



## **Predicting Language Teachers' Classroom Management Orientations on the Basis of Their Computer Attitude and Demographic Characteristics**

**Sara Jalali**

Urmia University, Urmia, Iran, [s\\_jalali12@yahoo.com](mailto:s_jalali12@yahoo.com)

**Vahid Panahzade**

Urmia University, Urmia, Iran, [panahzade.vahid@gmail.com](mailto:panahzade.vahid@gmail.com)

The advent of modern technologies has had a remarkable role in revolutionizing the classroom setting. It is, therefore, incumbent on teachers to utilize strategies for effective managing of the change. The aim of the present study was to find out English as a Foreign Language (EFL) teachers' beliefs regarding classroom management. In so doing, the relationship between EFL teachers' demographic variables (age and years of teaching experience), computer attitude, and their classroom instructional and behavior management orientations was explored. The participants of the study comprised a total of 105 male and female EFL language school teachers in Iran. The data for the current study were collected through two questionnaires. The results of the multiple linear regression analyses revealed that the independent variables of participants' computer attitude, age, and teaching experience are not suitable predictors of both behavioral and instructional management. The results also showed that as the age and teaching experience of the participants increased their attitudes towards computers became more negative.

**Keywords:** Classroom Management, Instructional Management, Behavior Management, Demographic Variables, Language School Teachers

### **INTRODUCTION**

Classroom management has been one of the most serious challenges facing English as a Foreign Language (EFL) teachers. Brophy (1988, p. 2) defined classroom management as "the actions taken to create and maintain a learning environment conducive to attainment of the goals of instruction-arranging the physical environment of the classroom, establishing rules and procedures, maintaining attention to lessons and engagement in academic activities". In other words, it refers to the actions taken by teachers in creating a facilitative environment for both academic and social emotional learning (Everstone & Weinstein, 2006).

There are three main dimensions to the construct of classroom management, namely instructional management, people management, and behavior management. Instructional management relates to the approach teachers use to establish general classroom atmosphere and refers to the teachers' styles of classroom management (McNeely & Mertz, 1990). People management concerns with the extent and quality to which teachers develop and nurture teacher-student relationships (Weinstein, 1996). Behavior management pertains to the prevention of misbehavior and provides opportunities for student input as well as a reward system for appropriate behavior (Martin, Yin, & Baldwin, 1998).

Several models of classroom management have been developed over the past few decades. Glickman and Tamashiro (1980), for instance, conceptualized one of the most popular frameworks to explain teacher beliefs toward classroom management. It consists of three approaches, i.e. interventionist, non-interventionist, and interactionalist. Interventionists refers to the teachers who believe that students learn appropriate behaviors primarily when their behaviors are reinforced by teacher-generated rewards and punishments and exercise a high degree of control over classroom activities. Non-interventionist teachers, on the other hand, believe that students have an inner drive that needs to find its expression in the real world and allow students to exert significant influence in the classroom and teachers should be less involved in adjusting student behaviors. As for the interactionalist teachers, students learn appropriate behaviors as a result of encountering the outside world of people and objects. Therefore, they believe that students and teachers should share responsibility for classroom management.

## **REVIEW OF LITERATURE**

Beliefs regarding the nature of appropriate and inappropriate student behaviors and how to manage classrooms vary significantly among teachers. For instance, it has been found that urban teachers were significantly more interventionist than rural teachers in people management (Martin & Yin, 1999) and experienced teachers were significantly more interventionist than novice teachers in relation to people and behavior management, but not instructional management (Martin & Shoho, 2000). In addition, Martin and Yin (1997) found that females were significantly less interventionist than males regarding instructional management and student management. Similarly, Chudgar and Sankar (2008), studying 1319 teachers in India, discovered that male teachers focused more on maintaining authority in the classroom.

### **Demographic variables**

Teachers' demographic variables have been evaluated in several research studies. For instance, Martin, Yin, and Mayall (2006) investigated the different classroom management styles of teachers with regards to their classroom management training, teaching experience, and gender. Their sample included a total of 163 participants. They made use of the Attitudes and Beliefs on Classroom Control (ABCC) Inventory and a

demographic questionnaire. Martin et al. found significant differences between males and females and between novice and experienced teachers on Instruction Management subscale scores. Females scored more interventionist than males and experienced teachers scored significantly more controlling than the less experienced counterparts. Along the same vein, studying classroom management practices of 55 teachers, Yeo, Ang, Chong, Huan, and Quek (2008) identified the relationships between teachers' efficacy beliefs and demographic variables such as age, years of experience, gender, and the number of levels taught. They revealed that teacher efficacy of classroom management in relation to the teacher's age yielded significant differences. That is, older teachers scored higher than younger teachers in classroom management. They concluded that years of experience and age are highly correlated to teacher's efficacy beliefs.

