

EDITORS

Prof. Hasan ARAPGIRLIOGLU
Assist. Prof. Atilla ATIK
Prof. Robert L. ELLIOTT
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**RESEARCHES ON SCIENCE AND ART
IN 21ST CENTURY TURKEY**

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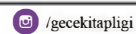
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CHAPTER 30

CLASSROOM MANAGEMENT IN THE EDUCATION ENVIRONMENT

Hatice VATANSEVER BAYRAKTAR, Sinan GIRGIN

INTRODUCTION

The centre of production of the education system is the classroom. Classrooms are important in that they are the places where education takes place. Classrooms should be places where students spend most of their time, respond to any kind of their needs, and they can enjoy being there. Although many preliminary studies have been carried out on the quality of education, what is important is the atmosphere and performance created by the teacher in the classroom, and this performance can be explained with classroom management.

The concept of classroom management, aim of classroom management, classroom management models (reactive model, preventive model, developmental model, holistic model), classroom management approaches (Kouin's approach, the approach of Jones&Jones, Giot's approach, Glasser's approach, Dreikurs' approach), the dimensions of classroom management, factors affecting classroom management, discipline in the classroom, and the approaches of teachers towards classroom management are covered in this section in line with the literature.

1. THE CONCEPT OF CLASSROOM MANAGEMENT

Classrooms are crowded and busy places where students varying in terms of interest and skills should be organized and managed in the best way in terms of work, and in the lowest way in terms of giving damage (Doyle, 1986). Classrooms are the centres of experience, where teachers are face-to-face with students; where student behaviours, which are the targets of education, start to be formed; and which aim at raising the human force with the quality and quantity needed by the society. Classroom management is the first and basic step of classroom management (Başar, 2001). The quality of education largely depends on the quality of classroom management. Classroom management is the duty of the teacher in arranging a classroom environment where success is achieved. It includes establishing and maintaining the order in the classroom, arranging the physical environment, performing a teaching process with a logical flow, the effective use of time, motivating students, and establishing teacher leadership and authority (Savage & Savage, 2010). Classroom management is the management of educational activities by participants under the guidance of the teacher. Classroom management is the management of the place, students and sources. Preparing a suitable learning environment, and creating and using the facilities and environment, rules, learning order and processes in this vicinity are called classroom management (Başar, 2008; Vatansever Bayraktar, 2015).

Ensuring the effective coordination between the curriculum and training plan, method of education, effectiveness of education, technology, time, place, teacher and student; and ensuring and maintaining a suitable environment and order for learning are defined as classroom management (Saritaş, 2003; Bayrak, 1998). Classroom management consists of practices based on classroom rules that increase the independent learning skills, efficiency, and therefore, the success of all students (Buluç, 2004). Erden (2008) defines classroom management as the "Sum of techniques and activities regarding the arrangement, controlling and changing of the learning environment and student behaviours by the teacher to provide education and learning in the classroom in line with the targets". Classroom management also means behaviour management, arranging the physical structure of the classroom, and eliminating or changing the behaviours that prevent teaching to ensure the participation of students in the learning process (Özyürek, 2005).

Teachers, who are the managers of classrooms, should have knowledge, skills and attitudes on classroom management and implement these, in addition to their personal and professional characteristics in order to effectively perform the role of creating the experience centres expected from them (Kapusuzoğlu, 2004; Başar, 2005). Highly developed skills are required in order to manage the teaching situations and interpret the situations in classrooms where many incidents take place simultaneously and unpredictably (Doyle, 1986). If the teacher has the necessary knowledge and skills for the management of the educational process, he/she does not have difficulty in preparing the learning experiences that fit the interests, needs and skills of students. He/she arranges a meaningful learning process for students by using the suitable methods and techniques for the target behaviours and content aimed to be introduced to students.

2. AIM OF CLASSROOM MANAGEMENT

The classroom is the unit, which should be focused on most since it is the workshop of the subject.

