# The Relationship between Classroom Management Skills and Self-confidence of Social Studies Teachers

Kenan BAŞ*

*Institute of Educational Sciences, Fırat University, Elazığ, Turkey*

**Corresponding author:** Kenan BAŞ, E-mail: kenanbas2301@gmail.com

## ARTICLE INFO

## ABSTRACT

This study investigated the relationship between classroom management skills, and self-confidence of social studies teachers. To this end and through a general survey, social studies teachers' classroom management skills and their self-confidence for education were examined in terms of Gender, Professional Seniority, and Class Size. The population was constituted by 67 social studies teachers working in various secondary schools within the boundaries of the province of Elazig, Turkey, in the spring semester of the 2018 and 2019 academic years. The instruments used were a Personal Information Form, a Classroom Management Skills Scale and a Self-Confidence Scale for Education. The findings of the research were analyzed using SPSS (version 22) and revealed that the social studies teachers did not have a statistically significant difference in terms of both classroom management skills and levels of self-confidence for education related to variables of Gender, Professional Seniority and Class Size. On the other hand, it was found that there was a significant positive relationship between the classroom management skills and levels of self-confidence of the social studies teachers. The results are discussed within the framework of the relevant literature and the study concludes by presenting suggestions for future research.

**Key words:** Classroom Management Skill, Education, Self-confidence, Social Studies Teachers

## INTRODUCTION

The knowledge and the skills necessary to become a strong and modern society in terms of economic, social and cultural aspects can only be enabled through comprehensive and qualified education so that one can keep pace with today's rapidly developing world (Recepoğlu & Ergün, 2017). The greatest objectives of the countries are for the future generations to have the qualities that those countries aim for. Similarly, Turkey can also develop only if the country has qualified manpower and human resources (Doğan & Çoban, 2009).

Teaching is a planned and programmed narrative action to one person (Çelikkaya, 1999). One of the most important actors of this action is teachers. Teachers are the architects of a country's future. It is always the teachers who train engineers, doctors, lawyers, teachers, soldiers, police, and chauffeur; in short, the human sources serving at all sections of society. Teachers play very important roles in the fates of countries (Çelikten, Şanal & Yeni, 2005, p.208). Considered as one of the basic elements of education, teachers have received many praising words in the holy books and in the words of prophets and philosophers. In today's contemporary description, teachers are regarded as knowledge workers (Ergun, Ergezer, Çevik & Özdaş, 1999). Considering that the level of development of people living in a country is directly proportional to the level of teachers' training, the incarnation of an education system compatible with the requirements of the information age will only be possible with the training of qualified teachers. Therefore, teachers have important duties and responsibilities in maintaining the learning-teaching process with meaningful activities in line with the predetermined goals. Teachers' effective fulfillment of these tasks and responsibilities and enable permanent learning experience to the students is related to their classroom management skills (Başar, 2005; Memişoğlu, 2005). Many definitions have been used in the literature to refer to classroom management, and it is observed that the classroom is generally shaped within these concepts. For example, according to Erden (2005), classroom consists of the activities relevant to the regulation, control and alteration of the learning environment and student behaviors in order to realize teaching and learning activities in line with predetermined goals in the classroom. Classroom management is related to a wide range of teacher-led activities, e.g., organizing physical space, defining the classroom space, applying classroom management procedures, observing students' behavior, coping with unwanted behavior, using time effectively, motivating students to the lesson, encouraging students to learn responsibility, and encouraging them to take part in classroom activities (Watkins & Wagner, 2000).

