice teachers begin their traditional teacher education programs (four- or five-year Bachelor of Education programs) favouring non-interventionism (Cakiroglu & Gencer, 2007; Etheridge, James, & Bryant, 1981; Martin & Baldwin, 1992; Savran & Cakiroglu, 2003). However, when they become student teachers (internships and practicum experience), which enables them to interact with real classroom experience with real classroom students; they change to favour mostly interactionism (Martin & Baldwin, 1994; Martin & Yin, 1997). Ironically, changes still occur when these teachers are hired for their first teaching positions, causing new teachers to rate between interactionism and interventionism (Celep, 1997; Laut, 1999; Martin, Yin & Mayall, 2007). Finally, experienced teachers are the ones who are found to be the most interventionist (Martin, Yin, & Mayall, 2007; Swanson, O'Connor, & Cooney, 1990; Ritter & Hancock, 2007)

The constant change of teachers' classroom beliefs over time indicates that there is a disconnection between education students' beliefs toward classroom management during their coursework and the time they begin to gain real experience in schools. This raises the questions: "Why does classroom belief differ over time?" and "Why the change seems to be always from non-interventionism during coursework to interactionism during field work and first seven years of teaching and to interventionism when they are fully experienced?"

It is not the intention of this study to determine the best classroom management approach among the three views. Previous studies that tried to investigate this topic concluded that teachers should have the knowledge, skills and practice in each approach and be able to implement each strategy in their classrooms (Christiansen, 1996; Jones, 1996; Stough, 2006).

However, results of this study show that even though most beginning teachers seems to be favouring one classroom management approach (non-interventionism-student oriented), they seem to be choosing the opposite way as they gain experience (interventionism - teacher controlled). For example, teacher education programs seem to be trying to offer activities and instructions for their preservice teachers focusing on non-interventionism or mixed classroom management strategies (both teacher- and student-controlled) (Christiansen, 1996). On the other hand, beginning teachers start working in the classrooms and find themselves more traditional, with full teacher-controlled schools, and have minimal to no opportunity to experience non-interventionism (Eddy, 1969; Featherstone, 1993; Johnson & Kardos, 2002; Long & Frye, 1989;). Another reason could be that beginning teachers try to implement non-interventionism approach in their classroom but because of the lack of support and / or because they feel more secure when they follow their colleagues with the assertive discipline model, they follow interactionism (Martin & Baldwin, 1994; Witcher et al., 2002). Finally, over the years, these teachers end up choosing interventionism (full teacher control) as their main classroom management approach and become a model of incoming new teachers (Laut, 1999).

If the teacher education programs are trying to break this path by producing teachers with the knowledge, skill and practice in each approach and have their graduates continue to practice each model in their classrooms without fully adopting themselves to assertive discipline model accepted by public schools, this study offers the following suggestions.

Coursework for Preservice & Professional Development for Inservice Teachers focusing on Classroom Management Approaches

In order to support preservice teachers in their attempt to learn and implement research-based classroom management strategies, teacher education programs should be able to review their curriculum activities on classroom management and make changes if necessary. If preservice teachers tend to have difficulty incorporating research-based instructional strategies and often revert to those observed during their own school years, then program curriculum should allow a framework of planning, implementation, feedback, and reflection to try research-based teaching practices from their methods courses and examine their notions of effective pedagogy (Brock & Grady, 1995; Cole, 1991; Corcoran,

1981; Sergiovanni, 1995). Similar strategy is suggested for the Professional Development courses. These courses should provide preservice and new inservice teachers with the opportunity to learn about research based classroom management strategies by including adequate conceptualization of the research based critical content – not as discrete skills, but as a complete approach to management so that they lay a strong foundation.

New Teacher, Old Culture

Teacher education programs often tend to be constrained by the brutal reality that the experienced teachers allowing placements in their classrooms often expect their student teachers/interns to largely follow classroom norms and practices already in place (Eddy, 1969; Lawson 2002). Phrases like “learning the ropes” and “eased entry” suggest that internship during the teacher education program and mentoring new teachers (induction) is about helping teacher candidates fit into the existing system. In other words, student teachers and new teachers are usually faced with an existing culture that simply dictates, in no uncertain terms, “the way we do things around here.” These new teachers or teacher candidates spend more time adjusting into the existing culture rather than trying out their newly learned strategies (Johnson & Kardos, 2002). Therefore, even if we object to the passivity of the new teacher that such formulations imply, we still need to think about who is “teaching the ropes” and what they are teaching. What implicit and explicit messages do new teachers receive about teaching in this school and district regarding classroom management? How do interactions with colleagues, supervisors, and students strengthen or weaken new teachers' disposition toward students' learning and the new teachers' motivation to continue developing as teachers? Whether the early years of teaching are a time of constructive learning or a period of coping, adjustment, and survival depends largely on the working conditions and culture of teaching that new teachers encounter (Ball & Cohen, 1999; Feiman-Nemser, 2003). Thus, opportunities for variety and experimentation are limited. However, it is important to recognize that new teachers are just as accountable for the learning of their students as the experienced teachers and they need experience with the effective and research-based instructional practices and prefer not to spend several years trying to discover them.

