

## Review of scientific research in the field of classroom management

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### Abstract

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This study examines scientific research in classroom management regarding subject, method and data analysis techniques. The study was designed using a case study design, one of the qualitative research designs. The population of the study is 80 scientific studies in the field of classroom management. A publication classification form was used as a data collection tool. Content analysis technique was used in data analysis. As a result, it has been observed that classroom management skills and competencies and student behaviour

management issues are frequently examined in scientific research in classroom management. In research in the field of classroom management, quantitative methods are mainly preferred, and qualitative and mixed methods are only used sometimes. On the other hand, most research is conducted at the basic education level, and fewer studies are conducted at the higher and secondary education levels. In classroom management research, multidimensional and interdisciplinary studies should be conducted to understand and explain classrooms' cultural, social, and psychological realities.

**Key Words:** Classroom management, classroom management research, data analysis.

### Introduction

The teacher's role is vital in ensuring that education is carried out by its aims. The modern understanding of education has transformed teaching from teacher-centred to student-centred. This approach requires students to be much more active in teaching and to participate in the process at every stage (Demirel, 2005). For this reason, the teacher has ceased to be just the person who teaches and has become the person who enables learning, that is, who manages and directs the teaching process in the classroom. Student-centred teaching, which makes the relationship and interaction order in the classroom quite variable and dynamic, has caused the concept of "classroom management" to come to the fore. Nowadays, one of the essential qualities

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that a good teacher must have is being competent in classroom management. However, it shows that a significant portion of teachers in Turkey have gained competence in classroom management within the framework of the lessons they have learned from their own experiences; in other words, they have acquired their skills in the field of classroom management through trial and error (Türnüklü 2000).

Başar (2002) tried to define classroom management by using different authors. According to him, classroom management is classroom life like an orchestra. In order to create an environment in which learning takes place, the necessary opportunities and processes, learning order, environment and rules must be provided and maintained. It minimizes the work obstacles of teachers and students, uses teaching time appropriately, ensures students' participation in activities, and manages all resources and people in the classroom.

In Turkey, the "Classroom Management" course was not included in teaching formation programs until 1997. In previous programs, topics related to classroom management were included in short sections in some courses, such as Educational Management, General Teaching Methods, and Educational Psychology. Within the framework of the restructuring studies in the Faculties of Education, 'Classroom Management' courses have been included as compulsory courses in teacher training programs since the 1997-1998 academic year. Thus, issues in the field of classroom management began to attract significant attention in Turkey and research in this field increased rapidly (Turan, 2006). Therefore, studies on classroom management are pretty new. For this reason, some studies conducted in the field of classroom management in Turkey were examined, and the essential findings of these studies were determined. In this context, the findings were interpreted and evaluated, and various suggestions regarding classroom management were developed.

#### **Classroom Management Research**

Some studies on classroom management in Turkey and the findings obtained from these studies are summarized below:

Aksu (1997), in his study on "Teachers' Effectiveness in Classroom Management"; examined how students in general high schools perceive the effectiveness of their teachers in classroom management. The research was conducted on 1378 students in 6 general high schools in Kocaeli province. The research determined the effectiveness of classroom management in terms of its dimensions according to the perceptions of students attending general high schools. Some significant results obtained in the research are as follows: According to the perceptions of high school students, classroom management is "medium" effective in terms of the "physical environment"; "communication", "plan-program"

In terms of "behaviour" and "time management" dimensions, schools are "very" effective.

It was determined that.

Karakoç (1998), in his study titled "Competencies of Çanakkale Primary School Teachers in Classroom Management", aimed to reveal the problems of teachers' problems in primary

education institutions regarding classroom management and develop solutions suggestions. Some significant results obtained in the research are summarized as follows: In addition to teaching students' behaviour in the classroom, teachers' ability to understand their behaviour and to show behaviours aimed at ensuring the quality and continuity of education rather than controlling students in classroom management was observed at a "fairly" level by both teachers and administrators. It has been determined that the degree to which students prevent the negative behaviours acquired outside of school from being reflected in the classroom through students is "very" by teachers and "quiet" by administrators. Both administrators and teachers stated it was at the "fairly" level. The researcher evaluates these results as positive in terms of classroom management.