On the other hand, Martin and Baldwin (1994), in a study of the impact of teachers' experience levels on their classroom management practices, investigated the classroom management approaches of 238 teachers using ICMS- Inventory of Classroom Management Style. They found that novice teachers were significantly more interventionist than their experienced counterparts. This finding is at odds with Martin and Shoho's (2000) finding. They found that experienced teachers were significantly more interventionist than were novice teachers regarding people and behavior management.

In another study, Ritter (2003, as cited in Yasar, 2008) studied the classroom management beliefs and practices of middle school teachers. The purpose of her study was to determine if there was any difference in classroom management beliefs and practices of teachers with regard to the years of teaching experience. The sample consisted of 97 teachers. To collect the data, the researcher employed ABCC Inventory, classroom observations, teacher interviews and focus group discussions. The results indicated that the experience level did not affect teachers' orientation to classroom management. That is, Ritter did not come up with a significant difference on teachers' classroom management attitudes in terms of three dimensions- instructional, behavior, and people- with respect to the years of experience. Likewise, Ritter and Hancock (2007) discovered that a teacher's experience level is not necessarily related to his or her classroom management orientation. In other words, experienced and novice teachers do not differ significantly with respect to their interventionist, non-interventionist, or interactionist behaviors. This finding indicates that teachers with many years of service are neither more nor less controlling in the classroom than are their colleagues who are relatively new to the profession.

Finally, Unal and Unal (2012) investigated the classroom management approaches of teachers. The authors used the Behavior and Instructional Management Scale (BIMS) and found a significant difference between behavior management and instructional management in the years of teaching experience. They revealed that the years of experience played 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 favored shared responsibility for classroom control. On the other hand, experienced teachers chose to believe in maximum teacher responsibility.

### **Computer Attitude**

An effective and conducive EFL teaching and learning classroom consists of a few crucial elements that contribute to establishing a positive classroom climate. In addition, the advent of computer technologies has had a remarkable role in revolutionizing the classroom context. The identification and explanation of these elements will cast light on the EFL classroom management which has recently attracted the attention of pre-service and many in-service teachers and trainers. Current advances in technology and computerized teaching do not fit with the conceptions of traditional management orientations, i.e. teacher-centered management approach. Teachers should adapt their approach to classroom management in accordance with the new changes. A basic principle for classroom management is that management system must be in service of instructional system.

It is well documented that successful implementation of educational technologies hinges upon the attitudes of educators, who eventually determine how those technologies are used in the classrooms (Albirini, 2006). In fact, a willingness to commit one's time "above and beyond the call of duty" and a risk-taking attitude on the part of educators and teachers is an essential component of technology use inside the classrooms (Vannatta & Fordham, 2004). Similarly, Bullock (2004) found that teachers' attitudes play a central role in the adoption of technology.

Mueller, Wood, Willoughby, Ross, and Specht (2008) discovered that both experience with computer technology and attitudes toward technology in the classroom were important variables predicting differences between successfully-integrating teachers from others. Hence, mere increase of computer access is not sufficient to change teachers' technology practices especially if this amplified access is not accompanied by a corresponding shift in teachers' pedagogical beliefs and attitudes.

In a study on Korean in-service teachers of EFL working at secondary schools, Park and Son (2009) found that half of the teachers perceived the beneficial role of teachers' readiness or enthusiasm for computer-assisted language learning (CALL) implementation to the improvement of students' language skills. By CALL implementation the researchers meant using this technology in the language classes. They believed that CALL classrooms were learner-oriented learning environments promoting self-directed and independent learning among students. In this new environment, students are at the centre of learning and take the responsibility for their work, manage their learning by gathering information and also control the pace of learning. This new environment has an impact on the teachers as well. They are well

aware of their new roles as activity guides or facilitators, not all-powerful judges for the learning process.