According to Evertson and Weinstein (2006), a classroom can be managed by the movements of a teacher and with the aim to not only create a facilitative environment, but also to supports academic, social, and emotional learning. Classroom management as a systematic method is the management of class life like an orchestra by organizing resources and the environment effectively, observing student development, and predicting student problems that may arise (Terzi, 2002). Manning and Bucher (2013) posit that not only physical but also psychological strategies are involved in successful classroom management. They believe that teachers should be able to secure students' psychological needs to be able to regulate the students' behaviors. This should, in turn, result in self-discipline, and totality of the classroom management methods. Thus and as noted by Ertuğ and Arslan (2018), desired behavior of the students can only be gained through the teacher's classroom management competence. Considering these definitions of classroom management and as perpetuated by Salameh, Al-Omari, and Jumia'an (2011) effective teachers have an acceptable quality of classroom management skills. It is not enough for a teacher only to know the principles of classroom management, but the teacher should apply these principles at the same time as well (Can & Baksi, 2014). In other words, successful classroom management is linked to the teacher's competence in classroom management (Demirtaş, 2005). According to Aydın (1998), the teacher should be like a doctor who feels the pulse of the class, a physician who takes care of the realization of life in accordance with certain rules, and an orchestra conductor that ensures harmony and accord in the classroom. Teacher is a learning tool, an advocate of middle class morality and a proxy that gives tests and ensures the discipline. The teacher is a trusted person, reserve guardian, student advisor, colleague and community participant. These are the images attached to a teacher in relation to his/her profession (Çelikten et al., 2005). To sum up, it is very difficult for teachers who do not have sufficient knowledge and skills about multifaceted aspects of classroom management to manage and discipline student behaviors (Okçu & Epçaçan, 2013).

In the light of all the information given above, the importance of successful classroom management comes to the forefront in achieving the aims of teaching and may be facilitated through the teachers' individual characteristics. One of these individual characteristics is self-confidence. Self-confidence, which is part of the human essence, that is his/her personality, has been the subject of curiosity for many researchers in the last quarter century (Sarıçam & Güven, 2012). Many definitions have been offered about the concept of self-confidence. Self-confidence is a person's own feelings, thoughts and evaluations that determine his/her attitude, approach and behavior (Coopersmith, 1967; Lauster, 2000). Self-confidence is a subjective phenomenon that eventually occurs when one evaluates himself or herself. Self-confidence is a factor that motivates people to work and succeed more and more (Kasatura, 1998). Self-confidence is the total evaluation of the individual's self-recognition, love of himself/herself, self-judgment and competences (Dilekli & Tezci, 2016; Kalaian & Freeman, 1990; Street & Stang, 2009; Thompson & Ellis, 1984). Since there is a positive relationship between success, self-confidence and motivation (Jacobsen, Eggen & Kauchak, 2002), while high level of these skills increases success, low level decreases it. Since individuals with low self-esteem consider themselves as insignificant, dysfunctional and worthless, this situation makes them more susceptible to some psychological disorders such as depression and anxiety. On the other hand, since individuals with high self-esteem think positively of themselves (Baumeister, Campbell, Krueger & Vohs, 2003), they are considered as individuals who have improved their stress-coping skills and are more likely to adapt to their immediate social environment.

The review of literature shows that numerous studies have been done on class management in Turkey and

**Table 1.** Personal data on social studies teachers participating in the study are presented below

| Gender | *f* | % |
|---|---|---|
| Female | 58 | 49.6 |
| Male | 59 | 50.4 |
| Total | 117 | 100 |
| **Graduated from** | *f* | % |
| Faculty of education | 83 | 70.9 |
| Faculty of arts and sciences | 25 | 21.4 |
| Others | 9 | 7.7 |
| Total | 117 | 100 |

**Table 2.** Levene's homogeneity of variances test results for gender data

| Gender | F | *p* |
|---|---|---|
| Classroom management skills | 0.125 | 0.724 |
| Self-confidence | 3.469 | 0.065 |

**Table 3.** T-test results for comparison of male and female teachers' management skills and self-confidence

| Scales | Gender | N | *M* | SS | *t* | *p* |
|---|---|---|---|---|---|---|
| Classroom management skills | Female | 58 | 4.3381 | 0.354 | 1.395 | 0.166 |
| | Male | 59 | 4.2421 | 0.388 | | |
| | Total | 117 | | | | |
| Self-confidence | Female | 58 | 4.2452 | 0.462 | .366 | 0.715 |
| | Male | 59 | 4.2147 | 0.440 | | |
| | Total | 117 | | | | |

classroom teachers have been investigated in those studies (Akın, 2006; Çelik, 2006; İlgar, 2007; Kayıkçı, 2009; Komitoğlu, 2009; Korkut & Babaoğlan, 2010; Yalçınkaya & Tonbul, 2002; Yaşar, 2008). However, it has been observed that there are very few studies on the classroom management of Social Studies teachers (Merey & Taşkın, 2018; Recepoğlu & Ergün, 2017; Sari, 2013). Similarly, when the relevant literature in Turkey is examined, since there are very few studies on the self-esteem of social studies teachers, it is expected that the present study will contribute to the relevant field of research.