Arabacı (2006), in his study titled "Students' Participation in the Teaching-Learning Process and Democracy in the Classroom", states that in order for educational activities to achieve their goals in the best way, student-centred teaching must take place and that a democratic environment created by the teacher in classroom management will increase students' participation in the lesson. However, it has been stated that practitioners, supervisors and managers do not give due importance to the issue. Therefore, they should be given practical in-service training.

In the research conducted by Şentürk (2006) aiming to determine the "Perceptions of Teacher Candidate Students About the Classroom Management Models Used by Counselors in the High Schools Where They Practice", classroom management models were examined under four main headings:

The first is that a teacher-centred approach is dominant in teaching; the relationship order in the classroom is tried to be fully controlled by the teacher, and the rules are tried to be applied without any discussion; the teacher focuses on the consequences rather than the causes of the events, more punishment methods are used against undesirable behaviours and should be used at the lowest levels as possible. It is a "reactive" model. The second is the "precautionary" model, in which a student-centred approach in teaching is predominant, the relationship order in the classroom is created together with the students, the causes of classroom events are emphasized rather than their consequences, and sanctions of love and respect are applied against undesirable behaviours. Thirdly, the "developmental" model takes into account the physical, mental, emotional, social, sexual, moral and other developmental characteristics of students, guiding them, expecting behaviours appropriate to their developmental levels, planning and implementing lessons based on the student's readiness level, and taking into account the individual development characteristics of the students. Fourthly, although it gives priority to the precautionary classroom management model, which is seen as a synthesis of other models, it also ensures that the teacher can use behaviours appropriate to all models when necessary, organizes the teaching environment in such a way that the desired behaviours can occur first, but if undesirable situations arise despite

everything, the reactive model-based behaviours can also be used. It is a "holistic" model, also called the "system" model, which envisages using the curriculum in the classroom and harmonizing all classroom arrangements with the students' developmental characteristics.

Based on the findings, guidance counsellors in practice high schools should take precautionary and

holistic model lower than expected, reactive model higher than expected, developmental

It was determined that they used the model at the expected level.

Şentürk (2007) focused on two basic approaches in his study titled "Classroom Management Approaches of Counselors in Practical High Schools": The traditional and the contemporary approaches. In the study, it was particularly emphasized that counsellors in practice high schools should primarily and predominantly demonstrate behaviours in line with the modern approach to classroom management. Based on the findings obtained in the research, it was determined that teachers did not show behaviours in accordance with the contemporary approach at the desired level, but they showed behaviours in accordance with the traditional approach much more than expected.

According to the findings of the research conducted by Sağlam, Adıgüzel and Güngör (2008) on "Unwanted Student Behaviors in the Classroom in Primary Schools and Teachers' Approaches to Coping with These Behaviors", it was found that there is no "always" repeated undesirable behaviour in the classrooms. Most of the undesirable behaviours occur "over time". It was determined that the behaviours were repeated "sometimes," and very few behaviours were repeated "never". The most common undesirable student behaviour among students was "speaking in class without raising your hand or asking for a word", followed by "not doing the assigned homework or doing it without paying enough attention" and "not listening to your friends, interrupting". The approaches most commonly used by teachers to deal with undesirable student behaviour in the classroom were "making a general explanation", "warning the student in an appropriate language", "showing students who show positive behaviour as an example," and "talking to students after class".

Thematic evaluations can contribute to the researchers considering the neglected dimensions of the field by determining the most intensively studied topics. Methodological evaluations are essential in providing essential information about the methods frequently used in research. Evaluations of analysis techniques may reveal valuable findings regarding the qualities of analysis techniques used in research. In this way, addressing the subjects, methods and analysis techniques studied in the field with a holistic approach serves as a vital reference source for researchers conducting postgraduate studies. This study examines the scientific research produced in classroom management in the context of subject, method and analysis techniques. For this purpose, answers were sought to the following sub-problems. Scientific research produced in the field of classroom management;

1. What are its general characteristics?
2. What is the distribution of topics?
3. What is the research design and research method distribution?
4. What are the sampling methods and sample population distribution?
5. What is the distribution of data collection and analysis techniques?

