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Investigating classroom management profiles of pre-service teachers (Cukurova University sample)

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Abstract

The main purpose of this research is to detect classroom management profiles of pre-service teachers and investigate whether these profiles show significant differences in terms of some variables. Classroom Management Profile (CMP) by Santrock (1996) was used to collect data. The data was gained from 1238 pre-service teachers from different departments of Faculty of Education during 2012-2013 year. At the end of the study, it was found that pre-service teachers have high Authoritative and Laissez-faire classroom management profile. There was no significant difference among Laissez-faire, Indifferent and Authoritarian classroom management profiles, however, female pre-service teachers have higher profile in Authoritative dimension.

1. Introduction

One of the most important professional qualifications for teachers that must be gained during pre-service education is classroom management. The reason is that education becomes difficult, attention is distracted, academic success decreases and education time is wasted in a disordered classroom environment (Doyle, 1986; Marzano & Marzano, 2003). However, according to related research, classroom management skills are being neglected during professional education (Kaliska, 2002) and teachers state that they have problems in maintaining order in classrooms, managing student behaviors and overcoming undesired circumstances and that they need training (Johansen et al. 2011; Kaufman & Moss, 2010; Putman, 2009). According to Kagan (1992), teachers’ classroom management behaviors are largely based on their understanding of classroom management and dynamics and on their perceptions and opinions on student behaviors and student-teacher interaction. The research in related literature has shown that teachers who perceive students as irresponsible individuals behave more strictly in their classrooms, teachers who believe in the capability of their students give more importance to cooperation with students and teachers who believe that the cause of behavioral problems is the family seek the solution out of the school (Hoy & Woolfolk, 1990; Johansen et al., 2011; Miller, 2003; Sadik et al., 2007). Therefore, it is necessary to reveal teachers’ profile about classroom management in the first place in order for trainings aiming at developing teachers’ classroom and behavioral management skills to become more effective. Four basic profiles related to teachers’
behaviors in the classroom have been mentioned in the literature (Brophy, 1998; Dreikurs et al., 1982; Good & Brophy, 2007; Little, 1982; Merret & Jones, 1994; Santrock, 1996).

**Authoritarian Profile:** There is excessive pressure and discipline on students. Wishes and expectations of students are not taken into consideration. Communication is insufficient and quite harsh. Students are required to obey the rules and do what the teacher wants. Punishment, accusation, dispraise, embarrassing etc. are classroom management behaviors of authoritarian profile.

**Authoritative Profile:** The purpose of classroom management is not to prohibit, to punish but to present learning opportunities, help and support. Teachers always try to explain the reasons lying behind their rules and expectations to their students, they are interested in how their students learn and they are open to communication. Students are encouraged to express their opinions. Students’ interests and needs are taken into consideration and their learning efforts are realized.

**Laissez-faire Profile:** Students’ feelings are more important than their academic behaviors and performances. Teachers do not apply strict rules in their classes. Although they provide students with required materials and homework, they do not check whether students fulfill their responsibilities or show any effort. Since classroom management principles are not regarded, problems can occur and remain unresolved.

**Indifferent Profile:** These teachers are uninterested in the class and students, inattentive in the matter of preparation for the lesson. They teach the lesson in the same way and use the same materials for years. Expectations and rules are not clear, even negative behaviors of students are kept away from discipline. Rules are rarely applied. In such classes, discipline problems emerge rather than educational problems.

In this research, first of all, classroom management profiles of pre-service teachers were determined, then, comparisons were made per gender, branch, grade and taking/not taking classroom management lessons.

**2. Method**

2.1. The research model

This research is a descriptive study practicing scanning model conducted in order to examine the classroom management profiles of pre-service teachers in terms of some variables.

2.2. Population and sample

The population of the research consists of pre-service teachers who are enrolled at eight different departments of Çukurova University, Faculty of Education. The participants of the study were students of single-group departments and students of a randomly chosen group of a multi-group departments on voluntary basis. The descriptive statistics related to pre-service teachers are given in Table 1.

| Department                        | f  | %      | Gender | f  | %    |
|----------------------------------|----|--------|--------|----|------|
| Primary School Teaching          | 143| 11.6%  | Female | 762| 61.6%|
| Science and Technology           | 130| 10.5%  | Male   | 476| 38.4%|
| Social Sciences                  | 166| 13.4%  | Total  | 1238|100.0%|
| Turkish Language                 | 135| 10.9%  |        |     |      |
| Computer Teaching                | 125| 10.1%  |        |     |      |
| Religious Culture                | 146| 11.8%  | 1st Year | 333|29.9% |
| Philosophy                       | 110| 8.9%   | 2nd Year| 295|23.8% |
| Foreign Language                 | 283| 22.9%  | 3rd Year| 336|27.1% |
| Total                            | 1238|100.0% | 4th Year| 274|22.1% |