### Objectives and Research Questions

The main objective of the study is to examine the effect of gender, professional seniority, and class size on the classroom management skills and self-confidence of social studies teachers. Thus, the answers to the following questions were sought:

1. Is there a significant difference between male and female teachers' classroom management skills and their self-confidence?

**Table 4.** Levene's homogeneity of variances test results for professional seniority data

| Professional seniority | F | df1 | df2 | p |
|---|---|---|---|---|
| Classroom management skills | 1.717 | 3 | 113 | 0.167 |
| Self-confidence | 001 | 3 | 113 | 1.000 |

**Table 5.** Descriptive statistics results related to teachers' classroom management skills and self-confidence for education in terms of their professional seniority

| Scale | Professional Seniority | N | M | SS |
|---|---|---|---|---|
| Classroom management skills | 1.1-5 Years | 31 | 4.29 | 0.462 |
| | 2.6-10 Years | 34 | 4.15 | 0.308 |
| | 3.11-20 Years | 33 | 4.37 | 0.338 |
| | 4.21 Years and above | 19 | 4.39 | 0.327 |
| | Total | 117 | | |
| Self-confidence | 1.1-5 Years | 31 | 4.04 | 0.472 |
| | 2.6-10 Years | 34 | 4.26 | 0.413 |
| | 3.11-20 Years | 33 | 4.31 | 0.424 |
| | 4.21 Years and above | 19 | 4.34 | 0.459 |
| | Total | 117 | 4.23 | 0.449 |

2. Do teachers with different Professional Seniority have any significant differences in their classroom management skills and self-confidence?
3. Do teachers with different Class Sizes have any significant differences in their classroom management skills and their self-confidence?
4. Is there a meaningful relationship between the teachers' classroom management skills and their self-confidence?

## METHOD

### The Research Model

They study benefited from a descriptive survey model. A descriptive survey seeks the attitudes of the population under investigation about a particular case and an event in order to better describe the event (Karakaya, 2012).

### The Study Group

The participants in this study were 67 social studies teachers working in various secondary schools located within the central boundaries of Elazığ province in the spring semester of 2018 and 2019 academic year. It was ensured in the study that the participation of social studies teachers was on voluntary basis. In the study, maximum diversity case sampling was used. The purpose of maximum diversity case sampling was to identify similar and different points between different groups (Yıldırım & Şimşek, 2011).

As observed in Table 1, the teachers participating in the study showed a balanced distribution in terms of gender. However, it is also seen that the majority of the participants (f: 83) graduated from the faculty of education.

### Data Collection Tools

In order to collect data for the study, Classroom Management Skills Scale, Self-Confidence for Education Scale, and Personal Information Form were used.

1) **Personal Information Form:** A personal information form prepared by the researcher was used to determine the status of the participants such as gender, age, professional seniority and current size of the class. In the personal information form, the participants were presented with options related to the variables mentioned above and the participants were asked to mark the appropriate option.

**Table 6.** Anova results for the effect of professional seniority on teachers' classroom management skills and self-confidence for education

| Scale | Source of variance | Sum of squares | df | Mean of squares | F | p |
|---|---|---|---|---|---|---|
| Classroom management skills | Intergroup | 1.047 | 3 | 0.349 | 2.603 | 0.055 |
| | Intragroup | 15.144 | 113 | 0.134 | | |
| | Total | 16.191 | 116 | | | |
| Self-confidence | Intergroup | 1.562 | 3 | 0.521 | 2.690 | 0.050 |
| | Intragroup | 21.864 | 113 | 0.193 | | |
| | Total | 23.425 | 116 | | | |

2) **Classroom Management Skills Scale (CMSS):** Classroom Management Skills Scale developed by Cülha (2014) was used in the study. The scale consists of a total of 49 items. The scale items with plain sentence structure and positive expressions are scored with a 5-point Likert-type scale: "Never", "Rarely", "Occasionally", "Mostly" and "Always". Cronbach's alpha (α) reliability coefficient (internal consistency coefficient) of the scale was determined as 0.94 for the whole scale.