The findings of this study can be an essential reference source for researchers as they present the current trends of the field in terms of subject, method, and analysis techniques.

In addition, analyzing and revealing the general view of scientific research conducted in the field of classroom management is essential in making a significant contribution to the development of the field and the researchers who will work there. On the other hand, considering that in today's education world, there are significant waves of change and transformation in every field, from the curriculum to central exams and various practices inside and outside the school, it is not possible for classes not to be affected by this wave. It is essential to conduct in-depth research on the reflections of these waves of change and transformation in classroom management. In this context, the study findings are significant in examining the status of the studies conducted in the field and contributing to the researchers' examination of more current issues with different methods and analysis techniques.

## **Method**

### ***Research Design***

This study was designed using the case study method, one of the qualitative research designs. A case study is a qualitative design in which an event, environment, program, social group or interconnected systems are examined in depth. The situation examined in a case study can be any event, activity, program or individual, and these situations are defined depending on time and place (Merriam, 2009). In this context, the case study design was used, and the current status of postgraduate studies in the field of classroom management was examined in terms of various variables.

### ***Participants***

The universe of the study is research in the field of classroom management. In this study, sampling methods were not used, and the entire research population was tried to be reached.

### ***Data Collection Tools***

The keywords "class" and "management" were scanned in the YÖK thesis search and Google academic database. Later, a data pool was created from the research provided by the database. Studies not related to classroom management were removed from the data pool. The "Publication

Classification Form" developed by Sözbilir and Kutu (2008) and adapted into Turkish by Çiltaş (2012) was used as the data collection tool. The publication classification form has seven sections: the thesis's title, the discipline in which it was produced, its subject, method, data collection tools, sample and data analysis techniques. The researchers coded within the scope of the study according to the form in question.

### ***Data Analysis***

In this study, the content analysis technique was used since it was aimed to examine the current status of postgraduate theses in the field of classroom management in terms of various variables. Content analysis is the technique of collecting and analyzing the content of a text or document. In addition, content analysis allows for comparing many text or document contents by converting them into tables and charts. The coding performed in content analysis determines features such as orientation, frequency, density and area according to the research questions (Neuman, 2010). In this context, the current status of postgraduate theses was examined according to the topics, research methods used, selected sample populations and data analysis techniques, and content analysis techniques used to reveal trends and frequencies in the field. According to the publication classification form, the graduate theses' title, method, sample population and data analysis technique were coded. Classroom management topics were coded according to the keywords of graduate theses. Categories were created according to these codes and then arranged. Frequencies and percentages were calculated according to the organized categories. Finally, according to the problem sentences, the data were analyzed using category and frequency analysis techniques. The similarities and differences of the categories forming the themes were evaluated to ensure consistency in the study findings. Field and method experts were consulted in case of coding contradictions.

### **Findings**

In this section, the findings obtained within the scope of the study are presented according to sub-problems and comments are made on the findings.

### **General Characteristics of Scientific Research**

The general characteristics of the scientific research examined in classroom management are presented in Table 1.

Table 1.

Characteristic features of scientific research in the field of classroom management

		f	%
Type of Research	Graduate Thesis	47	58,8
	Article	33	41,2
Year of Research	2023	12	15,0
	2022	16	20,0
	2021	15	18,8
	2020	20	25,0
	2019	17	21,2
Publication Language	Turkish	62	77,5
	English	18	22,5
Section	Educational Sciences	42	52,5
	Classroom teaching	15	18,7
	Preschool Education	7	8,8
	Special education	4	5,0
	Other Areas	12	15,0
	<b>Total</b>	<b>80</b>	<b>100</b>

