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EXAMINING THE BEHAVIOR REGULATION PROCESSES OF CLASSROOM TEACHERS IN CLASSROOM MANAGEMENT

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ABSTRACT

With the changing and developing society, innovations are being experienced in education day by day. Class management is also affected by these changes. One of the important problems encountered in the learning-teaching process is the behavior dimension in classroom management. The aim of this research is to determine the opinions of classroom teachers regarding behavioral regulation processes in classroom management. The study employed the case study design, one of the qualitative research methods. The study group consisted of 23 teachers who were available by using the easily accessible sampling method. In the research, a structured form consisting of 6 open-ended questions was used as a data collection tool. The analysis of the data was done using content analysis. According to the analysis of the data obtained, 6 different themes were determined. According to the results of the research; In the category of 'interest and attention to the lesson', teachers enter the course using the most curiosity, storytelling, association with daily life and material. In the category of 'behaviors to comply with class rules', teachers exhibit the most 'warning, class rule making, explaining and rewarding' behaviors to ensure compliance with class rules. In the category of 'Improving positive behavior in students by teachers', teachers use the most 'symbolic and social reinforcements' to improve positive behavior in students. According to teachers in the category of 'unwanted student behavior in the classroom', it is most commonly 'students fighting and saying bad things and insulting in the classroom'. In the category of 'measures taken for unwanted student behavior in the classroom', the measures taken by teachers are most commonly to 'warn, meet and explain' with the parent. The sixth category is 'creating an effective classroom climate', and teachers stated that it is necessary to 'give a voice, make eye contact with the student, listen to them when they communicate and perform group activities'. Teachers can make the lesson more fun, enjoyable and student-centric, reducing the incidence of unwanted behavior.

Keywords: Classroom teacher, classroom management, behavioral dimension.

INTRODUCTION

Throughout history, people have always strived to get better at everything. These efforts have brought new information to people and it has been their duty to teachers and educational institutions to deliver this new information to future generations. One of these educational institutions is schools. Classrooms are where the learning teaching process is carried out planned and programmed in schools. The class is where education becomes purposeful behavior (Sivri, 2012). The classroom has become the place where education is held in order to create predetermined target behaviors with students created by bringing together individuals with common characteristics who have common characteristics that have not become the physical environment in which the course is processed (Ozyurek, 2005:11). Therefore, the teacher must have classroom management skills in order for the teaching to be successful so that he/she can manage the class effectively.

Özyürek (2005) describes classroom management; Behavior management to prepare students for the learning and teaching process, arranging the physical structure of the classroom and eliminating or changing the behaviors that prevent teaching. Class management; to regulate the physical and psychological environment in the classroom, to establish and implement rules in the classroom, to plan and carry out activities in the classroom, to provide cognitive and social development in the students and to create a positive learning environment (Demirtas & Kahveci, 2010). As can be understood from the definitions, the regulation and management of the learning environment and their lives in the classroom is considered the responsibility of teachers (Cubukcu & Girmen, 2008). In order to achieve the desired behavior in the teacher, classroom management model; eliminate the causes of unwanted behavior (Basar, 1999). In order to create a change in behavior in the desired direction in student behavior, it is important that the teacher can apply field knowledge and professional knowledge, as well as have classroom management characteristics and use them effectively (Sivri, 2012). In addition, when looking at teachers' experience levels (experienced or novice) and teachers' class management orientations (intrusive, non-intrusive or interactive), it was observed that teachers with more experience exerted less control over students than others (Ritter & Hancock, 2004).

In short, classroom management is a broad concept that includes strategies used by teachers to prepare an effective learning environment for a teacher's learning teaching process, to plan, manage, participate in the activities to be held, and to manage the behavior of the students in the classroom and to make good use of time. In order to ensure success in classroom management, the teacher should be wary of behaviors that negatively affect the learning process. As Aydin (2004) said, these behaviors should be properly classified in order to change the negative behaviors faced by teachers and to facilitate correction.

Classroom management has its main dimensions: creating the physical order of the class by taking advantage of the objectives of increasing the responsibility of the student and ensuring cooperation, time management, planning, regulation of learning-teaching processes, behavior management, awareness of interests and motivations (Evertson & Emmer, 2013). Accordingly, the relations between teacher-student, student-student

are important for the creation of a positive classroom climate. The positive class climate indicates that students are part of the class and therefore plays an important role in increasing student success.