Just as the disruptions that may occur in the production line kill off all the preparations and labour, while the importance of each unit in a factor is appreciated; in education, the quality of a whole system is entrusted to the efforts of the teacher in the classroom environment, no matter the quality of the policies, projects and approaches adopted by the management. Starting from this point-of-view, the most important stage in the performing of the education system manifests itself at the point of the conduct of the education-training works properly. The aim of the teacher is not to ensure control over students, but to ensure that students learn to control themselves (Freiberg, 2002). While classroom management ensures the maintenance of the positive behaviours and changing their negative behaviours, it tries to manage students (Karagöz, 2008). The aim of classroom management is to motivate students to learn, encourage students for self-regulation and create partnership (Evertson & Neal, 2005).

3. CLASSROOM MANAGEMENT MODELS

There are different classroom management models developed according to the discipline approach adopted in the classroom. These models may vary by teachers, student needs, educational sources or the quality of the achievements of the lesson. While the teacher can take one of these models as a basis, he/she can also use different models. These models are divided into four groups by Başar (2005), Kaya (2003) and Çelik (2005) as reactive, preventive, developmental and holistic:

- **Reactive model:** In this model, which is based on reacting against the undesired behaviour, the aim is to change the unwanted situation or behaviour. Rewards and punishments are used to restore the order, and the teacher tends towards the individual rather than the group (Başar, 1999; Temel, 2006). The reactive model is also qualified as the traditional classroom management model. Scolding a student who talks without receiving the right to speak and warning a student who does not listen to the lesson can be given as examples of the behaviour of a teacher who adopts the reactive model.

- **Preventive model:** In this model that is based on foreseeing the unwanted behaviours that may occur in the future and taking the necessary precautions, the aim is to prevent the unwanted behaviour. It is aimed at the group rather than the individual (Başar, 1999). The precautions are created for the whole class, and not considering a single individual. In case the teacher uses this model, he/she does not need to use the reactive model (Sarıtış, 2003).

- **Developmental model:** It focuses on the physical, psychological, moral, emotional and social development levels of students (Ünal & Ada, 2003)

- **Holistic model:** It addresses the internal and external environment of the classroom as a whole, and the synthesis of the common aspects of the previous three models makes up this model (Türnüklü, 2005). The preventive model that ensures the arrangement of the environment beforehand, the reactive model to correct negative behaviours that will emerge despite these efforts, and the developmental model that takes the developmental features of students into consideration are used in the holistic model (Başar, 2004). In addition to classroom management models, Gürsel and Sünbül (2000) state that there are four attitudes used by teachers and managers to control students, and these attitudes also apply to the behaviours exhibited towards students, and list these attitudes as authoritarian, competent, emotional and disinterested:

While teachers showing authoritarian attitudes strictly apply the previously determined rules and orders, they do not take into consideration the wishes of students and force them to comply with rules. Punishing, reproaching, embarrassing and despising of student behaviours are considered as the behaviours of teachers exhibiting this attitude. As for the competent attitude, while teachers are closely involved in all variables of classroom management (student, classroom environment, educational activities, parents, etc.), they tend to explain the reasons behind the rules. In the disinterested classroom management profile, students are freed from controlling including negative behaviours in addition to not giving information at the sufficient rate and effectiveness on the things that they should and should not do. In such classrooms where discipline problems are more widespread, while it is observed that teachers and school managers sometimes lash out, give punishments, make restrictions and threaten students, it is observed that these reactions are not efficient in terms of creating the desired atmosphere for education. While it is believed that the emotional well-being of students is more important than controlling the classroom in the emotional classroom management profile, it is observed that the rules and legislations generally fall behind the emotional approach.