They have taken the “classroom management” course or not

|                                | f  | %      |
|--------------------------------|----|--------|
| Have not taken                 | 750| 60.6%  |
| Have taken                     | 488| 39.4%  |
| Total                          | 1238|100.0% |

2.3. Data collection tools

In the collection of data, adaptation of Classroom Management Profile (CMP) survey by Santrock (1996) to Turkish by Gürsel & Sünbül (2000) was used. The 5 point type scale survey consists of four dimensions and 12 items. The possible lowest score from each dimension of classroom management profile is 3 and the highest is 15.
Cronbach Alfa reliability coefficient was calculated as .72 in Authoritarian dimension; .68 in Authoritative dimension; .52 in Laissez-faire dimension and .65 in Indifferent dimension.

2.4. Data analysis

The mean and standard deviation of scores that pre-service teachers got from CMP were calculated to determine their classroom management profiles. The means received were divided by number of items in each dimension and values between 1 and 5 were acquired and were interpreted according to interval they were suitable with the 5 point rating scale. Mann Whitney U and Kruskall-Wallis tests were used to find out whether there was significant difference in pre-service teachers’ classroom management profiles in terms of discussed variables. The significance level was accepted as .05.

3. Findings

The mean and standard deviation values of scores that pre-service teachers got from CMP are shown in Table 2.

| Dimension       | N   | Mean | Std. Deviation |
|-----------------|-----|------|----------------|
| Laissez-faire   | 1238| 12.00| 1.97           |
| Indifferent     | 1238| 7.13 | 1.94           |
| Authoritarian   | 1238| 8.49 | 2.08           |
| Authoritative   | 1238| 12.09| 1.80           |

When Table 2 is analyzed, it is observed that pre-service teachers got the highest means in “Authoritative” (12.09) and “Laissez-faire” (12.00) profiles and the lowest in “Indifferent” profile (7.13) in general. When these values are taken into account on the basis of 5 point rating scale, pre-service teachers generally replied “agree” to the items in “Authoritative” and “Laissez-faire” profiles and replied “disagree” to the items in “Indifferent” and “Authoritarian” profiles.

Table 3 shows Mann Whitney U test results performed to reveal whether there is a significant difference per in pre-service teachers’ classroom management profiles according to gender.

| Gender       | N   | Mean Rank | Sum of Ranks | U            | p     |
|--------------|-----|-----------|--------------|--------------|-------|
| Laissez-faire|     |           |              |              |       |
| Female       | 762 | 627.37    | 478057.00    | 175358.000   | .321  |
| Male         | 476 | 606.90    | 288884.00    |              |       |
| Total        | 1238|           |              | 173765.000   | .209  |
| Indifferent  |     |           |              |              |       |
| Female       | 762 | 609.54    | 464468.00    |              |       |
| Male         | 476 | 635.45    | 302473.00    | 171068.000   | .089  |
| Total        | 1238|           |              | 167408.500   |       |
| Authoritarian|     |           |              |              |       |
| Female       | 762 | 606.00    | 461771.00    |              |       |
| Male         | 476 | 641.11    | 305170.00    |              |       |
| Total        | 1238|           |              | 167408.500   | .021  |
| Authoritative|     |           |              |              |       |
| Female       | 762 | 637.80    | 486006.50    |              |       |
| Male         | 476 | 590.20    | 280934.50    | 167408.500   | .021  |
| Total        | 1238|           |              |              |       |

As it is seen in Table 3, the difference between the scores of the two groups is significant in favor of female pre-service teachers’ in “Authoritative” profile and in terms of mean rank.

Table 4 shows Kruskall Wallis test results performed to reveal whether there is a significant difference in terms of departments they are enrolled among pre-service teachers’ classroom management profiles.
Table 4. Differences in pre-service teachers’ classroom management profile according to department