Cubukcu and Girmen (2008) refers to undesirable behaviors in students as behaviors that hinder educational activities in the classroom. Teachers should pay attention to the behavior of students because behavior control is an important element of classroom management (Mortimore & Sammos, 1997). Ozyurek (1996) mentioned the importance of behavior management by saying that in the classroom where behaviors and learning are well managed, students realize their teaching objectives and behaviors that prevent the objectives from being realized are not observed. Strategies developed by William Glasser (Evertson, Emmer, Clements & Worsham, 2003, Act: Cubukcu & Girmen, 2008) on the management of unwanted behavior consist of seven steps:

- The teacher should take into account the interests of his students.
- When unwanted behavior occurs, the teacher should focus on the student's behavior and investigate the reasons.
- The teacher should be able to ensure that he/she takes responsibility for his student's behavior.
- The teacher should help the student to ask questions and maintain self-control in order to evaluate their own behavior.
- The teacher should plan the new behaviors necessary for the student together with his/her student and write these planned behaviors together.
- The teacher should be able to give feedbacks for the student to practice the behaviors they have written.
- If the behaviors planned and written by the teacher with the student do not work at the desired level, the plan should be revisited.

When the field article was examined, class management, behavior size and undesirable behavior in students were the subject of many studies: In the study conducted by Aksu (1999), the methods often used against the undesirable behavior of classroom teachers in students; it has been found as eye contact, call to interview, touch, voice stimulation, asking questions, silent stimulation. The student; ignoring, not realizing, approaching him/her, he/she stated that occasional methods such as scolding, beating, throwing out of the classroom, standing on the board with a criminal element are used "very little".

In the study conducted by Sayin (2001), it is time for classroom teachers to determine the frequency of encountering undesirable behaviors, their views on the causes of these behaviors, their coping strategies and against unwanted behavior; the frequency with which they use punitive, preventive and healing disciplinary methods. The most common undesirable behaviors that teachers encounter in classroom management; complaining, yelling at friends, making unnecessary noise and speaking without asking permission in class. Class teachers, respectively, are the factors that are effective in the emergence of unwanted behavior; domestic incompatibility, disputes and fights, the divorce of the parents, violent programs on television, the apathy of the family, the miscommunication between the teacher and the parent and the teacher's failure to reward positive behaviors were determined. Preventive disciplinary methods that teachers usually use, respectively; it

is to draw the student's attention to the course by asking questions about the subject of the course, to remind the class rules, to talk to the student one-on-one after the lesson and to reward positive behaviors. In addition, it was concluded that the first grade teachers used preventive disciplinary methods more.

In the study conducted by Türnüklü and Yildiz (2002), the unwanted student behaviors that primary school teachers encountered in classrooms were determined. Accordingly, the most common undesirable student behaviors; complaining about one friend, speaking loudly in class, interrupting someone else, constantly moving and not being able to stand still. They stated that undesirable student behavior, which is rare, is excessive laughter in class, damage to school items, defying the wishes of the teacher, self-speaking, cheating and theft.

In the study conducted by Saritas (2006) on "strategies used to change and correct unwanted student behaviors in the classroom according to the evaluations of teacher candidates", it was concluded that teacher candidates who take class management courses can develop class management awareness and use preventive strategies to change unwanted behaviors according to teacher candidates who do not take class management courses. This is because the classroom management course has an important function.

In the study conducted by Cubukcu and Girmen (2008), 9 sub-dimensions were included in class management. These are the ones that are going to Sub-dimensions of 'field dominance', 'purposeful behavior', 'in-class leadership', 'planning', 'communication in class', 'behavior management in the classroom', 'activity management', 'time management' and 'evaluation'. They argued that in the dimension of "behavior management in the classroom", it is important for teachers to take into account the interests of the students, to focus on the behavior performed and to take responsibility for the behavior of the student, to ensure that he/she evaluates and achieves the truth, and that the service time in the profession is important in order to prepare the activities.

According to the study by Little and Little (2008), although many rules for classroom management have been predetermined, they have created a questionnaire to investigate the extent to which teachers use these rules in their classrooms. According to the results of the survey on many teachers, class management rules were frequently applied but not effective, while in some schools the percentage of physical punishment was higher.