3) **Self-Confidence for Education Scale (SCES):** The scale which was developed by Uysal and Gürol (2018) consists of 9 items. The scale follows a 5-point Likert scale "5 = Very Good, 4 = Enough, 3 = Slightly, 2 = Low, 1 = None". The Cronbach's alpha (α) reliability coefficient of the scale was determined as.92 for the whole scale.

## Data Analysis

Inferential statistics through SPSS were used to check the answer to the research hypotheses.

## RESULTS

### Effect of Gender on Classroom Management skills and Self-confidence for Education

The first research question sought to investigate the significance of difference between the male and female teachers' classroom management skills and their self-confidence. As shown in Table 2, the assumption of homogeneity of variances was met:

Independent samples t-test was used to determine the effect of the Gender on the social studies teachers' classroom management skills and their self-confidence for education.

According to the data obtained, it is seen in Table 3 that classroom management skill levels of social studies teachers did not lead to a significant difference in terms of the "Gender" variable. Thus, male teachers 'classroom management skill levels ($M = 4.24$) and female teachers' classroom management skill levels ($M = 4.34$) were not statistically different from each other ($p =.166$, $p >.05$).

Similarly, according to the data obtained as observed in Table 3, it is seen that the levels of self-confidence for education of the social studies teachers did not lead to a significant difference in terms of Gender. Thus, the male teachers' self-confidence ($M = 4.21$) and female teachers' self-confidence ($M = 4.24$) were not statistically different from each other ($p =.715$; $p >.05$).

### Effect of Professional Seniority on Classroom Management skills and Self-confidence

The second research question addressed the significance of difference between the classroom management skills of social studies teachers and their self-confidence in terms of their Professional Seniority. As shown in Table 4, the assumption of homogeneity of variances was met:

One-way ANOVA test was used to determine the effect of the teachers' Professional Seniority on their classroom management skills and self-confidence for education. Table 5 shows the teachers' Classroom Management Skills and Self-Confidence for education in terms of their Professional Seniority

The results in Table 6 indicate that differences in the social studies teachers' Professional Seniority did not results in any significant differences in their classroom management skills. Accordingly, it is possible to say that the classroom management skill levels of the teachers whose professional seniority was in the range of 1-5 ($M = 4.29$), 6-10 ($M = 4.15$), 11-20 ($M = 4.36$), 21-and above ($M = 4.39$) years were not significantly different. Again, similarly, according to the data obtained in Table 6, it was observed that the self-confidence of social studies teachers for education does not significantly differ in terms of their Professional Seniority. Accordingly, it is possible to say that the level of self-confidence of the social studies teachers for education whose professional seniority was in the range of 1-5 ($M = 4.04$), 6-10 ($M = 4.26$), 11-20 ($M = 4.30$), 21-and above ($M = 4.34$), years were close to each other.

### Effect of Class size on Classroom Management skills and Self-confidence

The third research question dealt with the contribution of Class Size to any significant differences in the teachers' classroom management skills and their self-confidence. The assumption of homogeneity of variances was not met for classroom management data, but the assumption was met in the case of self-confidence data (Table 7):

**Table 7.** Levene's homogeneity of variances test results for class size data

| Class Size | F | df1 | df2 | p |
|---|---|---|---|---|
| Classroom management skills | 3.891 | 3 | 113 | 0.011 |
| Self-confidence | 0.637 | 3 | 113 | 0.593 |

**Table 8.** Kruskal-Wallis-H test results related to the effect of class size

| Scale | Class size | N | Mean of rank | SD | $X^2$ | p |
|---|---|---|---|---|---|---|
| Classroom management skills | 1.Less than 20 | 32 | 55.25 | 3 | 2.631 | 0.452 |
| | 2.Between 21-30 | 53 | 58.43 | | | |
| | 3.Between 31-40 | 27 | 66.96 | | | |
| | 4.41 and Above | 5 | 46.00 | | | |
| | Total | 117 | | | | |

Since the distribution of variances was not homogeneous, the nonparametric Kruskal-Wallis-H test was used to determine the effect of Class Size on the first dependent variable; that is, classroom management (Table 8).