Likewise, Lam and Lawrence (2002) concluded that a shift of traditional teacher-student roles takes place in communicative classrooms using computers. In such contexts, learners could manage their own learning process and the classroom turns to a more learner-centered one. However, it is emphasized in the literature that the teachers' agreement on the use of computers in the classroom does not lead to a better quality of education. It is believed that the quality of education depends entirely on the quality of teachers, not the technologies and their implementation. This reaffirms the fact that the teachers' roles are pivotal in structuring the learning process, organizing activities and evaluating materials in the CALL classroom.

Thus, CALL should be regarded as a multifaceted issue demanding strategies for managing the change alongside the knowledge of the use of computers for educational purposes, and language teaching techniques and methodologies.

### **The Study**

A teacher can adopt an interventionist, non-interventionist, or interactionalist approach towards classroom management. There have been inconsistent results with regards to the effects of teachers' age, gender, teaching experience, training, educational background, and setting on their classroom management practices (e.g. Martin & Shoho, 2000). To address these inconsistencies, the present study aimed at investigating the relationship between EFL teachers' demographic variables, namely age and years of teaching experience, computer attitude, and their classroom instructional and behavior management orientations. Therefore, the following research questions have been addressed:

Are EFL teachers' computer attitudes, age and teaching experience suitable predictors of behavioral management?

Are EFL teachers' computer attitudes, age and teaching experience suitable predictors of instructional management?

### **METHOD**

#### **Participants**

There were a total of 105 EFL teachers, i.e. 27 male and 78 female, who ranged in age from 22 to 45. They were randomly sampled out of four English language schools in Urmia and Tabriz, Iran. They all possessed an academic degree in English language teaching.

#### **Instruments**

To collect the necessary data for the present study, two different questionnaires were utilized in the present study. A Computer Attitude Questionnaire (CAQ) adapted from Albirini (2006) and a Behavior and Instructional Management Scale (BIMS) adopted

from Martin and Sass (2010) were administered to all participants. The Computer Attitude Questionnaire (CAQ) consisted of 20 Likert-type items on computer attitude. Each item was followed by a five-point response scale ranging from “strongly disagree” to “strongly agree”. It primarily tapped the teachers’ personal attitudes toward computers. Hence, it could be operationally defined as the degree of approval or disapproval of EFL teachers to the presence and use of computers in the language schools.

The Behavior and Instructional Management Scale (BIMS) contained 24 items. It composed of two subscales underlying the proposed classroom management constructs: Behavior Management (12 items) and Instructional Management (12 items). Behavior Management draws on hindrance of students from misconduct by the teachers. It can be defined as any pre-planned intervention aimed at preventing misbehavior. This facet includes setting rules, establishing a reward structure, and providing opportunities for student input. Instructional Management, on the other hand, entails teachers’ styles of management. It includes aspects of classroom life such as establishing daily procedures, allocating materials, and monitoring students’ independent work (Martin & Sass, 2010). A six-point response scale from “strongly disagree” to “strongly agree” followed each item. It is noteworthy that the scoring for some items in both questionnaires was reversed.

Nevertheless, prior to the administration of the questionnaires, they were piloted on a similar group of English as a Foreign Language (EFL) teachers in order to adapt them to the setting of the study and to uncover any potential problems associated with them. As a result, the Cronbach’s  $\alpha$  reliability coefficient was found to be 0.89 for CAQ and 0.67 and 0.72 for the behavior and instructional subparts of BIMS, respectively. Factor analysis was carried out in order to check the validity of the two questionnaires. The loadings of the items were matching with the original work.

### **Procedure**

Prior to collecting relevant data for the present study, the researchers obtained the informed oral consents from the teachers contributing to this study in order to fill out the two questionnaires. Thereafter, the computer attitude questionnaire and the behavior and instructional management scale (BIMS) were administered to EFL teachers. The participants were notified that all information they provided was kept strictly confidential. Furthermore, the researchers explicated to the participants that there were no right or wrong answers to the questions on the questionnaires, and that they should choose the most appropriate responses to the questions reflecting their attitudes towards computers and managerial behaviors. In addition, the researchers expressed their gratitude for every one of the participants regarding their close and active cooperation personally. Subsequently, multiple regression analyses were run in Statistical Package for Social Sciences (SPSS) to find out the relationship between participants’ management orientations and their CALL attitude, age, and teaching experience.