According to the study by Djigic and Stojil (2011), the relationship between teachers' classroom management styles, satisfaction with the classroom environment and students' school achievements was examined and the class success was maximized by the teacher managing the class in an interactive manner.

For a quality education for our future children; there is a need for teachers who have sufficient field knowledge, educational sciences, general culture, general ability and classroom management skills. Effective management of the classroom is an important factor in order for education to develop in the direction we want. Classroom management is an area that requires teachers to have skills in multiple dimensions. One of these dimensions is behavior management. Teachers should examine the issue of behavior dimension, identify

and address their shortcomings, thus contributing to education and training in many ways. Therefore, teachers should be reached out to examine class management trends and studies should be carried out to improve behavioral skills (Sivri, 2012). This study can be seen as important for providing teacher candidates and teachers with information about classroom management before and after their inauguration.

Research Purpose

Class management constitutes a meaningful whole in all its dimensions. In this study, the extent to which teachers have the level of behavior in classroom management was investigated. The aim of this research is to determine teachers' views on behavior regulation processes in classroom management. Depending on this purpose, the following questions were sought:

- What do you do to attract the attention when you take the course?
- What do you do to comply with the class rules you set and to improve positive behavior in students?
- What are the unwanted behaviors you often encounter in students and what precautions do you take?
- What do you do to create an effective class climate?

METHOD

Research Model

In this study, the case study design, one of the qualitative research methods, was used to examine a situation and practice in depth, to present the existing problems systematically and to offer suggestions for the solution of the problems. In this type of research, it is aimed to reveal the information about the existing situation in detail and to guide the subsequent research and applications with the qualitative information obtained (Yıldırım & Şimşek, 2011; Hesse-Biber & Leavy, 2011). In the current study, data were collected through a structured interview form consisted of open-ended questions in order to understand the situation, to clarify the details of the general situation, to gain a broader perspective and to understand the situation in depth.

Study Group

A total of 23 teachers working in primary schools in Turkey participated by using the easily accessible sampling method in the current study. Of the 23 classroom teachers in the study group, 15 are female and 9 are male. Considering their professional seniority, 12 teachers between 1-10 years, 8 teachers between 11-20 years and 3 teachers over 20 years participated in the research. The selection of participants is based on volunteerism. The teachers who participated in the study were K1, K2, K3, ... encoded as K23.

Data Collection Tools

As a data collection tool, it is obtained through an open-ended structured form consisting of 6 items. Before these questions were created, detailed information was obtained by examining the relevant literature. These questions are:

- What do you do to attract the attention when you take the course?
- What do you do to comply with the class rules you set?
- What do you do to improve positive behavior in students?
- What are the unwanted behaviors you often encounter in students?
- What precautions do you take for unwanted behavior?
- What do you do to create an effective class climate?

The applications of the article related to this section were approved by Necmettin Erbakan University Ahmet Keleşoğlu Faculty of Education with the decision numbered 40004.

Data Analysis

The data obtained through the open-ended structured form applied by the participant to the group were classified into various themes and content analysis was performed. Codes were determined, sub-themes were reached from the codes, and themes were reached from the sub-themes (Yıldırım & Şimşek, 2011). During the analysis process, the structured forms made by the participants were collected and written in a computer environment. The teachers participating in the current study were coded as K1, K2,....., K23. The expressions on the forms of the participants were determined and the concepts were revealed on the form. All concepts are listed in tables. Similar, same-meaning expressions were combined to create common frequencies. The data obtained were analyzed by the researcher according to the purpose of the subject. The answers given by the participants were encoded with the support of the literature and the coding key was created. The frequencies and percentages of the opinions expressed by the participants were determined. Teacher opinions are also included under the tables created.

When creating categories to ensure the validity of the research, it was confirmed by applying to the opinion of two experts in the field. In order to ensure the reliability of the research, the reliability of the research was calculated by comparing the coding of 2 teachers who are experts in their fields. In the analysis, the numbers "Consensus" and "Difference of Opinion" were determined from the markings of researchers and teachers. For a theme, 2 experts placed the codes on the same theme, "consensus" was evaluated as "difference of opinion" if they placed them on different themes. Miles and Huberman's (1994) formula ($\text{Reliability} = \frac{\text{consensus}}{\text{consensus} + \text{difference of opinion}} \times 100$) formula was calculated. At this stage, the reliability percentage after the reliability study was calculated as 98%.