When Table 1 is examined, it is seen that the majority of scientific research produced in the field of classroom management consists of master's theses, while doctoral theses are few. Accordingly, the number of scientists working at the doctoral level in the field is low. On the other hand, it is seen that the scientific research examined is mainly written in Turkish, while the number of studies written in English is limited. Only the authorized theses evaluated in this study were conducted between 2014 and 2016. The number of unauthorized theses between these dates is 26 (2016, f=9; 2015, f=13; 2014, f=4). When unauthorized theses are included in the evaluation, scientific research in classroom management has increased quantitatively. However, it is also a striking detail that there was a decrease in the number of theses in 2016. Scientific research in classroom

management is often produced in universities' educational sciences and classroom teaching disciplines. In addition to these departments, it has been observed that a limited number of theses are produced in preschool, special education and other teacher education disciplines (Turkish, Science, English). Public universities are at the forefront considering the types of universities where scientific research is written. However, it is seen that a significant amount of scientific research is produced in foundation universities, and there is interest in the field. This interest stems from the education faculties within the foundation universities.

### **Topic Distribution of Scientific Research in the Field of Classroom Management**

In the second sub-problem of the study, information regarding the subject distribution of scientific research and theses prepared in the field of classroom management was discussed. The information in question is presented in Table 2.

Table 2.

Distribution of scientific research according to classroom management topics

<b>Subject</b>	<b>f</b>	<b>%</b>
Classroom management skills and competence	29	23.5
Organizational behaviors	6	4.9
Management of student behaviour	20	16.3
Organizational culture and climate	5	4.1
Professional competence and professional attitude	14	11.4
Impact of in-service training programs	4	3.3
Classroom management strategies	13	10.6
Classroom management models	3	2.4
Technology use	12	9.7
Leadership styles	3	2.4
Personality traits and emotional intelligence	6	4.9
Performance (Teacher and student)	2	1.6
Teaching approaches and methods	6	4.9
<b>Total</b>	<b>123</b>	<b>100</b>

As seen in Table 2, classroom management skills and competencies and student behaviour management issues are intensively studied in scientific research. Regarding classroom management skills and competencies, the focus is on the skills teachers use in the classroom

management process and their competencies. One of the most studied topics in the field is student behaviour management. Within the framework of this subject, identifying undesirable student behaviours and strategies and methods to deal with these behaviours have an important place. In addition, the behaviour management category also includes issues such as the management of classroom differences, classroom discipline models, and the impact of teacher behaviour on students. The number of studies on developing positive student behaviours is relatively low. In addition to these issues, classroom management and teachers relationships between professional competence and attitudes, teachers' classroom management understanding and strategies, use of information technologies in the classroom, teachers' personal characteristics and emotional intelligence levels, teaching approaches and methods, leadership styles, the effect of classroom management on the performances of students and teachers, the effects of classroom management on teachers' organizational behaviours (burnout). , job satisfaction, happiness) effect, class

Issues such as the relationships between management and organizational culture and climate and the effectiveness of training programs to improve and develop classroom management skills and competencies have been studied to a certain extent.

Distribution of Methods Used in Scientific Research

In the third sub-problem of the study, information regarding the distribution of methods used in scientific research in the field of classroom management was discussed. The information in question is presented in Table 3.

Table 3.

Distribution of scientific research according to research methods and designs

Method	Pattern	f	%
Quantitative	General screening	24	31.6
	Comparison	2	2.6
	Relational scanning	23	30.3
	Comparative relational	3	3.9
	Experimental-Semi-experimental	2	1.3
	Pre-trial model	4	5.3
	Not Specified	2	1.3
Qualitative	Case study	8	10.5
	Ethnography	3	1.3
	Action research	1	1.3

	Literature review	1	1.3
Mixed	Explainer	4	5.3
	Variation	3	4
	<b>Total</b>	<b>80</b>	<b>100</b>

When Table 3 is examined, it is seen that scientific research produced in classroom management is mainly designed with quantitative methods and qualitative and mixed methods are used very little. General survey and relational survey designs were used in most of the quantitative method studies. The deficient number of experimental and comparative studies and the fact that no meta-analysis studies have been conducted on the studies in the field indicate a critical deficiency. On the other hand, the same situation applies to qualitative and mixed-method research. The case study design was mainly used in qualitative studies, while ethnography, action research, phenomenology and grounded theory designs were neglected. It was observed that while explanatory and variational designs were used in mixed-method research, exploratory designs were never used. This shows that research is progressing in a particular trend and that most research follows the same path regarding method and design. Considering that the primary purpose of scientific research is to use original subjects, methods, and patterns, studies with different methods and patterns should be conducted in classroom management.

