



A STUDY ON TEACHER CANDIDATES' COMPETENCIES IN CLASSROOM MANAGEMENT

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Abstract. The objective of this paper is to examine competencies in classroom management of teacher candidates. Research design was determined as pre-experimental research design. Research was conducted with 388 teacher candidates. In this research, these were found; Attitudes of students about competencies in classroom management differ according to gender. Male students have higher competencies of classroom management scores than female students before application; but, male students have lower competencies of classroom management scores than female students after application. Attitudes of students about competencies in classroom management differ according to class significantly. Fourth class students have higher competencies of classroom management scores than third class students before application And, Fourth class students have higher competencies of classroom management scores than third class students after application. Attitudes of students about competencies in classroom management differ according to education type significantly. Daytime education students have lower competencies of classroom management scores than evening education students before application. And, daytime education students have lower competencies of classroom management scores than evening education students after application. Attitudes of students about competencies in classroom management differ according to field of study significantly. There are differences between classes of primary school teacher education with Turkish teacher education, social sciences teacher education, science and technology teacher education.

Keywords: classroom management, pre-service teacher.

1. Introduction

The class is one of the smallest structures of the social system called school. A class means both a specific group of students, a specific place, and a certain degree of teaching. Students are given the necessary knowledge and skills in the classroom (İlgar, 2007).

Classroom management requires the creation and maintenance of a suitable environment for learning, the elimination of obstacles to work, the best use of teaching time, the participation of students in activities and good management of people, resources and time (Erdoğan, 2003). In order for a teacher to be able to demonstrate effective classroom management behavior, it is necessary to know the dimensions of classroom management and to apply these dimensions to the classroom in a proper way during lectures. In this sense, the dimensions of classroom management in general; Determining the rules to be followed in the class, effective time and teaching management, designing the class according to an ergonomic scheme, and controlling the student behaviors to create the most suitable atmosphere for success and learning (Çelik, 2002).

It is known that classroom management skills of teachers have a great influence on the success of students. Effective learning is possible with qualified teachers and effective classroom management. Since 1997-1998 academic year in Turkey, classroom management has been introduced as a compulsory course to the education programs of higher education institutions (Çelik, 2008).

It is important to identify effective classroom management roles and to identify what needs to be done

to gain or develop these roles in pre-service and in-service training. Students are able to earn educational experiences with successful management of the class (Başar, 2004), success of the management in the classroom is directly depended on the teacher (Yılmaz, 2008). Personality traits of the teacher, professional experience, teaching style, culture, pre-service and in-service training influence classroom management (Erdoğan, 2004).

Quality of classroom management can increase, by conducting researches about this topic. Teacher candidates' attitudes are seen essential for improving politics about classroom management. For this reason, to analyse attitudes of teachers on classroom management is expected to provide important benefits to researchers and teachers.

The objective of this paper is to examine teacher candidates' competencies in classroom management. Students answered the questionnaire before and after the classroom management course and researchers aimed to see differences between attitudes of students about competencies in classroom management. The study tried to find the answer to the following questions:

Do attitudes of students about competencies in classroom management differ according to gender before and after the course?

Do attitudes of students about competencies in classroom management differ according to education type before and after the course?

Do attitudes of students about competencies in classroom management differ according to field of study before and after the course?

Do attitudes of students about competencies in classroom management differ according to class before and after the course?

2. Methods

Research Model

Research design is determined as pre-experimental research design. In this design, pre-test status of the group is determined with pre-test and post-test status of the group is determined with post-test. The fact that the posttest measurements are larger than the pretest measurements is considered to be the effect of the independent variable and the results of these two measures are used together to determine how effective the independent variable is for this purpose (Karasar, 2000). In this study, because the effect of experimental processing is tested with a single group application, the model of the researcher produces a weak experimental pattern (Büyüköztürk et al., 2011).

Population and Sample

The accessible population of study consists of teacher candidates at Celal Bayar University, Faculty of Education. The sample of the study is determined by convenience sampling method. Research was conducted with 388 teacher candidates. This method is used when sample units are selected from easily accessible due to the existing limitations of the money, time and workforce (Büyüköztürk et al., 2011).