As shown in Table 8, ($p$ =.452, $p$>.05), the null hypothesis was supported and it was observed that differences in Class Size did not result in significant differences in the teachers' classroom management skill. This means that the current number of classrooms did not have a significant effect on the classroom management skills of social studies teachers.

The effect of Class Size was also tested on the self-confidence of the teachers. The descriptive and inferential tests results are presented in Tables 9 and 10.

As understood from Table 10 ($p$ =.599, $p$>.05), class size did not result in any significant differences in the social studies teachers' classroom management skill.

## Relationship between Classroom Management Skills and Self-confidence

The final research question addressed the relationship between classroom management skills and self-confidence of the teachers. As the results of Pearson test showed a positively moderate and significant relationship between the two variables (Table 11).

As observed in Table 11, there was a positive and significant relationship between the classroom management skills and self-confidence ($r$ = 0.468, $p$ <.01). According to this result, it can be assumed that as the skill levels of the social studies teachers related to classroom management developed, there was an increase in their self-confidence in the activities they carried out for education.

## DISCUSSION AND CONCLUSION

In this study in which classroom management skills and self-confidence of social studies teachers were examined in terms of various variables, initially, the teachers' classroom management skills and their of levels self-confidence for education were checked in terms of gender,

professional seniority and class size. Next, the relationship between teachers' classroom management skills and their self-confidence was gauged and the following results were achieved:

When the Social Studies teachers' classroom management skills and self-confidence were examined in terms of Gender, no significant difference was found between male and female teachers' classroom management skills and self-confidence. The result of a recent study done by Recepoğlu and Ergün (2017) supports the present result. This result is also in line with those of Bozgeyikli and Gözler (2016), Cülha, (2014); and Gülünay (2012). In contrast, a study conducted by Merey and Taşkın (2018) on social studies teachers indicated different results. Merey and Taşkın (2018) reported a meaningful difference in favor of female teachers. Scholars such as Çelik (2006), Ayar and Arslan (2008) along with some other researchers such as İlgar (2007) and Özgan, Yiğit, Aydin, and Küllük (2011) have reported that female teachers have higher classroom management skills. This issue has also been highlighted by Yalçınkaya and Tonbul (2002) in a study on gender and classroom management.

When social studies teachers' classroom management skills and their self-confidence were examined in terms of their Professional Seniority, it was seen that professional seniority variable did not lead to any statistically significant differences neither in teachers' classroom management skills nor their self-confidence. The results of the study conducted by Sarı (2013) are similar to the results of this study. This may be due to a number of reasons, such as following a common plan and program in the implementation of the existing education system.

When social studies teachers' classroom management skills and self-confidence were examined in terms of the Class Size, it was found that the class size variable did not lead to any statistically significant difference in teachers' classroom management skills or self-confidence.

The last result of this study was related to the relationship between social studies teachers' classroom management skills and their self-confidence. A positively moderate and significant relationship between classroom management skills and the self-confidence of social sciences teachers was observed. Based on the results obtained from this study, the following suggestions can be made for the researchers who will carry our similar studies in the future;

- This study can be replicated on the social studies teachers working in different provinces and schools in Turkey.
- As this study was solely a quantitative study, the results of this study can be tested and verified by qualitative studies.