4. CLASSROOM MANAGEMENT APPROACHES

Many different definitions have been made on education so far. The most frequently used one among them states that people exhibit desired behaviours with their own lives. While the word experience contains planning, the word desired means an individual's own expectations and the expectations of the society. However, in more modern approaches, individuals are expected to be in a constant state of change and development by revealing their unique characteristics. Getting the desired efficiency

from classroom management is closely related to the approach to be applied (Aydın, 2000). Classroom management is important for many teachers at the point of fulfilling educational objectives. There are different factors affecting the classroom management. These include the order to be established in the classroom, competence of the teacher and the classroom management approach adopted by the teacher. In this context, it is necessary to investigate the types of classroom management approaches (Yaka, 2006). The approaches of Kouin, Jones&Jones, Ginott, Glasser and Dreikurs are addressed under this title.

4.1. Kouin's Approach

He is the first researcher who conducted studies on classroom management from the 1950s to 1970s. He conducted studies investigating the effects of teacher behaviours on students and focused on rendering classroom management more effective (Ünal and Ada, 2000). In his studies, he investigated the effects of teacher behaviours on the watching of the lesson by students, analysed many video films in this respect, and attracted the attention to the processes of effective classroom management. According to Kouin (1970):

1. The teacher should be aware of what is going on in the classroom.
2. The teacher should show the necessary tolerance to undisciplined students.
3. The teacher should ensure that all students participate in the lesson equally in order to keep the attention of the student alert and give everyone the chance to be successful.
4. The teacher should use as many different methods and techniques as possible when passing from one activity to the other.

4.2. Jones&Jones' Approach

They developed techniques for regulating the classroom management training programme as a result of the observations conducted at primary and secondary school classes. According to Jones&Jones (2007):

1. Most of the time at schools is spent on non-education related activities. Therefore, teachers should be specifically trained on the effective time use.
2. They should be able to use the body language effectively; they should be sincere with students and have a just and rational reward system.
3. A different type of rewarding can be used in order to use the time effectively and efficiently.
4. Teachers should be taught about activities on providing motivation.
5. It was observed that teachers providing individual help are liked more. Students should be supported by communication with them.

4.3. Ginott's Approach

It was emphasised that the messages given by adults have important effects on the self of children and adolescents. According to Ginott (1972):

1. Teachers should be respectful of the emotions and thoughts of both themselves and their students.
2. Teachers should be careful not to reflect the negativities they face to students negatively.
3. Teachers should not nickname students because of their negative behaviours.
4. Teachers should not ignore individual differences in students.

4.4. Glasser's Approach

He aimed to include the student in the lesson in classroom management. According to Glasser (1999):

1. Students should be willing to learn under normal conditions. Otherwise, they should try to find and eliminate the reason for unwillingness.
2. The communication between teachers and parents affects the lesson performance.
3. The teacher should hold collective or individual meetings with students from-time-to-time.

4.5. Dreikurs' Approach

If students are asked to participate in the lesson, teachers should not have autocratic pressure on them. It is defended that students should be taught in a democratic environment in the class. This means creating a classroom environment of which borders are determined by the teacher, and the choices are freely selected by students (Dreikurs & Cassel, 1991). According to this approach:

1. The teacher should pay closer attention to a student who exhibits negative behaviours.
2. The teacher should guide students in the solution of problems.
3. Students should have a say in the determination of the classroom rules.

5. DIMENSIONS OF CLASSROOM MANAGEMENT

In content, classroom management includes the creation of a suitable environment for learning in the classroom, physical arrangements, the flow of teaching and time management, determination of the relationships in the classroom environment within the scope of specific rules, regulating the

communication and ensuring the motivation (Karip, 2002). Classroom management has 5 dimensions (Başar, 1999). These are activities related to the physical order, plan-program, arrangement of the relationships in the classroom, behaviour regulations and time use (Gündüz, 2004).

The physical order of the classroom environment, management of teaching, time management, communication and behaviour management subjects, which are the dimensions of classroom management, were addressed under this title.