FINDINGS

In this section, the findings obtained as a result of the open-ended structured form applied to 23 teachers are divided into themes by determining the codes in line with the thoughts of the participants. The participants' statements are quoted directly and examples of themes are given.

In Table 1, the teachers who participated in the research in Turkey were asked the question 'What do you do to attract the attention of the students when you enter the course?'. The results of Table 1 show the findings of the first sub-problem.

Table 1. Teachers' Attitudes towards Lessons and Attention

Theme	Code	Participant	(f)	%
Course Interest and Attention-Attracting Behaviors	Arousing Curiosity	K2, K9, K10, K4, K18, K20	6	12.7
	Telling a Story	K1, K11, K17, K21, K23	5	10.6
	Association with Daily Life	K2, K9, K12, K18, K23	5	10.6
	Using Materials	K6, K8, K14, K17, K23	5	10.6
	Asking Questions	K2, K3, K9, K16	4	8.5
	Drawing Attention with Tone	K3, K22	2	4.2
	Teacher preparing his own activities	K5, K13	2	4.2
	Song	K13, K19	2	4.2
	Enthusiastic Greeting	K7, K15	2	4.2
	Video	K8, K22	2	4.2
	Waiting Quietly	K1	1	2.1
	Making the Proverb Say	K11	1	2.1
	Reenactment	K11	1	2.1
	Imitate	K11	1	2.1
	Experiment	K8	1	2.1
	Rhyme	K13	1	2.1
	Telling the Moment	K15	1	2.1
	Apple Picking Activity	K16	1	2.1
	Game	K19	1	2.1
	Smart Board	K19	1	2.1
	Body Language	K22	1	2.1
	Computer Presentation	K23	1	2.1
	TOTAL			47

According to Table 1, when the teachers who participated in the study entered the course, they mostly tried to improve "intrigue" 12.7%, "storytelling" 10.6%, "association with daily life" 10.6% and "material use" 10.6% and at least "resuscitation" 2.1% and "body language" 2.1% behavior rates.

'I'm preparing activities that will attract the attention and attention of children. I make sure the events I prepare appeal to multiple sensory organs especially in science lessons.' K5

'Sometimes I get their attention by entering the lesson with a material, sometimes by watching a video or by doing experiments.' K8

'Especially in the first lessons, they haven't woken up yet. I want them to stand up and jump. I say, "Come on, let's pick apples." I'll ask three or five questions about the previous topic and then I'll move on.' K16

'I'm more like trying to explain my lesson with songs and games. I'm also trying to use the smart board in the visual space.' K19

'First of all, I'm logging into the sicence courses with some remarkable material, stories, videos, computer presentations, etc. I usually use computer presentations to make the classrooms crowded and economical. I'm giving it in connection with real life for the permanence of the science subjects. I especially include STEM

applications.' K23

In Table 2, the teachers who participated in the research in Turkey were asked the question 'What are you doing to comply with the class rules you have determined?'. The results of Table 2 show the findings of the second sub-problem.

Table 2. Teachers' Behavior to Comply with Classroom Rules

Theme	Code	Participant	(f)	%
Behaviors to Comply with Class Rules	Warn	K2, K5, K7, K9, K12,K14, K16, K18	8	15
	Class Rule Making	K4, K6, K13, K14, K16, K17, K21,K23	8	15
	Making a Comment	K2, K4, K7, K11, K13, K15	6	11.3
	Consolidation-Reward	K6, K8, K11, K15, K17, K18	6	11.3
	Create a Rule Board	K3, K11, K16, K20, K23	5	9.4
	Setting an Example	K4, K5, K13, K15, K19	5	9.4
	Remind	K1, K7, K9, K20	4	7.5
	Cohere	K1, K16	2	3.7
	Deprivation- Punishment	K16, K22	2	3.7
	Tracking and Observation	K10	1	1.8
	Creating a Rule Ladder	K15	1	1.8
	Using a Non-Verbal Communication Channel	K9	1	1.8
	Behavior Chart	K18	1	1.8
	Empathizing	K19	1	1.8
	Tedious Method	K23	1	1.8
	Individual Interview	K23	1	1.8
TOTAL			53	100

According to Table 2, teachers who participated in the study mostly exhibited behaviors at rates of "warning", "class rule making" 15%, "explaining" 11.3% and "reinforcement-reward" 11.3% and at least "method of tedation" 1.8% and "follow-up and observation" 1.8% to ensure compliance with class rules.