Information on participants' gender, class and field of the study are given in Table 1 (number and percentage).

Table 1. Demographic Informations of Participants

Variable	Groups	n	%
Gender	Female	233	60,1
	Male	155	39,9
Class	3	229	59,0
	4	159	41,0
Field of study	Social Sciences Teacher Education	79	20,4
	Science And Technology Teacher Education	158	40,7
	Turkish Teacher Education	52	13,4
	Primary School Teacher Education	99	25,5

	Total	388	100,0
Education type	Daytime education	313	80,7
	Evening Education	75	19,3

Instruments

The *Competencies of Candidate Teachers in Classroom Management* questionnaire, developed by Gökyer & Özer (2014) was used. The items are measured on a 5-point Likert scale, from 1- I definitely disagree to 5 – I completely agree. According to result of the exploratory factor analysis, the tool had a structure with three dimensions. It consisted of 16 items. The first factor of the scale named “relationship management in the classroom” included 6 items. The second factor of the scale named “training management” included 6 items. The third factor of the scale named “recognition of the student and environment” included 4 items. In the analysis, the overall Cronbach alpha reliability coefficient was ,92.

Analysis of Data

Single Factor Manova is used to examine the difference between attitudes of teacher candidates about competencies of classroom management. 0.05 level of significance for the interpretation of the results has been taken.

3. Results

Data obtained with Competencies of Candidate Teachers in Classroom Management Scale were analyzed. Findings are as follows:

Table 2. Single Factor Manova Results About Competencies of Classroom Management Scores According To Gender

Independent variable	F	Hypothesis df	Error df	p	Eta Square
Gender	14783,58	2,000	385,000	,00	,98

Attitudes of students about competencies in classroom management differ according to gender ($F(2-385)=14783,58$, $p \leq .05$) significantly (Table 2). Eta square value indicating the magnitude of this significant difference was calculated as .99 Accordingly, it can be said that gender has a significant effect on attitudes of students about competencies in classroom management. Male students have higher competencies of classroom management scores than female students before application ($\bar{X}_m=59,89$ ve $\bar{X}_f=59,52$). But, male students have lower competencies of classroom management scores than female students after application ($\bar{X}_m=67,96$, $\bar{X}_f=68,29$).

Table 3. Single Factor Manova Results about Competencies of Classroom Management Scores According to Class

Independent variable	F	Hypothesis df	Error df	p	Eta Square
Class	15518,12	2,000	385,000	,00	,98

Attitudes of students about competencies in classroom management differ according to class ($F(2-385)=15518,128$, $p \leq .05$) significantly (Table 3). Eta square value indicating the magnitude of this significant difference was calculated as .99 Accordingly, it can be said that class has a significant effect on attitudes of students about competencies in classroom management. Fourth class students have higher competencies of classroom management scores than third class students before application

($\bar{X}_{t=}$ 60,26 ve $\bar{X}_{t=}$ 59,27). And, fourth class students have higher competencies of classroom management scores than third class students after application ($\bar{X}_{t=}$ 66,79 , $\bar{X}_{t=}$ 70,14).

Table 4. Single Factor Manova Results about Competencies of Classroom Management Scores According to Education Type

Independent variable	F	Hypothesis df	Error df	p	Eta Square
Class	11224,480	2,00	385,000	,00	,98

Attitudes of students about competencies in classroom management differ according to education type ($F(2-385)=11224,480$, $p \leq .05$) significantly (Table 4). Eta square value indicating the magnitude of this significant difference was calculated as .98 Accordingly, it can be said that education type has a significant effect on attitudes of students about competencies in classroom management. Daytime education students have lower competencies of classroom management scores than evening education students before application ($\bar{X}_{d=}$ 58,86 $\bar{X}_{e=}$ 63,05). And, daytime education students have lower competencies of classroom management scores than evening education students after application ($\bar{X}_{d=}$ 66,92 ve $\bar{X}_{e=}$ 73,35).