**Table 9.** Descriptive statistics results for the effect of class size on self-confidence

| Scale | Class Size | N | *M* | SS |
|---|---|---|---|---|
| Self-confidence | 1.Less than 20 | 32 | 4.24 | 0.444 |
| | 2.Between 21- 30 | 53 | 4.24 | 0.445 |
| | 3.Between 31- 40 | 27 | 4.15 | 0.488 |
| | 4.41 and Above | 5 | 4.42 | 0.318 |
| | Total | 117 | 4.23 | 0.449 |

**Table 10.** Anova results for the effect of class size on self-confidence

| Scale | Source of variance | Sum of squares | *df* | Mean of squares | F | *p* |
|---|---|---|---|---|---|---|
| Self-Confidence | Intergroup | 0.383 | 3 | 0.128 | 0.627 | 0.599 |
| | Intragroup | 23.042 | 113 | 0.204 | | |
| | Total | 23.425 | 116 | | | |

**Table 11.** Relationship between classroom management skills and Self-confidence

| N | r | p |
|---|---|---|
| 117 | 0.468* | 000 |

*p<0.01

- Many aspects of the classroom management skill and self-confidence have not yet been explored. Future researchers can focus on these areas. For example, they can explore how other variables such as ethnicity affect self-confidence and the classroom management skills of teachers.

## REFERENCES

Akın, U. (2006). *Öğretmenlerin sınıf yönetimi becerileri ile iş doyumları arasındaki ilişki* (Yüksek Lisans Tezi). Gaziosmanpaşa Üniversitesi, Tokat.

Ayar, A. R. & Arslan, R. (2008). İlköğretim Okullarında Görev Yapan Sınıf Öğretmenlerinin Sınıf Yönetimi Performansının Araştırılması. *Kastamonu Eğitim Dergisi*, *16*(2), 335-344.

Aydın, A. (1998). *Sınıf Yönetimi*. Ankara: Pegem Akademi.

Başar, H. (2005). *Sınıf Yönetimi.* (12. Baskı). Ankara: Anı Yayıncılık.

Baumeister, R. F., Campbell, J.D., Krueger, J. I. & Vohs, K. D. (2003). Does high self-esteem cause better performance, interpersonal success, happiness, or healthier lifestyles? *Psychological Science in the Public Interest, 4*(1), 1-44.

Bozgeyikli, H. & Gözler, A. (2016). Sınıf Öğretmenlerinin Sınıf Yönetimi Becerileri İle Öğrencileri Motive Etme Düzeyleri Arasındaki İlişki. *Turkish Studies International Periodical for the Languages, Literature and History of Turkish or Turkic, 11*(3)*, 589-606.

Can, E. & Baksi, O. (2014). Öğrencilerin sınıf içi tutum ve davranışlarının öğretmenlerin sınıf yönetimi başarısına etkisi. *Asya Öğretim Dergisi, 2*(1), 86-101.

Çelik, N. A. (2006). *İlköğretim okullarında görevli öğretmenlerin sınıf yönetimi becerilerine ilişkin algıları* (Denizli İli Örneği). Yüksek Lisans Tezi. Anadolu Üniversitesi, Eskişehir.

Çelikkaya, H. (1999). *Öğretmenlik Mesleğine Giriş*. İstanbul: Alfa Basım Yayım Dağıtım.

Çelikten, M., Şanal, M. & Yeni, Y. (2005). Öğretmenlik Mesleği ve Özellikleri. *Sosyal Bilimler Enstitüsü Dergisi, 19*(2), 207-237.

Chen, L. (2011). *Contingent self-esteem in Chinese early and late adolescents.* Master's thesis. Kansas University, United State.

Coopersmith, S. (1967). *The antecedent of self-esteem*. San Francisco, CA: W. H. Freeman & Co.

Cülha, A. (2014). *Eğitim fakültesinden mezun olan öğretmenler ile diğer fakültelerden mezun olan öğretmenlerin sınıf yönetimi becerilerinin karşılaştırılması* (Yayımlanmamış Yüksek Lisans Tezi), Harran Üniversitesi Sosyal Bilimler Enstitüsü, Şanlıurfa.

Demirtaş, H. (2005). *Etkili Sınıf Yönetimi*. Ankara: Anı Yayıncılık.