CONCLUSION

This study examined and compared the beliefs of beginning (zero to seven years of experience) and experienced (eight years and more) teachers toward classroom management on two dimensions (behavioural and instructional management). The results indicated that overall there is no significant differences between male and female teachers on their classroom management beliefs on behaviour and management scale. Both female and male teachers

were found to be favouring maximum teacher control on behaviour management (Interventionism), and mixed control - shared responsibility - on instructional management (Interactionism). However, this also indicates that both female and male teachers were found to be more controlling on behaviour management than instructional management. The finding of this study demonstrated that experienced teachers are more likely to prefer to be in control in their classrooms than beginning teachers while interacting with students when making decisions. Investigating the previous studies, researchers were able to discover that there is certain path that teachers follow through their career. In other words, teachers have a tendency to change their classroom management beliefs at different levels of experience following a certain path. While preservice teachers prefer non-interventionism (minimum teacher control), they support interactionism (shared control) during internship and early career years, and finally they seems to favour complete teacher control more than others as they gain more teaching experience. The study suggest that the constant change of teachers' classroom beliefs over time indicates that there is a disconnection between education students' beliefs toward classroom management during their coursework and the time they begin to gain real experience in schools.

This study offers suggestions for teacher education programs to consider changes regarding the need for program revision, offering stand alone classroom management courses rather than integrating with other classes, teaching research-based curriculum, helping preservice teachers focus more on unfamiliar strategies and encourage the application during the field work, and framing classroom observations and evaluations as process rather than summative evaluation. Thus, the results of this study can be useful to teacher educators helping them understand the concerns of beginning teachers and experienced teachers alike. Such understanding should lead to changes in teacher education programs, better preparation of preservice teachers, better assistance during their beginning years of teaching, and the improved professional development for teachers at all experience levels.

Some questions still remain unasked and unanswered. How do personality variables effect classroom management? Do teachers' beliefs about classroom management styles match their behaviours in the classroom? These questions should be answered in future studies. Such research findings can help teacher education programs and educators in revising their program or practicum experiences, resulting in enhancing teachers' conceptual understanding of management for successful teaching.

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Appendix: Behavior and Instructional Management Scale

Directions: For each statement below, please mark the response that best describes what you do in the classroom. There is no right or wrong answers, so please respond as honestly as possible (Strongly Agree, Agree, Slightly Agree, Slightly Disagree, Disagree, and Strongly Disagree).

Group	Statement
BM	I nearly always intervene when students talk at inappropriate times during class.
IM	I use whole class instruction to ensure a structured classroom.
BM	I strongly limit student chatter in the classroom.
IM	I nearly always use collaborative learning to explore questions in the classroom.*
BM	I reward students for good behavior in the classroom.
IM	I engage students in active discussion about issues related to real world applications.*
BM	If a student talks to a neighbour, I will move the student away from other students.
IM	I establish a teaching daily routine in my classroom and stick to it.
BM	I use input from students to create classroom rules.*
IM	I nearly always use group work in my classroom.*
BM	I allow students to get out of their seat without permission.*
IM	I use student input when creating student projects.*
BM	I am strict when it comes to student compliance in my classroom.
IM	I nearly always use inquiry-based learning in the classroom.*
BM	I firmly redirect students back to the topic when they get off task.
IM	I direct the students' transition from one learning activity to another.
BM	I insist that students in my classroom follow the rules at all times.
IM	I nearly always adjust instruction in response to individual student needs.*
BM	I closely monitor off task behavior during class.
IM	I nearly always use direct instruction when I teach.
BM	I strictly enforce classroom rules to control student behavior.
IM	I do not deviate from my pre-planned learning activities.
BM	If a student's behavior is defiant, I will demand that they comply with my classroom rules.
IM	I nearly always use a teaching approach that encourages interaction among students.*

*Item is reverse scored.