## RESULTS

The first research question of the present study aimed at finding the relationship between participants' CALL attitude, age, and teaching experience and their behavioral management. Multiple regression analyses were used in order to answer the question. The following table shows the descriptive statistics for all of the variables.

Table 1: Descriptive Statistics

	<i>Mean</i>	<i>Std. Deviation</i>	<i>N</i>
Behavioral management	48.50	6.27	105
Attitude total	83.43	10.95	105
Participants' age	26.38	3.53	105
Teaching Experience	4.22	3.71	105

The next table shows the correlations for the variables.

Table 2: Correlations of the variables

		<i>Behavioral management</i>	<i>Attitude total</i>	<i>Participants' age</i>	<i>Teaching Experience</i>
Pearson Correlation	Behavioral management	1.00	.12	-.01	.07
	Attitude total	.12	1.00	-.27	-.23
	participants' age	-.01	-.27	1.00	.74
	Teaching Experience	.07	-.23	.74	1.00
Sig.	Behavioural management	.	.11	.47	.23
	Attitude total	.11	.	.00	.01
	Participants' age	.47	.00	.	.00
	Teaching Experience	.23	.01	.00	.
N	Behavioural management	105	105	105	105
	Attitude total	105	105	105	105
	Participants' age	105	105	105	105
	Teaching Experience	105	105	105	105

The Pearson correlations in Table 2 show that the dependent variable of behavioral management did not correlate with the other three independent variables. The significance values for all three independent variables (i.e. computer attitude, age and teaching experience) were more than 0.05.

The interesting point is that there was a significant negative correlation between computer attitude and participants' age ( $p = 0.00$ ) and teaching experience ( $p = 0.01$ ). In other words, as the age and teaching experience of the participants increased their attitudes towards computers became more negative.

The next table shows the multiple correlation coefficient (R).

Table 3: Multiple correlation coefficient

<i>Model</i>	<i>R</i>	<i>R Square</i>	<i>Adjusted R Square</i>	<i>Std. Error of the Estimate</i>
1	.17	.03	.00	6.26

The value of R (i.e. 0.17) shows that the answer to the question of whether adding the independent variables (i.e. computer attitude, age and teaching experience) improves the predictive power of the regression equation is 'no'.

The following ANOVA table shows that the regression was not significant ( $p > 0.05$ ).

Table 4: Results of ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression analyses	122.67	3	40.89	1.04	.38 <sup>a</sup>
	Residual	3959.58	101	39.20		
	Total	4082.25	104			

a. Predictors: (Constant), Teaching Experience, Attitude, Participants' age

b. Dependent Variable: Behavioural management

Therefore, the independent variables of participants' attitude, age and teaching experience could not improve the accuracy of the prediction of behavioral management. Consequently, the first null hypothesis is accepted.

The second research question sought to explore the relationship between participants' CALL attitude, age, and teaching experience and their instructional management. Multiple regression analyses were used in order to answer the second research question. The following table shows the descriptive statistics for all of the variables.

Table 5: Descriptive Statistics

	Mean	Std. Deviation	N
Instructional management	36.04	5.10	105
Attitude total	83.43	10.95	105
Participants' age	26.38	3.53	105
Teaching Experience	4.22	3.71	105

The next table shows the correlations for the variables.

Table 6: Correlations of the variables

		Instructional management	Attitude total	Participants' age	Teaching Experience
Pearson Correlation	Instructional management	1.00	-.15	-.09	-.07
	Attitude total	-.15	1.00	-.27	-.23
	Participants' age	-.09	-.27	1.00	.74
	Teaching Experience	-.07	-.23	.74	1.00
Sig.	Instructional management	.	.07	.19	.23
	Attitude total	.07	.	.00	.01
	Participants' age	.19	.00	.	.00
	Teaching Experience	.23	.01	.00	.
N	Instructional management	105	105	105	105
	Attitude total	105	105	105	105
	Participants' age	105	105	105	105
	Teaching Experience	105	105	105	105

The Pearson correlations in Table 6 show that the dependent variable of instructional management did not correlate with the other three independent variables (i.e. computer attitude, age and teaching experience). The significance values for all three independent variables were more than 0.05.

The interesting point is that there was a significant negative correlation between computer attitude and participants' age ( $p = 0.00$ ) and teaching experience ( $p = 0.01$ ). In other words, as the age and teaching experience of the participants increased their attitudes towards computers became more negative.

The next table shows the multiple correlation coefficient (R).