| Department                  | N  | Mean Rank | df | X²  | p   | Asymp. Sig. |
|-----------------------------|----|-----------|----|-----|-----|-------------|
| Laissez-faire               |    |           |    |     |     |             |
| Primary School Teaching     | 143| 321.37    | 25 | 25.193 | .001 |             |
| Science and Technology      | 130| 554.44    | 15 | 14.382 | .045 |             |
| Turkish Language            | 135| 659.45    | 15 | 14.382 | .045 |             |
| Computer Teaching           | 125| 530.04    | 7  | 7    |     |             |
| Religious Culture           | 146| 578.53    | 15 | 14.382 | .045 |             |
| Philosophy                  | 110| 660.73    | 15 | 14.382 | .045 |             |
| Foreign Language            | 283| 677.90    | 15 | 14.382 | .045 |             |
| Total                       | 1238|          |    |     |     |             |
| Authoritarian               |    |           |    |     |     |             |
| Primary School Teaching     | 143| 630.29    | 25 | 25.193 | .001 |             |
| Science and Technology      | 130| 561.80    | 15 | 14.382 | .045 |             |
| Turkish Language            | 135| 646.94    | 15 | 14.382 | .045 |             |
| Computer Teaching           | 125| 604.25    | 7  | 7    |     |             |
| Religious Culture           | 146| 583.98    | 15 | 14.382 | .045 |             |
| Philosophy                  | 110| 626.34    | 15 | 14.382 | .045 |             |
| Foreign Language            | 283| 683.41    | 15 | 14.382 | .045 |             |
| Total                       | 1238|          |    |     |     |             |

As it is seen in Table 4, pre-service teachers’ classroom management profile levels are becoming significantly different in all four dimensions. According to Mann Whitney U tests results, generally pre-service teachers at Foreign Language and Turkish Language Departments present a higher “Authoritative” and lower “Indifferent” behavioural profile than those enrolled at other departments. Pre-service teachers at Science and Technology, Computer Teaching and Religious Culture Departments reflect a lower “Laissez-faire” profile whereas pre-service teachers at Social Science, Computer Teaching, Science and Technology and Primary School Teaching Departments present a higher “Authoritarian” behaviour level.

Table 5 shows Kruskall Wallis test results performed to reveal whether there is a significant difference with regards to class year in pre-service teachers.

Table 5. Differences in pre-service teachers’ classroom management profile according to class year

| Year  | N  | Mean Rank | df | X²  | p   | Asymp. Sig. |
|-------|----|-----------|----|-----|-----|-------------|
| Laissez-faire               |    |           |    |     |     |             |
| 1st  | 333| 652.59    | 295| 637.88 | 8    |             |
| 2nd  | 336| 606.78    | 295| 637.88 | 8    |             |
| 3rd  | 336| 606.78    | 295| 637.88 | 8    |             |
| 4th  | 274| 575.09    | 295| 637.88 | 8    |             |
| Total| 1238|          |    |     |     |             |
| Authoritative               |    |           |    |     |     |             |
| 1st  | 333| 708.16    | 295| 632.03 | 8    |             |
| 2nd  | 336| 584.40    | 295| 632.03 | 8    |             |
| 3rd  | 336| 584.40    | 295| 632.03 | 8    |             |
| 4th  | 274| 541.31    | 295| 632.03 | 8    |             |
| Total| 1238|          |    |     |     |             |

When Table 5 is examined, it is observed that the differences in “Laissez-faire” and “Authoritarian” classroom management profiles are significant. According to Mann Whitney U test results, 1st and 2nd year participants present a more “Laissez-faire” profile than those of 4th year; 1st year students present a more “Authoritarian” profile compared to 2nd, 3rd and 4th year participants and 2nd year students were found more “Authoritarian” than those of 4th year.

Table 6 shows Mann Whitney U test results performed to reveal whether there is a significant difference in pre-service teachers’ classroom management profile according to the situation whether they have taken the Classroom Management (CM) Course or not.

Table 6. Differences in pre-service teachers’ classroom management profile according to whether they have taken the Classroom Management (CM) Course or not.

| Year  | N  | Mean Rank | df | X²  | p   | Asymp. Sig. |
|-------|----|-----------|----|-----|-----|-------------|
| Laissez-faire               |    |           |    |     |     |             |
| 1st  | 333| 641.24    | 295| 603.37 | 8    |             |
| 2nd  | 336| 628.04    | 295| 603.37 | 8    |             |
| 3rd  | 336| 628.04    | 295| 603.37 | 8    |             |
| 4th  | 274| 599.98    | 295| 603.37 | 8    |             |
| Total| 1238|          |    |     |     |             |
| Authoritative               |    |           |    |     |     |             |
| 1st  | 333| 647.47    | 295| 613.51 | 8    |             |
| 2nd  | 336| 605.83    | 295| 613.51 | 8    |             |
| 3rd  | 336| 605.83    | 295| 613.51 | 8    |             |
| 4th  | 274| 608.72    | 295| 613.51 | 8    |             |
| Total| 1238|          |    |     |     |             |

When Table 5 is examined, it is observed that the differences in “Laissez-faire” and “Authoritarian” classroom management profiles are significant. According to Mann Whitney U test results, 1st and 2nd year participants present a more “Laissez-faire” profile than those of 4th year; 1st year students present a more “Authoritarian” profile compared to 2nd, 3rd and 4th year participants and 2nd year students were found more “Authoritarian” than those of 4th year.