'I'm explaining why we put these rules in place first so that my students can follow the class rules I set. I'm telling you about right and wrong behavior. I'm going back to class, warning students when misbehaviors are made.' K2

'First of all, I follow the rules myself. I'll tell you what can happen if the rules are followed or not.' K15

'I make other students aware by saying sentences that reinforce every positive behaviour I see. Sometimes I use behavioral charts, sometimes I use rewards...' K18

'For example, I clean the class myself. When the kids see it from me, they do it. I'm putting my students in my place. That way they empathise with how hard I'm struggling.' K19

'We've got a dashboard where we set class rules. I'm reminded of the rules at regular intervals.' K20

'... I'm using a way to make people sick of people who don't follow the rules. For example, if he's throwing trash on the floor, I'm throwing garbage on the floor until he's fed up... Then I teach them how harmful this behavior is with environmental education acquisition.' K23

In Table 3, the teachers who participated in the research in Turkey were asked the question 'What are you doing to improve positive behaviors in students?'. The results of Table 3 show the findings of the third sub-problem.

Table 3. The Process by which Teachers Develop Positive Behaviors in Students

Theme	Code	Participant	(f)	%
Process of Improving Positive Behavior in Students	Award, Symbolic Consolidation	K1,K4, K9, K10, K11, K12, K13, K14,K15, K17, K18, K19, K20, K23	14	34.1
	Social Consolidation	K5, K6, K7, K9, K11, K12, K16, K18, K19, K21, K23	11	26.8
	Behavior Board	K3, K11, K16, K18	4	9.7
	Setting an Example	K2, K22	2	4.8
	Sublimation	K7, K15	2	4.8
	Story telling	K8, K16	2	4.8
	Not to compare	K5	1	2.4
	Understanding Children, Noticing	K6	1	2.4
	Giving Examples from Life	K8	1	2.4
	Foundation	K8	1	2.4
	Sentencing	K10	1	2.4
	Family Meeting	K17	1	2.4
	TOTAL		41	100

According to Table 3, it is seen that the teachers who participated in the study tried to develop behavior in their classrooms with the most "reward, reinforcement" 34.1%, "social consolidation" 26.8% and "behavior board creation" 9.7% and at least 2.4% of "family contact" and "punishment" 2.4%.

'We've created a behaviour board and it motivates children to behave positively.' K3

'I try to improve it by giving examples of life or telling the work of scientists stories by empathizing.' K8

'I'm always indisputable and I pass as one rule (reward-penalty)' K10

'I often repeat and reward the positives.' K13

'I'm definitely putting the student on the board and applauding and thanking his family especially in my collective message. I tell short stories about positive behavior about myself, from the environment or from the scientific books and journals I read. I find texts about positive behavior and give them as assignments. I've done a positive behaviour board before and I'm putting a smiley face on every positive behaviour.' K16

'I use the reward method to reinforce positive behavior.' K20

'We reinforce it by thanking you for the positive behavior as a class.' K21

'I'm behaving positively.' K22

In Table 4, the teachers who participated in the research in Turkey were asked the question 'What are the most unwanted behaviors you encounter in your students in the classroom?'. The results of Table 4 show the findings of the fourth sub-problem.

Table 4. Unwanted Student Behavior Encountered in the Classroom

Theme	Code	Participant	(f)	%
Unwanted Student Behaviors in the Classroom	Argue	K9, K10, K12, K15, K22	5	12.1
	Saying a Bad Word	K9, K14, K18, K21, K22	5	12.1
	Speech Without Words	K2, K6, K16, K23	4	9.7
	Violence	K8, K10, K18, K20	4	9.7
	Constant Complaints	K3, K9, K17	3	7.3
	Standing Up	K7, K19, K23	3	7.3
	Apathy to lessons and tasks	K9, K11, K13	3	7.3
	Talking in Class	K13, K19	2	4.8
	Making Fun of	K6, K10	2	4.8
	Talking Unnecessary	K7, K13	2	4.8
	Littering on The Floor	K1	1	2.4
	Peer Bullying	K4	1	2.4
	Nickname	K8	1	2.4
	Not Listening to the Lesson	K13	1	2.4
	Going to the Toilet in Class	K19	1	2.4
	Not Doing Homework	K19	1	2.4
TOTAL			41	100