Table 7: Multiple correlation coefficient

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.20	.04	.01	5.07

The value of R (i.e. 0.20) shows that the answer to the question of whether adding the independent variables (i.e. computer attitude, age and teaching experience) improves the predictive power of the regression equation is 'no'.

The following ANOVA table shows that the regression was not significant ( $p > 0.05$ ).

Table 8: Results of ANOVA<sup>b</sup>

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression analyses	108.14	3	36.05	1.40	.25 <sup>a</sup>
	Residual	2595.71	101	25.70		
	Total	2703.89	104			

a. Predictors: (Constant), Teaching Experience, attitude total, participants' age

b. Dependent Variable: instructional management

Therefore, the independent variables of participants' CALL attitude, age and teaching experience could not improve the accuracy of the prediction of instructional management. Consequently, the second null hypothesis is accepted too.

## DISCUSSION

The present study aimed at investigating the relationship between EFL teachers' age, years of teaching experience, computer attitude, and their classroom instructional and behavior management orientations. The results of the present study indicated that on the whole there was no correlation between teachers' age, years of teaching experience, computer attitude, and their overall classroom management strategies.

### Demographic variables and classroom management

The first research question of the study investigated the relationship between EFL teachers' behavioral management and their CALL attitude, age, and teaching experience. It was found that there was no correlation between EFL teachers' behavioral management and their attitude toward CALL, age, and teaching experience. The results of the multiple regression analyses showed that the addition of the independent variables did not improve the predictive power of the regression equation. In other words, the independent variables of participants' CALL attitude, age, and teaching experience could not improve the accuracy of the prediction of behavioral management.

The finding of the first research question is in line with the previous research in the literature (Albright Santiago, 2012; Rahimi & Asadollahi, 2012). For instance, Rahimi and Asadollahi (2012) found that age and experience were not related to classroom management orientations of the teachers. Similarly, Albright Santiago (2012) demonstrated that none of the demographic characteristics could significantly predict the behavioral management scores of middle school teachers.

However, utilizing the *Behavior and Instructional Management Scale (BIMS)*, Unal and Unal (2012) found a significant difference between behavior management and instructional management in the years of teaching experience. They revealed that the years of experience

played a significant role on teachers' beliefs on choosing their classroom management style. While beginning teachers favored shared responsibility for classroom control, experienced teachers believed in maximum teacher responsibility.

The second research question explored the relationship between EFL teachers' instructional management and their CALL attitude, age, and teaching experience. It was found that there was no correlation between EFL teachers' instructional management and their attitude toward CALL, age, and teaching experience. The results of the multiple regression analyses showed that the addition of the independent variables did not improve the predictive power of the regression equation. In other words, the independent variables of participants' CALL attitude, age, and teaching experience could not improve the accuracy of the prediction of instructional management.

The finding of the second research question is in alignment with the previous research in the literature (Rahimi & Asadollahi, 2012). Ritter (2003, cited in Yasar, 2008), for instance, did not come up with a significant difference between teachers' classroom management orientations, i.e. instructional, behavior, and people, and their teaching experience.

On the whole, the fact that participants' CALL attitude, age, and teaching experience could not improve the accuracy of the prediction of behavioral and instructional management can be related to the nature of Iranian students and the curriculum. That is to say, Iranian students are typically dependent on authority figures in the classroom and obey the rules established by the teachers. Therefore, teachers have always maintained an authoritarian atmosphere in their classes regardless of their age, teaching experience, and the technological innovation. In addition, the traditional book-centered approach and teacher-centered methodology in the Iranian EFL curriculum have affected the management orientations of the teachers in adopting an interventionist approach which could not change even with the passage of years.

#### **CALL attitude**

An interesting point found in the present study was that there was a significant negative correlation between computer attitude and participants' age and teaching experience. In other words, as the age and teaching experience of the participants increased their attitudes towards computers became more negative.

Another interesting point, as evidenced by the teachers' responses to the questionnaires, was that although most of the teachers considered new learning context created by the use of computers as a desirable environment and an effective way for improving the quality of their teaching, their attitude toward classroom management remained quite uninfluenced by their positive attitude toward computer integration into their classes. That is, Iranian language school teachers' innovative prospective attitude toward a computer-assisted language learning and teaching approach was quite unsuccessful in reshaping their chiefly teacher-centered classroom management orientations.