• Physical Order of the Classroom Environment

The physical features of the classroom are very important in terms of classroom management. One of the most effective ways of changing behaviours is to change the environment (Tabanca, 2005; Başar, 1999; Flechsig, 1989). Factors such as the number of students, lightning, heat, light, colours, acoustic, the order and structure of desks, hygiene, and materials-tools make up the physical environment of the classroom. The physical environment should be created in the best way in order to perform educational activities smoothly. As it is in Maslow's hierarchy of needs, what should be done primarily is to fulfil the physical needs. For example; in case students do not show interest towards the lesson since the classroom cannot be heated well, the teacher should primarily eliminate this problem, and then continue with the lesson and ask the students to show interest in the lesson. Otherwise, blaming students for the failure of the lesson by ignoring or not perceiving an existing problem will not provide benefit to anyone, despite being the easiest way. Ensuring the participation of students in educational activities should be the aim of determining the seating order of students, and the seating arrangement should be made accordingly. While making this seating arrangement; the gender, height, seeing-hearing, period of interest, hygiene, economic and social factors should be taken into consideration (Celep, 2002). The traditional seating order can be used in the activities when students are passive. However, the traditional order is inadequate in the education-training activities that aim to keep students active, and even lead to undesirable behaviours. It is possible to prevent these undesirable behaviours by changing the seating order (Gordon, 1995). The first thing to take into consideration while placing student desks should be the state of the teaching activity. The desks should be placed according to the activity planned. The desks should be placed one after the other in a teaching situation when the teacher will be active, they should be placed in a way that everyone will see the area of activity equally when an activity will be exhibited, and the groups should be arranged separately when a group work will take place (Celep, 2002).

• Method of Learning and Teaching

The ultimate aim of education is to raise happy individuals. To this end, the contemporary definition of education is the process of revealing the innate latent powers of individuals and turning them into skills. Again, in the same manner, teaching is defined as the process in which the individual develops his/her skills within his/her own capacity (Karlı, 2004). In an education system that aims to raise happy individuals in the light of these definitions, the duty and therefore the responsibilities of teachers in learning and teaching activities have increased significantly. To ensure the order of the classroom and provide education in the classroom are the main duties of teachers. The fulfilment of these two tasks is mutually related. Obviously, there will be fewer problems in a classroom in which education can be managed well since students will be engaged with the lesson more. The planning, implementation and assessment of the lesson are called teaching management.

Effective teachers try to create suitable environments for each student to learn according to his/her own capacity when planning the teaching process. The three main teaching functions of teachers are planning, implementation and evaluation (Tok, 2005). The management of student homework is also among the skills that a teacher should possess. The teacher should explain the homework of students, hold meetings with students who are absent, and the homework should be followed within the scope of the plan (Celep, 2002). To realize the plans that are planned, first of all, it is necessary to master the plans planned, and then use the sufficient time and material source for activities. Teaching management is the most important dimension of classroom management. Actually, the teaching method and classroom management overlap to a great extent. High classroom management skills of a teacher depend on his/her high teaching management skills because the actual aim of classroom management is to ensure the targeted development. This development is possible through teaching.

• Time Management

Time is a limited source in terms of individuals and schools (Karlı, 2005). Therefore, time should be used rationally. Time management, which is a critical element of the management processes, is a subject that must be focused on also in terms of classroom management that requires performing certain activities at specific periods of time (Erkılıç, 2005). Consequently, it can be said that time management

is the most critical element of classroom management. No matter how much the teacher is competent in terms of classroom management skills, he/she will not achieve success unless he/she can fulfil the activities within a given period of time.

• Communication

While Dökmen (2005) defines communication as the information exchange between two systems, Eren (2004) has defined it as the process in which information, ideas and emotions are transmitted from one person to the other. Oskay (1999) defined it as “the statements of attitudes, judgements, thoughts and emotions within the community or social life made up of individuals who have similar emotions and express these emotions to one another, that inform the changes about the objects, incidents and phenomena in their environment, transmit their knowledge about them, and result from the same life experiences against the same phenomena, objects and problem”. A suitable classroom environment, positive teacher-student communication, and a classroom atmosphere created with mutually accepted classroom rules are required for effective education (Ök, Göde & Alkan, 2000).