Dilekli, Y., & Tezci, E. (2016). The relationship among teachers' classroom practices for teaching thinking skills, teachers' self-efficacy towards teaching thinking skills and teachers' teaching styles. *Thinking Skills and Creativity, 21*, 144-151.

Doğan, T. & Çoban, A. E. (2009). Eğitim fakültesi öğrencilerinin öğretmenlik mesleğine yönelik tutumları ile kaygı düzeyleri arasındaki ilişkinin incelenmesi. *Eğitim ve Bilim*, *34*(153), 157-168.

Erden, M. (2005). *Sınıf Yönetimi*. Ankara: Arkadaş Yayınevi.

Ergun, M., Ergezer, B., Çevik, İ & Özdaş, A. (1999). *Öğretmenlik Mesleğine Giriş*. Ankara: Ocak Yayınları.

Ertuğ, C. & Arslan, B. (2018). Öğretmenlerin sınıf yönetimi yeterliklerine ilişkin öğrenci görüşleri. *Karadeniz Sosyal Bilimler Dergisi, 10,* (18), 195-219.

Evertson C. M., & Weinstein, C. (2006). Classroom management as a field of inquiry. In C. M. Evertson & C. Weinstein (Eds.), *Handbook of Classroom Management: Research, practice, and contemporary* issues (pp. 3-15). Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Gülünay S. D. (2012). *İlköğretim Öğretmenlerinin Sınıf Yönetimi Eğilimlerinin Belirlenmesi* (Yayınlanmamış Yüksek Lisans Tezi). Ankara Üniversitesi, Eğitim Bilimleri Enstitüsü, Ankara.

İlgar, L. (2007). *İlköğretim öğretmenlerinin sınıf yönetimi becerileri üzerine bir araştırma.* (Doktora Tezi), İstanbul Üniversitesi, İstanbul.

Jacobsen, D.A., Eggen, P., & Kauchak, D. (2002). *Methods for teaching, promoting student learning* (6th ed.), New Jersey: Merrill Prentice Hall.

Kalaian, H. A. & Freeman, D. J. (1990). Relations between teacher candidates' self-confidence and educational beliefs. *College Student Journal, 23*, 296-303.

Karacan Özdemir, N. (2016). Deneysel Bir Çalışma: Bibliyopsikolojik Danışmaya Dayalı Özgüven Geliştirme Programının 6. Sınıf Öğrencilerinin Özgüven Düzeylerine Etkisi. *İlköğretim Online Dergisi, 15*(1), 136-147.

Karakaya, İ. (2012). Bilimsel araştırma yöntemleri. A. Tanrıöğen (Edt). *Bilimsel araştırma*

Kasatura, İ. (1998). *Kişilik ve Özgüven*. İstanbul: Evrim Yayınları.

Kayıkçı, K. (2009). The effect of classroom management skills of elementary school teachers on undesirable discipline behaviour of students. *Procedia-Social and Behavioral Sciences, 1,* 1215-1225.

Komitoğlu, D. (2009). *Sınıf öğretmenlerinin sınıf yönetimi becerileri ile kişilik özellikleri arasındaki ilişkinin incelenmesi* (İstanbul İli Kadıköy İlçesi Örneği). Yüksek Lisans Tezi. Yeditepe Üniversitesi, İstanbul.

Korkut, K. & Babaoğlan, E. (2010). Sınıf öğretmenlerinin sınıf yönetimi becerisi. *Sosyal Bilimler Dergisi, 26*, 146-156.

Lauster, P. (2000). *Kendine Güven*, Ankara: Doruk Yayınları.

Mannıng, M.L., Bucher, K.T. (2013). *Classroom Management: Models, Applications, and Cases* (3rd ed.), Pearson & Merrill Prentice Hall, Upper Saddle River, NJ.

Memişoğlu, S. P. (2005). Sınıf ortamında istenmeyen davranışlara yol açan öğretmen davranışları. *Çağdaş Eğitim Dergisi, 30*(323), 32-39.

Merey, Z. & Taşkın, Z. (2018). Sosyal bilgiler öğretmenlerinin sınıf yönetimi profilleri üzerine bir araştırma. *Vankulu Sosyal Araştırmalar Dergisi*, Sayı, 1, 103-112.