In fact, the majority of the Iranian EFL teachers believe that they should play dominant roles and take the responsibility for controlling students' progress and activities inside classroom. With regard to the teachers' inflexibility on the integration of computers and adopting

learner-centered approach toward teaching, two reasons can be stated. First, the teacher training courses (TTC) held in Iran follow a more traditional approach toward training. Traditionally, professional development has taken a 'training' approach with a short-term focus, e.g. training the teachers on teaching different components of the language. However, it has been argued that more professional training in how to integrate technology into classroom practice is needed in order to move teachers through the stages towards the CALL integration (Foon Hew & Brush, 2007; McGrail, 2005).

Second, the teachers came up with their prospective attitude toward computer integration and classroom management strategies, without having experienced actual CALL-based classes. That is, the majority of the teachers lack the required knowledge regarding managing behavior and instruction in computerized classes. Therefore, it can be contended that as they experience the change towards CALL-based classes they can adopt different opinions and practices towards classroom management.

Overall, the findings of this study showed that classroom management approaches of most of the participant teachers were not consistent with the new innovations in instruction, i.e. computer-assisted language learning. Teachers' scores on the questionnaire also indicated that teacher-centered classroom management approach was implemented much more than student-centered. From another point of view, current conceptions of learning that emphasize using collaborative learning, using group work activities, and adjusting instruction in response to individual student needs do not fit with the conceptions of teacher-centered management approaches. In other words, teachers should be encouraged to change their approach to classroom management in accordance with the new curriculum.

With regard to the pre-service and in-service trainings, teachers firstly should be informed about the new innovations and different uses and benefits of technology in their classrooms so that they could adapt their practices as intended. Small group teacher training courses can be highly conducive since they can provide individual teachers with sound pedagogy and practical skills for CALL. They can be held on a one-to-one or small group tutoring basis to give teachers enough opportunities to practice necessary computer skills and teaching methods applicable to their classrooms. Furthermore, having gained self-confidence and practical teaching skills concerning the new technology, teachers should be trained on the use of different classroom behavior and instructional management strategies.

## CONCLUSION

The current study investigated the relationship between computer attitude, age, and teaching experience and behavior and instructional classroom management approaches incorporated by EFL teachers in Iran. The findings revealed that none of the demographic variables, i.e. teaching experience, age, and computer attitude predicted the accuracy of teachers' behavioral and instructional management orientations.

The findings of the present study may be of use to administrators charged with supporting the development of novice teachers. That is, they must understand how differences in demographic variables can influence novice teachers' future performance in the classrooms. In this regard, they may benefit from the findings of the study in gaining insight on the impact of teaching experience gained through years as well as CALL attitude on teachers' abilities to effectively manage classroom dynamics.

## REFERENCES

- Albirimi, A. (2006). Teachers' attitudes toward information and communication technologies: The case of Syrian EFL teachers. *Computers & Education, 47*(4), 373-398.
- Albright Santiago, D. (2012). *A study of the relationship between middle school and high school teachers instructional and behavior management practices and demographic variables*. Unpublished doctoral dissertation, Liberty University, Lynchburg, VA. Retrieved from <http://digitalcommons.liberty.edu/cgi/viewcontent.cgi?article=1650&context=doctoral>
- Brophy, J. (1988). Educating teachers about managing classrooms and students. *Teaching and Teacher Education, 4*(1), 1-18.
- Bullock, D. (2004). Moving from theory to practice: An examination of the factors that preservice teachers encounter as they attempt to gain experience teaching with technology during field placement experiences. *Journal of Technology and Teacher Education, 12*(2), 211-237.
- Chudgar, A., & Sankar, V. (2008). The relationship between teacher gender and student achievement: Evidence from five India states. *Compare: A Journal of Comparative Education, 38*(5), 627-642.
- Evertson, C. M., & Weinstein, C. S. (2006). *Handbook of classroom management: Research, practice, and contemporary issues*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Foon Hew, K., & Brush, T. (2007). Integrating technology into K-12 teaching and learning: Current knowledge gaps and recommendations for future research. *Educational Technology Research Development, 55*(3), 223-252.
- Glickman, C., & Tamashiro, R. (1980). Classifying teachers' beliefs about discipline. *Educational Leadership, 37*(6), 459-464.
- Lam, Y., & Lawrence, G. (2002). Teacher-student role redefinition during a computer-based second language project: Are computers catalysts for empowering change? *Computer Assisted Language Learning, 15*(3), 295-315.
- Martin, N., & Baldwin, B. (1994). *Beliefs regarding classroom management style: Differences between novice and experienced teachers*. Paper presented at the annual meeting of the Southwest Educational Research Association. San Antonio, TX.
- Martin, N., & Sass, D. (2010). Construct validation of the Behavior and Instructional Management Scale. *Teaching & Teacher Education, 26*(5), 1124-1135.
- Martin, N., & Shoho, A. (2000). *Teacher experience, training, and age: The influence of teacher characteristics on classroom management style*. Paper presented at the annual meeting of the Southwest Educational Research Association. Dallas, TX.
- Martin, N., & Yin, Z. (1997). *Attitudes and beliefs regarding classroom management style: Differences between male and female teachers*. Paper presented at the annual meeting of the Southwest Educational Research Association. Austin, TX.
- Martin, N., & Yin, Z. (1999). Beliefs regarding classroom management style: Differences between urban and rural secondary level teachers. *Journal of Research in Rural Education, 15*(2), 101-105.
- Martin, N., Yin, Z., & Baldwin, B. (1998). Construct Validation of The Attitudes and Beliefs on Classroom Control Inventory. *Journal of Classroom Interaction, 33*(2), 6-15.