Renowned behavioural theorists Kounin, Skinner and Glasser suggest establishing positive relationships with students for a healthy classroom atmosphere (Kaliska, 2002). Consequently, effective communication skills of the teacher directly affect classroom management. Communication makes up an important dimension of the classroom management skills of a teacher.

• Behaviour Management

The fact that individuals interact in social environments creates the network of relations that closely affect the behaviours. Consequently, individuals develop behaviours that are consistent with the society they belong to (Aydn, 2000). It is necessary to establish a series of rules and apply them carefully in order to create a regular and safe classroom environment.

Rules are quite important in that they ensure that teachers take effective decisions, classroom members establish healthy relationships, activities are not disturbed, people are protected against physical damages, and a safer environment is created (Aksoy, 2002). Care must be taken that rules are as less in number as possible, and positive sentences are used in rule sentences instead of negative sentences.

The rules should be determined by the democratic participation of the class, and the teacher himself/herself should obey the rules first (Erdoğan, 2003).

The teacher should guide the implementation of the rules and regularly monitor the rules. The rewarding of students who obey the rules is also important for the rules to be adopted (Celep, 2002). There are certain out-of-class factors that affect the behaviours of students within the classroom.

Out-of-class factors mean the factors that students face in their lives outside the classroom and that are effective on their behaviours. These are the family, social environment and school. Students start to socialize first in the family. The first social rules that they learn are related to the family. The teacher fails to establish a healthy communication with his/her student if he/she forgets that the student has a family and does not consider the environment students enter when they get out of the classroom. Similarly, another area where students learn about socialization is their social environment. The students' circle of friends is probably more effective on their behaviours than the school. Many factors such as the physical structure of the school, the number of students and financial factors affect student behaviours. Consequently, the teacher should first be able to recognize a behaviour, examine its reasons, and establish and implement rules in order to manage a behaviour. Since the ability to manage student behaviours makes up an important part of classroom management skills, teachers should have good student management skills.

6. FACTORS AFFECTING CLASSROOM MANAGEMENT

Classroom management is affected by all these factors, both in-class and out-of-class, and teachers who would like to manage their classroom well should know these factors and have the problem-solving skill for solving these problems (Taş, 2005). Factors such as teacher, student, classroom environment, materials and tools, routine works, environment, school and family affecting classroom management are addressed in this section.

• Teacher

The teacher is responsible for ensuring and maintaining an effective learning environment in the classroom. For an effective classroom environment, the teacher should arrange activities that are suitable for the teaching targets and the interests, needs and expectations of students (Aydn, 2004). The main duty of teachers is to ensure teaching and learning experiences for their students and show example behaviours for them (Bilen, 1996). The teacher is the person who constantly interacts with his/her students, carries out teaching, changes his/her behaviours in line with the aims of the National

Education and the subject, and affects students with his/her attitudes, behaviours and habits while transmitting information to them (Varış, 1998). It is known that any kind of behaviour exhibited by the teacher inside the classroom affects students. Accordingly, it is necessary for the teacher to be careful when choosing the behaviours, he/she exhibits in the classroom (Gözütok, 1993) because students are mostly interested in what the teacher does, and not what he/she says (Topal, 2007). In this sense, it is observed that teacher behaviours take a very important place in the classroom. This especially applies to the first stage of primary school. Students take their teachers as an example more in the first years of primary school. Therefore, the diligence and orderliness of the teacher affect student behaviours, and consequently, the classroom environment.

• Students

All activities held at school and in the classroom are arranged to ensure that students achieve their aims and desired behaviours. While classroom management influences students and their success, students also have positive or negative effects on classroom management. For example, student characteristics such as their behaviours, characteristic features, willingness to cooperate with the teacher and their participation in the lesson affect classroom management. Students whose needs are fulfilled and successful behaviours are reinforced in the classroom are motivated towards learning. Students who love their teachers and find them supportive show more responsible behaviours, and they are willing to participate in academic activities by obeying classroom rules and norms. In short, students exhibit the behaviours of respect, cooperation and participation more to their teachers, whom they perceive as “good” (Evertson & Weinstein, 2006).