Okçu, V. & Epçaçan, C. (2013). Sınıf yönetiminin boyutlarına ilişkin ilköğretim öğretmenlerinin yeterlik düzeylerinin öğretmen ve öğretmen adaylarının görüşlerine göre değerlendirilmesi. *Millî Eğitim Dergisi, Sayı, 200*, 68-86.

Öksüz, Y., Çevik, C., Baba, M. & Güven, E. (2011). Sınıf Öğretmeni Adaylarının Sınıf Yönetimine İlişkin Algılarının Çeşitli Değişkenler Açısından İncelenmesi. *On Dokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi, 30*(2), 99-113.

Özay Köse, E. (2010). Sınıf Yönetimine Yönelik Öğretmen Adaylarının Görüşleri, *Çukurova Üniversitesi Eğitim Fakültesi Dergisi, 3*(39), 20-27.

Özgan, H., Yiğit, C., Aydın, Z. & Küllük, M. C. (2011). İlköğretim Okulu Öğretmenlerinin Sınıf Yönetimine İlişkin Algılarının İncelenmesi ve Karşılaştırılması, *Gaziantep Üniversitesi Sosyal Bilimler Dergisi, 10*(1), 617- 635.

Recepoğlu, S. & Ergün, M. (2017). Sosyal bilgiler öğretmen adaylarının sınıfı yönetebilme becerilerine ilişkin algıları. *Kastamonu Eğitim Dergisi, 25*(4), 1337-1352.

Salameh, K. M., Al-Omari, A. & Jumia'an, I. F. (2011). Classroom management skills among beginning teachers' in Jordan: Preparation and Performance. *International Journal of Applied EducationalStudies, 10*(1), 36-48.

Sari, İ. (2013). *Sosyal bilgiler öğretmenlerinin sınıf yönetimi yeterliliklerine ilişkin okul yöneticilerinin görüşlerinin değerlendirilmesi (Diyarbakır İli Ergani İlçesi Örneği).* (Yüksek Lisans Tezi). Hasan Kalyoncu Üniversitesi. Gaziantep.

Sarıçam, H. & Güven, M. (2012). Özgüven ve Dini Tutum. *JASS (The Journal of Academic Social Science Studies). 5*(7), 573-586.

Street, C. & Stang, K. K. (2009). In what ways do teacher education courses change teachers' self-confidence as writers? *Teacher Education Quarterly, 36*(3), p.75-94.

Terzi, A.R. (2002), Sınıf yönetimi açısından etkili öğretmen davranışları, *Milli Eğitim Dergisi*, Sayı, *155*, 162-169.

Thompson, M. L. & Ellis, J. R. (1984). Identifying and comparing anxieties experienced by male and female secondary student teachers. *College Student Journal, 18*(3), 287-295.

Tunca, Ö. (2010). *Duygusal zeka düzeylerinin sınıf yönetimi becerilerine etkisi ve bir araştırma.* (Yayımlanmamış Yüksek Lisans Tezi), İstanbul Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.

Uysal, A. & Gürol, M. (2018). Development of Socıal Studıes Teachers' Self-Confidence for Teachıng Scale (Sosyal Bilgiler Öğretmenlerinin Öğretime Yönelik Özgüven Ölçeğinin Geliştirilmesi). *Internatıonal Journal of Fıeld Educatıon, 4*(2), s.1-13.

Watkins, C. & Wagner, P. (2000). *Improving school behaviour*, London: Paul Chapman Publishing.

Yalçınkaya, M. & Tonbul, Y. (2002). İlköğretim Okulu Sınıf Öğretmenlerinin Sınıf Yönetimi Becerilerine İlişkin Algı Ve Gözlemler. *Ege Eğitim Dergisi, 1*(2), 1-10.

Yaşar, S. (2008). *Classroom management approaches of primary school teachers.* Yüksek Lisans Tezi. Orta Doğu Teknik Üniversitesi, Ankara.

Yıldırım, A. & Şimşek, H. (2011). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri.* (8. baskı). Ankara: Seçkin Yayıncılık.