- Martin, N., Yin, Z., & Mayall, H. (2006). *Classroom management training, teaching experience, and gender: Do these variables impact teachers' attitudes and beliefs toward classroom management style?* Paper presented at the annual conference of the Southwest Educational Research Association. Austin, TX.
- McGrail, E. (2005). Teachers, technology, and change: English teachers' perspectives. *Journal of Technology and Teacher Education*, 13(1), 5-24.
- McNeely, S. R., & Mertz, N. T. (1990). *Cognitive constructs of preservice teachers: research on how student teachers think about teaching.* Paper presented at the annual meeting of the American Educational Research Association. Boston, MA.
- Mueller, J., Wood, E., Willoughby, T., Ross, C., & Specht, J. (2008). Identifying discriminating variables between teachers who fully integrate computers and teachers with limited integration. *Computers & Education*, 51(4), 1523-1537.
- Park, C. N., & Son, J. B. (2009). Implementing computer-assisted language learning in the EFL classroom: Teachers' perceptions and perspectives. *International Journal of Pedagogies and Learning*, 5(2), 80-101.
- Rahimi, M., & Asadollahi, F. (2012). On the relationship between Iranian EFL teachers' classroom management orientations and teaching style. *Procedia - Social and Behavior Sciences*, 31, 49-55.
- Ritter, J. T., & Hancock, D. (2007). Exploring the relationship between certification sources, experience levels, and classroom management orientations of classroom teachers. *Teaching and Teacher Education*, 23(7), 1206-1216.
- Unal, Z., & Unal, A. (2012). The impact of years of teaching experience on the classroom management approaches of elementary school teachers. *International Journal of Instruction*, 5(2), 41-53.
- Vannatta, R., & Fordham, N. (2004). Teachers' Dispositions as predictors of Classroom Technology Use. *Journal of Research on Technology in Education*, 36(3), 253-271.
- Weinstein, C. S. (1996). *Secondary classroom management: Lessons from research and practice.* New York: McGraw-Hill.
- Yasar, S. (2008). *Classroom management approaches of primary school teachers.* Unpublished master's thesis, Middle East Technical University, Ankara, Turkey. Retrieved from <http://etd.lib.metu.edu.tr/upload/12610051/index.pdf>
- Yeo, L., Ang, R., Chong, W., Huan, V., & Quek, C. (2008). Teacher efficacy in context of teaching low achieving students. *Current Psychology*, 27(3), 192-204.