### Sampling methods and sample population distribution

In the fourth sub-problem of the study, the distributions regarding the sampling characteristics of scientific research prepared in the field of classroom management are discussed. These distributions are presented in Table 4 and Table 5.

Table 4. Distribution of scientific research according to sampling method and sample population characteristics

Sampling Method		f	%
Selective	Easily Accessible	10	12.2
	Setting criteria	5	6
	Maximum variation	3	3.6
	Stratified	1	1.2

	Affine	1	1.2
	Outlier	1	1.2
	<b>Subtotal</b>	<b>21</b>	<b>25.4</b>
Random	Simple accidental	30	36.1
	Stratified	9	10.8
	<b>Subtotal</b>	<b>39</b>	<b>46.9</b>
Access to the universe		13	15.7
Volunteer		3	3.6
Not specified		3	3.7
<b>Total</b>		<b>82</b>	<b>100</b>

Table 5.

Distribution of scientific research according to Sampling stage characteristics

Sampling stage		f	%
Basic training	Preschool	7	8.6
	Primary school	26	31.7
	Secondary school	7	8.5
	Gifted	1	1.2
	<b>Subtotal</b>	<b>41</b>	<b>50</b>
Secondary education	General high school	6	7.3
	Vocational high school	2	2.4
	<b>Subtotal</b>	<b>8</b>	<b>9.7</b>
Higher education		7	8.5
Mixed		24	29.4
Not specified		2	2.4
<b>Grand Total</b>		<b>82</b>	<b>100</b>

As seen in Table 4 and Table 5, the sampling methods of postgraduate studies are collected in the categories of selective, random and access to the entire universe. It has been observed that easily accessible and criterion sampling are frequently used among selective sampling methods and simple random sampling methods are frequently used among random sampling methods. Considering the sample sizes of scientific research, thesis samples mainly consist of populations of 100 or more. This situation arises because most scientific research is designed with a quantitative method. In order to make sound analyses in quantitative studies, it is necessary to reach a sample size of 200 or more (Field, 2009). When the school levels included in the sample are examined,

classroom management research has been intensively studied with sample groups at the basic education level. The number of studies taking mixed samples from primary and secondary education is also at a medium level.

On the other hand, the limited number of studies taking samples from higher education levels shows that researchers only work a little with groups at that level. This may be related to issues such as accessibility to participants or the cost of the research. The samples of scientific research are mainly selected from public schools. The studies were observed to have samples containing many participant types, such as students, school administrators, candidate teachers, and teachers working in public schools. When the branches of the participants are examined, more studies involving classroom teachers and mixed branches are conducted. When the sampling technique and sample characteristics of scientific research are considered in general, it is seen that specific sampling techniques are used extensively. Similar samples are included in the studies when evaluated in terms of sample characteristics. In this case, it can be said that researchers who prepare scientific research in classroom management tend to work with the most economical and easily accessible sample group.

Distribution of data collection and analysis techniques

In the fifth sub-problem of the study, the distributions of the data analysis techniques used in scientific research in classroom management and the characteristics of data collection tools are discussed. These distributions are presented in Table 6.

Table 6.