Table 5. Single Factor Manova Results about Competencies of Classroom Management Scores According to Field of Study

Independent variable	F	Hypothesis df	Error df	p	Eta Square
Field of study	13920,49	2,000	383,000	,00	,98

Attitudes of students about competencies in classroom management differ according to field of study ($F(2-383)=13920,495$, $p \leq .05$) significantly (Table 5). Eta square value indicating the magnitude of this significant difference was calculated as .99. Accordingly, it can be said that field of study has a significant effect on the attitudes of students about competencies in classroom management. Following this process, post hoc analysis techniques was used. Scheffe test is preferred because the test is sensitive to alpha-type errors. Scheffe, multiple comparison analysis results are presented below:

Table 6. Scheffe Post Hoc Test Results aor Field of Study

Dependent Variable	(I) field of study	(J) field of study	Mean Difference	Std. Error	Sig.
Classroom management before application	Social Sciences Teacher Education	Science and Technology Teacher Education	1,5949	1,22378	,63
		Turkish Teacher Education	3,3513	1,58596	,21
		Primary School Teacher Education	5,2124*	1,33983	,00
	Science And Technology Teacher Education	Social Sciences Teacher Education	-1,5949	1,22378	,63
		türkçe öğretmenliği	1,7563	1,41988	,67

		Primary School Teacher Education	3,6174*	1,13839	,01
	Turkish Teacher Education	Social Sciences Teacher Education	-3,3513	1,58596	,21
		Science and Technology Teacher Education	-1,7563	1,41988	,67
		Primary School Teacher Education	1,8611	1,52104	,68
	Primary School Teacher Education	Social Sciences Teacher Education	-5,2124*	1,33983	,00
		Science and Technology Teacher Education	-3,6174*	1,13839	,01
		Turkish Teacher Education	-1,8611	1,52104	,68
Classroom management after application	Social Sciences Teacher Education	Science and Technology Teacher Education	-2,1899	1,07506	,24
		Turkish Teacher Education	,4793	1,39322	,99
		Primary School Teacher Education	3,0432	1,17701	,08
	Science And Technology Teacher Education	Social Sciences Teacher Education	2,1899	1,07506	,24
		Turkish Teacher Education	2,6692	1,24733	,20
		Primary School Teacher Education	5,2331*	1,00005	,00
	Turkish Teacher Education	Social Sciences Teacher Education	-,4793	1,39322	,99
		Science and Technology Teacher Education	-2,6692	1,24733	,20
		Primary School Teacher Education	2,5639	1,33619	,29
	Primary School Teacher Education	Social Sciences Teacher Education	-3,0432	1,17701	,08
		Science and Technology Teacher Education	-5,2331*	1,00005	,00
		Turkish Teacher Education	-2,5639	1,33619	,29

According to field of study; attitudes of students about competencies in classroom management differ and determine which groups have differences, Scheffe test was used and the obtained results are the following: there are differences between classes of primary school teacher education with Turkish teacher education, social sciences teacher education, science and technology teacher education.

Conclusions

In this research we obtained the following results:

Attitudes of students about competencies in classroom management differ according to gender. Male students have higher competencies of classroom management scores than female students before application. But, male students have lower competencies of classroom management scores than female students after application. There is a significant difference between the classroom management points of girls and classroom management points of boys in Demirtaş (2011)'s study. No significant difference was found between perceptions of teacher candidates' classroom management competencies according to the gender variable (Gökçer & Özer, 2014). In the study conducted by Ilgar (2007), female teachers' classroom management ability scores were significantly higher than male teachers' scores.

Attitudes of students about competencies in classroom management differ according to class significantly. Fourth class students have higher competencies of classroom management scores than third class students both before and after the course. There is a significant difference between the classroom management points according to class variable in Demirtaş (2011)'s study.

Attitudes of students about competencies in classroom management differ according to education type significantly. Daytime education students have lower competencies of classroom management scores than evening education students both before and after the course.

Attitudes of students about competencies in classroom management differ according to field of study significantly. There are differences between classes of primary school teacher education, Turkish teacher education, social sciences teacher education, science and technology teacher education. There is a significant difference between the classroom management points according to university variable in Demirtaş (2011)'s study. Ilgar (2007) also found that primary school teacher and foreign language teachers' scores about classroom management skills were significantly higher than others.

So the variables that predict the opinions about classroom management can be searched. Researches will be conduct to find the causes of the differences.

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