Table 6 shows Mann Whitney U test results performed to reveal whether there is a significant difference in pre-service teachers’ classroom management profile according to the situation whether they have taken the Classroom Management (CM) Course or not.
Table 6. Differences in pre-service teachers’ classroom management profile according to the situation whether they have taken the “Classroom Management” course or not

|                | Have a taken CM Course | N   | Mean Rank | Sum of Ranks | U               | p     |
|----------------|------------------------|-----|-----------|--------------|-----------------|-------|
| Laissez-faire | Have not taken         | 750 | 633.07    | 474803.00    | 172822.000      | .093  |
|                | Have taken             | 488 | 598.64    | 292138.00    | 179951.500      | .615  |
|                | Total                  | 1238|           |              | 153043.000      | .000* |
| Indifferent    | Have not taken         | 750 | 623.56    | 467673.50    | 179951.500      | .628  |
|                | Have taken             | 488 | 613.25    | 299267.50    | 153043.000      | .000* |
|                | Total                  | 1238|           |              | 153043.000      | .000* |
| Authoritarian  | Have not taken         | 750 | 659.44    | 494582.00    | 180066.500      | .628  |
|                | Have taken             | 488 | 558.11    | 272359.00    | 180066.500      | .628  |
|                | Total                  | 1238|           |              | 180066.500      | .628  |
| Authoritative  | Have not taken         | 750 | 623.41    | 467558.50    | 180066.500      | .628  |
|                | Have taken             | 488 | 613.49    | 299382.50    | 180066.500      | .628  |
|                | Total                  | 1238|           |              | 180066.500      | .628  |

As it can be seen in Table 6, the difference between the scores of two groups is significant in favour of pre-service teachers who have not taken CM Course, in “Authoritarian” profile and in terms of mean rank.

4. Discussion and conclusion

In this research it was shown that pre-service teachers present a high level of “Authoritative” and “Laissez-faire” and a low level of “Authoritarian” and “Indifferent” classroom management profiles. Accordingly, it can be concluded that pre-service teachers provide students with learning opportunities that could develop their academic behaviours and performances besides classroom management behaviours that give importance to their emotional development. Classroom management includes numerous managerial and educational behaviors like planning the education and practicing it, explaining rules and expectations, creating a positive emotional atmosphere, preventing problematic behaviors and etc. (Marzano & Marzano, 2003; Snowman et al., 2009). The purpose of classroom management lesson is to enable pre-service teachers to understand these dynamics and to gain a preventive attitude in classroom management. Therefore, the reason why 1st and 2nd year pre-service teachers’ present higher “Authoritarian” and “Laissez-faire” behaviors may be because of their being at the beginning of their professional education. The fact that “Authoritarian” level of 3rd and 4th year pre-service teachers who have taken classroom management lesson were found low supports this idea and shows that the course has theoretically reached its objectives. In the study, it was observed that female pre-service teachers in general and Foreign Language and Turkish Language Department pre-service teachers of both gender are generally more “Authoritative”. The reason to this may be that more than half of the female pre-service teachers who participated in the research were enrolled at Foreign Language and Turkish Language Teaching Departments and that objectives and contents of the lessons vary together with education methods. As it is also emphasized in the current studies (Güneş, 2011), achieving four basic language skills that are listening, speaking, reading and writing requires students’ being more active and encouraged to participate. The reason of Science and Technology and Computer Teaching Departments pre-service teachers’ presenting a more “Authoritarian” profile may be their aim to provide safety in their classes since lessons are taught in laboratory environment. Additionally, in these lessons where methods like experiments, observation, hands-on-activities are used more, the insufficiency of educational tools (Tebby & Akdeniz, 2008) and crowded classes make it difficult to perform the activities (Yapıcı & Demirdelen, 2007). The age of students is another important criterion in teachers’ classroom management behaviors. Therefore, the reason of Primary School Teachers’ presenting a more “Authoritarian” profile may be because of their encountering students of younger age groups (ages 5-10) compared to pre-service teachers in other departments. It is more difficult to manage the classroom in younger age groups because the first years of primary school are years when children learn how to behave in the classroom environment and achieve habits of living and working together (Burden, 2003; Doyle, 1986).

In this research, classroom management profiles of pre-service teachers were detected. As for the future research, behaviors of pre-service teachers in practical classes can be observed and their classroom management profiles and behaviors can be compared. In the research, pre-service teachers were asked whether they have taken classroom management courses but their opinions were not received on the matters of content of the lessons and lessons’ efficiency to prepare then for their future job. In the future research, pre-service teachers’ opinions about classroom management lesson can be studied in detail.
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