According to Table 4, the teachers who participated in the study encountered unwanted behavior in their classrooms at 12.1%, "bad words", 12.1%, "speech without words" 9.7% and "violence" 9.7%, and at least "littering" 2.4% and "not listening to the lesson" 2.4%.

'Throwing garbage on the ground...' K1

'Peer bullying is the problem I face the most.' K4

'Fights, complaints, bad words, apathy (to the tasks assigned to the lessons).' K9

'Preoccupation with other things in the lesson.' K11

'Disrupting the course, taking care of other things, talking, not listening to the lesson.' K13

'The behavior I see the most is students complaining to each other.' K17

'I usually have problems like standing in class, trying to get a voice without raising a finger, being combative, being apathy towards the class...' K23

In Table 5, teachers in Turkey who participated in the study were asked, 'What measures do you take for the unwanted behavior you encounter?' question has been asked. The results of Table 5 show the findings of the fifth sub-problem.

Table 5. Measures for Unwanted Student Behavior within the Classroom

Theme	Code	Participant	(f)	%
Measures for Unwanted Student Behavior within the Classroom	Warning	K1, K2, K7, K9, K13, K15, K23	7	13.4
	Meeting with the Parent	K9, K14, K19, K20, K23	5	9.6
	Making a Comment	K9, K15, K17, K19	4	7.6
	Punishing	K12, K18, K21	3	5.7
	Deprivation	K2, K22	2	3.8
	Setting an Example	K4, K9	2	3.8
	Empathizing	K8, K18	2	3.8
	Assigning Tasks	K11, K23	2	3.8
	Doing Different Activities	K13, K23	2	3.8
	Consolidation	K1	1	1.9
	Behavior Board	K3	1	1.9

Making Observations	K4	1	1.9
Reminding Class Rules	K7	1	1.9
Meeting with the School Administration	K9	1	1.9
Avoiding	K10	1	1.9
Fighting	K10	1	1.9
Relocation	K15	1	1.9
Fine	K19	1	1.9
Not Taking Out Recess	K19	1	1.9
Contacting guidance service	K20	1	1.9
Don't Ignore	K23	1	1.9
Group Work	K23	1	1.9
TOTAL		52	100

When table 5 is examined, it is seen that the teachers who participated in the study took measures at the rates of "stimulation", 13.4%, "parent contact" 9.6% and "explanation" 7.6%, and at least "not inhaling" 1.9%, and "group work" 1.9% to deal with unwanted behavior.

'Throwing garbage on the ground. I warn when garbage is thrown on the ground and encourage my student to pick up the garbage and throw it in the trash, and make the whole class applaud. In this way, I also bring environmental awareness to my students.' K1

'I'm faced with problems with my students calling each other nicknames and violence. I'm trying to figure it out through empathy.' K8

'Complaining, mocking and fighting, avoiding and extinguishing.' K10

'If they're dealing with something else in class, I'll give that person a mandate and I'll put them in class.' K11

'The class I meet the most is fighting with each other. To prevent this, my first job is to sneak up on them, and if it's not effective, I'm relocating, and if it doesn't, I warn you, and I explain that it makes me sad and makes me feel worthless.' K15

'Standing up, talking amongst themselves, wanting to go to the bathroom, not doing the homework that was given.' I'm trying to intervene myself. If the fine, the penalty for not taking recess goes any further, I'm calling the parent.' K19

'Bad words and fights. I'm trying to discourage negative behaviour by depriving them.' K22

'...I'm trying to ignore those who don't raise their fingers. I've seen it as an effective method...I use different science materials for students who are not interested in the lesson. I often do group work in science classes and pay attention to whether each of them is active. I use intelligence games in science lessons.' K23

According to Table 6, the teachers who participated in the research in Turkey were asked the question 'What are you doing to create an effective classroom climate?'. The results of Table 6 show the findings of the sixth sub-problem.