• Classroom Environment

Physical situation (narrowness-wideness, heat, light), cleanliness, seating order, the position of the teacher’s desk, and features such as hearing the voices coming from outside of the place where the lesson takes place affect classroom management. In addition to the physical characteristics of the classroom, the number of individuals inside it also affects classroom management. In the past, classroom management was used in the sense of ensuring the authority of the teacher in the classroom and a discipline-based approach was more dominant, while nowadays classroom management is mostly expressed as ensuring and maintaining a classroom environment that ensures learning (Demirel, 1999). The success of students in the classroom depends on the opportunities and atmosphere created for them by their teachers. The atmosphere created by the teacher in the classroom will also affect their success (Heck Larsen & Marcoulides, 1990).

• Tools and Materials

The preparation and use of the right tools and materials at the right time affect classroom management. For example, it is necessary for a teacher to make available the necessary tools and materials before entering the class. Otherwise, undesirable behaviours may take place between students when the lesson is interrupted as the teacher prepares the tools and materials during the lesson and tries to eliminate the problems resulting from the tools and materials. It is important that the tools and materials to be used in the classroom fit the level of students, and it is important how students can use these tools and materials, and with what kind of teaching activities they will be provided. Teachers should get to know the tools-materials to be used in the classroom before the lesson (Gözütok, 2004).

• Routine Works

There are many routines in a classroom environment. Once these routines are put in order, many possible challenges and problems that may occur in the classroom will have been prevented (Waters, 1996). Behaviours such as completing the attendance form and other processes without interrupting the lesson and in the shortest time possible, starting the lesson after preparing the suitable environment (motivating students towards the lesson and eliminating the noise), and giving feedback to students by performing the homework check in the shortest time are effective in classroom management.

• Environment

The behaviours of students and classroom management can be affected both positively and negatively by the environment. The environment consists of both the close environment of the student such as the class, school and family, where he/she is present every day, and the far environment that affects him/her from-time-to-time. For example, students may take the positive or negative lifestyles of one’s own society or other societies in his/her far environment as an example with tools such as television and the internet, and turn them into behaviours inside the classroom (Gündüz, 2001). The tendency of students to take as an example and exhibit all behaviours in the classroom environment, especially the negative ones, they see in the environment they are in, is high.

• Family

The parents and close relatives of a child have an important effect on his/her behaviours. The family has a significant effect on the socialization of the child. Education starts in the family, and it is very hard to change the behaviours obtained in the family at school. In addition to the environment where a family raises their children, and the number of individuals in the family, the sociocultural and economic status of the family, family relations, family pressure, the attitude of the family towards their children, and the behaviours of children are effective on the child and the classroom management. The way the child is raised significantly affects his/her behaviours inside the classroom (Celep, 2002). Creative individuals with a healthy body and mind, who attribute importance to balanced and regular working, can only be raised in a family with these features, whereas children, who are raised in an authoritarian environment where domestic violence takes place, are prone to violence and tend to exhibit problem behaviours.

• School

The school, built with the aim of changing the behaviours of individuals, is a suitable environment for the expectations of the society, it provides students coming from different conditions with the same learning environment, and the behaviour development process is conducted in a planned way thanks to professional members of the profession (Gözütok, 2007). The classroom is a sub-unit of the school, and it is affected by the features of the school. Many factors such as a well-arranged school garden for the times that students spend outside the lesson, sufficient area allocated for sports, clean toilets, a good canteen, an understanding school management affect the behaviours of students inside the class (Akin, 2006). As well as the features of the school, the socio-economic status of the environment it is located in is also effective in classroom management and student behaviours. The staff at the school and the number of students can also affect student behaviours. For example, interpersonal skills at small schools are carried out better, and teachers are in a better mood. The effectiveness and participation of the members of a group decrease as the number of the group increases (Erden, 2005). Schools that play a part in the effective classroom management may provide teachers with various opportunities in terms of supporting their professional development and ensure their development in classroom management. For example, teachers who are new in the profession may be provided with this support by giving them the right to record their lesson to evaluate their own lesson by not only appointing an advisor teacher to them, by providing regular training, and creating online libraries where experienced teachers share their lesson plans (Freiberg, 2002).