#### Turkish Abstract

#### **Dil Öğretmenlerinin Sınıf Yönetimi Yönelimlerinin Bilgisayara Karşı Olan Tutumları ve Demografik Özelliklere Göre Belirlenmesi**

Modern teknolojilerin çıkışı sınıf içi ortamlarında devrim yapan önemli bir role sahiptir. Bunun sonucu olarak bu değişikliğin etkili yönetimi için stratejiler kullanma sorumluluğu öğretmenler üzerindedir. Bu çalışmanın amacı İngilizce öğretmenlerinin sınıf yönetimiyle ilgili düşüncelerini belirlemektir. Bu kapsamda, öğretmenlerin demografik bilgileriyle (yaş, kıdem) bilgisayara karşı tutum, sınıf içi öğretim yöntemleri ve davranış yönetimi durumları arasındaki ilişkiye bakılmıştır. Çalışmanın örneklemini İran'daki toplam 105 kadın ve erkek İngilizce öğretmeni oluşturmaktadır. Çalışmanın verileri iki anketle toplanmıştır. Çoklu doğrusal regresyon analizinin sonuçları

bağımsız değişkenler olan katılımcıların bilgisayara karşı olan tutumları, yaş ve kıdem hem öğretim yöntemleri hem de davranış yönetiminin uygun yordayıcıları olmadığını göstermiştir. Sonuçlar ayrıca katılımcıların yaşlarının ve mesleki deneyimlerinin artmasıyla bilgisayara karşı olan tutumun daha olumsuz olduğunu göstermiştir.

**Anahtar Kelimeler:** Sınıf yönetimi, öğretim yöntemleri yönetimi, davranış yönetimi, demografik değişkenler, dil okulu öğretmenleri

#### French Abstract

#### Prédire Classe Orientations de Gestion des Enseignants en Langues sur la Base de Leur Attitude de L'Informatique et les Caractéristiques Démographiques

L'apparition de technologies modernes a eu un rôle remarquable dans la révolutionnisation de la mise de salle de classe. Il est, donc, le titulaire sur des professeurs pour utiliser des stratégies pour la gestion effective du changement. Le but de l'étude présente était de découvrir l'anglais langue étrangère (EFL) les croyances des professeurs quant à la gestion de salle de classe. Ainsi, la relation entre les variables démographiques des professeurs EFL (l'âge et les années d'expérience enseignante), l'attitude informatique et leur salle de classe d'instruction et des orientations de gestion de comportement a été explorée. Les participants de l'étude ont compris un total de 105 professeurs d'école de langue EFL masculins et féminins en Iran. Les données pour l'étude actuelle ont été rassemblées par deux questionnaires. Les résultats des analyses de régression linéaires multiples ont révélé que les variables indépendantes de l'attitude informatique des participants, l'âge et enseignant l'expérience ne sont pas les prophètes appropriés de gestion tant comportementale que d'instruction. Les résultats ont aussi montré que comme l'âge et enseignant l'expérience des participants a augmenté leurs attitudes vers des ordinateurs sont devenues plus de négatif.

**Mots-clés:** Salle de classe gestion de gestion, d'instruction, comportement variables de gestion, démographiques, professeurs d'école de langue

#### Arabic Abstract

#### توقع ادارة الفصول وتوجهات اساتذة اللغة " على أساس موقفهم الحاسوب والخصائص الديموغرافية

كان لظهور التقنيات الحديثة دورا ملحوظا في ثورة في الصف الدراسي. هو، بالتالي، يتعين على المعلمين للاستفادة من استراتيجيات لإدارة فعالة للتغيير. كان الهدف من هذه الدراسة لمعرفة اللغة الإنجليزية كلغة أجنبية (EFL) معتقدات المعلمين فيما يتعلق بإدارة الصف. في القيام بذلك، واستكشاف العلاقة بين المتغيرات المعلمين ' EFL الديموغرافية (العمر، وسنوات من الخبرة في مجال التدريس)، وموقف الكمبيوتر، والتعليمية الصفية وتوجهات إدارة السلوك. تتألف المشاركين في الدراسة ما مجموعه 105 من الذكور والإناث مدرسة اللغة الإنجليزية كلغة أجنبية المعلمين في إيران. تم جمع البيانات لهذه الدراسة من خلال اثنين من الاستبيانات. نتائج الانحدار الخطي المتعدد التحليلات كشفت أن المتغيرات المستقلة من موقف المشاركين الكمبيوتر، والعمر، والخبرة في مجال التدريس ليست مناسبة للتنبؤ كل من الإدارة السلوكية والتعليمية. وأظهرت النتائج أيضا أن مثل العمر والخبرة في مجال التدريس من المشاركين زيادة مواقفهم تجاه أصبحت أجهزة الكمبيوتر أكثر سلبية.

الكلمات المهمة: إدارة الفصول الدراسية، الإدارة التعليمية، إدارة السلوك، المتغيرات الديموغرافية والمعلمين لمدرسة للغات