Table 6. Creating an Effective Class Climate

Theme	Code	Participant	(f)	%
Creating an Effective Class Climate	Giving a Say	K4, K9, K11, K17, K18, K21, K23	7	12.9
	Making Eye Contact	K2, K3, K15, K19, K21	5	9.2
	Listen	K4, K13, K15, K16, K22	5	9.2
	Performing Group Events	K1, K8, K10, K11, K14	5	9.2
	I Use The Language	K5, K9	2	3.7
	Don't Interrupt	K5, K13	2	3.7
	Returning	K6, K23	2	3.7
	Empathy	K8, K23	2	3.7
	Dramatization	K11, K23	2	3.7
	Encourage	K11, K17	2	3.7
	Teaching Respect	K16, K23	2	3.7
	Using a Whistle	K2	1	1.8
	Down to The Level of Students	K7	1	1.8
	Showing Love	K7	1	1.8
	Assistance	K8	1	1.8
	Using Courtesy Statements	K12	1	1.8
	Addressing by Name	K13	1	1.8
	Face-to-Face Conversation	K13	1	1.8
	Consolidation	K15	1	1.8
	Not judging	K17	1	1.8
	Chatting	K18	1	1.8
	Following the Rules	K18	1	1.8
	Changing Seating	K19	1	1.8
	Wandering around the Classroom	K19	1	1.8
	Volume Up	K19	1	1.8
	Maintaining Class Layout	K20	1	1.8
	Making An Individual Call	K20	1	1.8
	Making Observations	K23	1	1.8
	Fair Approach	K23	1	1.8
	TOTAL			54

According to Table 6, the teachers who participated in the study tried to create a positive classroom climate in their classrooms with the most "giving a voice", "making eye contact with the student" 9.2%, "listening to students when they communicate" 9.2% and "doing group activities" 9.2%, and at least "raising voices" 1.8% and "walking around the classroom" 1.8%.

'I often try to include integrative activities such as visiting the social activities science center, nature trips, museums or domestic goods.' K1

'I make dramatization and organize social activities especially in life science topics and science lessons.' K11

'I listen to children no matter what they tell them, and I make their friends listen. I'm careful to reinforce every good behaviour.' K15

'I try to communicate positively by giving children a voice, without judging them, by caring about their opinions

and encouraging them to speak.' K17

'...We talk about the results, especially with case studies related to the lived science topics.' K18

'The first way to ensure an effective communication climate is to create order in the classroom. I'm having individual conversations with my students.' K20

CONCLUSION and DISCUSSION

Unwanted student behavior in the classroom is an important factor that negatively affects the student and teacher we encounter in the learning-teaching process. Teachers should take a correct and professional approach to unwanted student behavior encountered in the classroom (Tanhan & Senturk, 2011). Unwanted student behavior has an important place in the behavioral dimension of classroom management.

According to the results of this research for behavior regulation in classroom management; When teachers enter the class, they will be intrigued, storytelling, engaging with daily life, using materials, asking questions, drawing attention with their tone, preparing activities that will appeal to multiple sensory organs, singing, an enthusiastic greeting, showing videos, waiting for them to sit quietly, singing the proverb, reenacting, imitating, experimenting, rhymes, talking about a memory related to the subject, especially when they do not wake up in the first lessons, picking apples and jumping, it is seen that they attract the attention and attention of students with the game, smart board use, body language and computer presentation. Based on these findings, it can be said that classroom teachers are sufficient and successful because attracting students' attention and attention to the class in classroom management also brings success. As a matter of fact, Djigic and Stojil (2011) stated in their study that a good class method is directly proportional to the success of the students. Khurshid and Ansari (2012) stated in their study that students' learning will increase with their active participation and practice in the lessons.

Teachers have been seen to choose punishment or deprivation as a last resort to explain the rules together to ensure compliance with the class rules, to issue warnings when the rules are not followed, to reward those who follow the rules, to create a rule ladder-board or behavior chart, to follow the rules themselves and to act consistently, to follow and observe students and to use reminders when they forget, empathize and frustrate them. Edir. Based on these findings, it can be said that classroom teachers are sufficient to comply with class rules in classroom management. On the contrary, the study by Little and Little (2008) found that while class management rules are often applied, they are not effective, while in some schools the percentage of physical punishment is higher.