Data analysis techniques and data collection tools used in scientific research

	Data analysis techniques	f	%
Quantitative data analysis	Frequency and per cent 17.7	50	
	Mean (x) and standard deviation (sd)	48	17
	Graphical (visual) analysis techniques	2	.7
	t-test	48	17
	Anova	45	15.9
	Correlation	27	9.5
	Regression	9	3.2
	Non-parametric	35	12.4
	Subtotal	264	93.4
Qualitative data analysis	Content analysis	10	3.5
	Qualitative descriptive analysis	8	2.8

	Categorical combination	1	.3
	Subtotal	19	6.6
	<b>Total</b>	<b>283</b>	<b>100</b>
Data collection tools	Survey	59	64.1
	Observation form	10	10.8
	Achievement and knowledge test	3	3.3
	Semi-structured	15	16.3
	Document	4	4.4
	Focus group	1	1.1
	<b>Total</b>	<b>92</b>	<b>100</b>

Table 6 presents the distribution of data analysis techniques and data collection tools of scientific research produced in the field of classroom management. According to the table, quantitative data analysis techniques are used extensively in scientific research. Frequency, percentage average, t-test, ANOVA and correlation are the most commonly used analysis techniques. Descriptive statistics, statistical difference tests, non-parametric tests and correlation are generally used in these studies. On the other hand, content and descriptive analysis techniques are mainly used in qualitative data analysis techniques. This shows that similar analysis techniques are used in quantitative and qualitative research. When the data collection tools are examined, in most studies, data is collected using the survey technique. Likewise, semi-structured interview forms are qualitative research's most frequently used data collection tool. The fact that data collection tools such as documents, focus group interviews, and knowledge or achievement tests were used in meagre numbers shows similar trends in data collection tools.

## Discussion and Conclusion

This study examined the research topics, research designs and methods, sampling methods, characteristics of the sample population and data analysis techniques of scientific research in the field of classroom management between 2011 and 2016. A content analysis technique was used to analyze the data. When the general characteristics of scientific research produced in the field of classroom management are examined, it has been determined that these are generally produced at the master's level in the field. In contrast, the number of theses produced at the doctoral level is relatively low. This may be due to the small number of institutions providing education at the doctoral level, the fact that young researchers tend to specialize in different fields, or the advisors not directing researchers to the field at the desired level. The number of scientific research studies has increased over the years, but this increase favours master's theses. In light of these findings, the field of classroom management has been neglected at the doctoral level. One of the most common thematic and methodological research obstacles is thesis publication limitation. Likewise,

in this study, some of the theses produced in the field could not be accessed due to publication restrictions and could not be included in the analysis. Therefore, researchers may be encouraged not to impose publication restrictions on their studies. According to the findings of this study regarding the subject distribution, teachers' classroom management skills and competencies, management of student behaviour, classroom management strategies, professional competence and professional attitude, and the use of information technologies are among the frequently studied topics in postgraduate theses produced in the field of classroom management. The finding in question supports the findings obtained in studies examining articles produced in the field of classroom management (Alatlı, 2014; Erdoğan and Kurt, 2015; Şara, Karadedeli and Hasanoğlu, 2016).

Working on the same subject, Simonsen, Fairbanks, Briesch, Myers, and Sugai (2008) stated that the subjects focused on the layout of the physical classroom environment, the structure of the classroom environment, planning and implementation of instruction, relevant rules and processes to reduce undesirable behaviours, and principles and rules to strengthen positive behaviours. They found that it was frequently studied in the literature. On the other hand, Wragg and Wragg (1998) found that in England, issues related to improving teachers' classroom management skills, teacher-student relations, undesirable student behaviours, discipline problems, and teachers' characteristics are intensively discussed. Classroom management research is concerned with student behaviour and in-class discipline problems and methods of coping with them in the context of teachers, its relationship with teachers' job satisfaction and professional burnout in the context of educational administrators, and the public context, it is mostly about discipline problems experienced in classrooms and schools (Evertson and Weinstein, 2013). ). However, Postholm (2013) and Brophy (2013) emphasize that classroom management research is generally handled within the framework of behavioural, ecological and social constructivist approaches and that research focused on the relationships between classroom management processes and outcomes is predominant. As a result, classroom management research focuses on teachers' classroom management skills, competencies and management approaches, students' undesirable behaviours and methods of coping with them, and teacher-student communication. On the other hand, it has been observed that classroom management research has neglected issues such as the relationships between students' academic development, moral and social development, school belonging, commitment and central exams.

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