7. DISCIPLINE IN THE CLASS

Discipline means acting in accordance with the existing laws, rules, principles and order. In education, discipline means showing and teaching the student the desirable behaviour, monitoring whether he/she exhibits this behaviour, rewarding him/her when he/she exhibits the behaviour better than expected and punishing when he/she fails to exhibit it. As it is misunderstood, discipline is not only an act of punishing, but it is a broad concept that has many functions because discipline does not mean controlling others, it means helping them to control themselves (Saritaş, 2003). Teachers associate the discipline problems with their environment and families and consider that the problem is related to classroom management and discipline, whereas discipline problems are the subject of classroom management, and they should be used as data for creating a solution for the problem of environment and family (Okutan, 2002). According to Temel (2006), turning discipline into a situation in which students can manage their own behaviours rather than considering it as a situation that educators should ensure in the classroom is important in terms of creating a sustainable discipline, that can be internalized by students. Functions such as self-control, personalization, socialization, team membership, valuation, impartiality, responsibility, reliability, good habits, internalization, purposeful and cooperative activities make up the other dimensions of discipline.

8. CLASSROOM MANAGEMENT APPROACHES OF TEACHERS

Classroom management approaches can be classified in different ways. Researchers make the classification of the classroom management approaches based on different aspects of classroom management. In general, classroom management classifications are made based on the level of control of the teacher on the class and students. Two approaches can be mentioned in classroom management approaches based on the control of the teacher on the class. These are the traditional approach with a teacher-centered tendency, and the modern approach with a student-centered tendency (Rogers & Freiberg, 2004). These two approaches are two ends of a process, and it is hard to say whether a teacher adopts a teacher-centered or a student-centered approach.

• Traditional Approach

In the traditional approach, in which communication takes place from the teacher to the student, the teacher is in the centre while students are passive. Students are not asked for their opinion when the classroom rules are created, and the rules are strict. Students are expected to obey the rules that are prepared by the teacher in advance without questioning. It is observed that teachers who adopt the traditional approach are constantly sceptical about their students, have a strict understanding of the discipline, are pessimistic, discriminate between their students, and praise themselves a lot by feeling the sense of insufficiency (Bayrak, 1998). Students who cannot express themselves in such a classroom environment, with different characteristic structures, will start to show behavioural disorders, and the teacher will have to deal with these students. Blaming, judging and punishing will be more dominant in this effort of the teacher. It is very hard to create an effective educational environment in such classroom environments made up of the opposite groups.

• Contemporary Approach

Depending on the developments in the field of education, a tendency has been observed from oppressive to democratic, from style-oriented to purpose-oriented, and from teacher-centered to student-centered approaches in classroom management approaches (Gündoğdu, 2007). The principles of the constructivist approach have started to be adopted with the reflection of the cognitive theory on education programs as of the 2000s. Teachers who adopt the constructivist approach accept and support the autonomy of students. They let the answers of students lead the lesson, and change their educational strategies (Brooks & Brooks, 1999). In these classes, the role of the student turns into the active constructor of information from the passive receiver of the information. The teacher is not the authority, but the person who guides students in their learning. In classes where the constructivist approach is adopted, the aim of classroom management is to motivate students to learn, encourage them for self-arrangement and create partnership (Evertson & Neal, 2005). The communication between the teacher and the student is important. There are a love, respect and trust oriented communication and democratic environment in classes where the contemporary approach is adopted. In the contemporary approach, the school has a great importance in that it contributes to the culture of the society we live in, by developing democratic values (Büyükkaragöz, 1995). Classes that are managed with the contemporary approach are open for change. In these classes, teachers treat their students equally, give them equal right to speak, and let students guide the lesson and participate in the decision-making process. Importance is attributed to the personal differences, interests and needs of students when arranging the learning environment and activities.

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