Teachers often strive to reinforce (symbolic reinforcement) and use social reinforcements with rewards to improve positive behavior in students. By preparing a behavioral board, setting an example and without comparison, trying to understand children's level, sometimes by giving penalties and meeting with the family, positive behavior is tried to be developed. These findings show us that classroom teachers go to different

solutions for developing positive behavior in students. In the study by Flower, McKenna and Haring (2017), pre-service educators were more useful in teaching class management strategies to prospective teachers. Therefore, it can be said that teachers who show different solutions in developing positive behavior in students may be more effective in training prospective teachers.

According to the research, the unwanted student behaviors faced by teachers; to fight, to say bad words, to speak without words, violence, to complain constantly, to stand up, to talk in class, to make fun of, to talk unnecessary, to litter the floor, peer bullying, nickname, not to listen to the lesson, to go to the toilet in class, not to do homework. In his research, Keyik (2014) stated that the most undesirable behaviors faced by teachers were talking to each other, returning to the back row, speaking without words, at least not doing the opposite of what the teacher said, speaking disrespectfully with the teacher, taking the unauthorized teacher's belongings. This is similar to the results of the research.

Methods used by teachers to deal with unwanted student behavior; the warning is meeting with the parent, explaining, punishing, depriving, exemplary, empathizing, giving duties, performing different activities, using reinforcements, making behavioral boards, making observations, reminding class rules, meeting with the school administration, avoiding, extinguishing, relocation, fine, non-inhalation, contacting guidance service, ignoring, group work. Similar to the findings of this study; In the researches of Girn, Aforementioned, Şentürk and Ozturk (2006), teachers found that they showed the least "scolding response" when they showed the most "reminder of the rules" response in dealing with unwanted student behavior. Unlike the results of this study; Keyik (2014) stated in his/her research that while the teachers who participated in the study made the most lessons fun to deal with unwanted behavior, they used methods of determining the least class rules, similar to the result of this study.

Teachers try to ensure that students are active to create an effective classroom climate and give them a voice, as well as making eye contact, listening patiently to them, doing group activities, using language, not interrupting, returning, empathizing, dramatizing, encouraging, teaching respect, going down to the level of students, showing love, helping, using expressions of kindness, addressing them by name, speaking face-to-face, they provide positive communication in the classroom by consolidating, approaching fairly, avoiding judgment, chatting, following rules, changing seating arrangements, walking around the classroom, raising voices, maintaining class order, making individual interviews, making observations and using whistles. It can be said that classroom teachers are sufficient to create an effective classroom climate. Appleton (2002) stated that classroom teachers use methods such as working with groups, attracting attention and motivating, and using existing materials.

Postholm (2013) and Brophy (2013) stated that classroom management research is mostly on the relationships between process-output, behavioral, ecological and social constructivist approaches used in classroom management. It can be said that teachers' classroom management skills, competencies, students' undesirable behaviors and methods of coping with them, and effective teacher-student communication are included.

RECOMMENDATIONS

Activities such as courses, conferences or seminars can be organized before and after the service to improve teachers' knowledge and skills in classroom management in order to improve their ability to prevent and deal with unwanted behavior.

Teachers can make the lesson more fun, enjoyable and student-centric, reducing the incidence of unwanted behavior. Especially in science lessons that require relating to daily life, teachers should make dramatization, experiment, group work, case study, intelligence games, STEM activities, visits to science centers and museums.

Unwanted behavior can be prevented if students' interest and attention are increased at the entrance to the course. For this purpose, students' interest in the course can be increased by carrying out activities that can appeal to the sensory organs using new and useful course materials.

In order to deal with the unwanted behavior of the students, students should be spoken to, the reasons for their behavior should be determined and guidance services should be used to eliminate these reasons, and solutions should be created by cooperating with the parents and the school administration if necessary.

Teachers may prefer preventive and healing disciplinary models rather than reactive discipline models.

ETHICAL TEXT

In this article, the journal writing rules, publication principles, research and publication ethics, and journal ethical rules were followed. The responsibility belongs to the author for any violations that may arise regarding the article. Ethics committee approval was obtained for this study from Necmettin Erbakan University Social and Human Sciences Ethics Committee with the decision numbered 101.

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