

## Student Teachers' Classroom Management Anxiety: A Study on Behavior Management and Teaching Management

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The purpose of this study is to examine student teachers' anxiety related to classroom management in terms of behavior and teaching management. The study is carried out with the participation of 700 student teachers attending Ziya Gökalp Education Faculty at Dicle University in the 2007–2008 academic year. In order to determine their anxiety levels concerning behavior management and teaching management, the scales of “behavior management anxiety” and “teaching management anxiety” are used. Data are analyzed with correlation (Pearson), *t* test, and analysis of variance techniques. The Scheffé test is used to test significance. According to the student teachers' participation to school experience and to their branches, significant differences are determined between all subscales of behavior management anxiety levels.

The classroom is a dynamic environment in which a lot of activities take place at the same time. A teacher should be aware of everything while he or she is teaching. The teacher should manage the classroom effectively in order to attain the educational purposes at the highest level possible. As Başar (2005) stated, “a teacher should act as an orchestra leader in the classroom.”

The classroom is a place where teachers encounter students. The education process, which aims to form positive behavior on the students, starts at this point. The primary elements in the classroom are students, teachers, the curriculum, and the materials. The quality of education largely depends on the quality of classroom management (Sarıtaş, 2000). Brophy defined classroom management as “a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning” (cited in Ritter & Hancock, 2007). Classroom management skills are considered to be the first step of being successful in education. Those who become successful in classroom management have the characteristics of a good teacher (Demirel, 2004). Good classroom management implies that the teacher elicits the cooperation of the students in minimizing misconduct and can intervene effectively when misconduct occurs, and also that worthwhile academic activities occur more or less continuously and that the classroom manage-

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ment system as a whole is designed to maximize student engagement in those activities, not merely to minimize misconduct (Brophy, 1988).

At any given moment, teachers must choose which among many actions and interactions to give their attention to. This multiplicity makes teaching much more difficult than is commonly assumed (Edwards, 2003).

The activities taking place in the classroom environment are the events that are multifaceted, simultaneous, fast occurring, and unpredictable (Aksoy, 2003). Therefore, teachers should know about the characteristics that affect classroom management. Brophy identified five characteristics of effective classroom management behaviors and listed them as follows: "withitness," "overlapping," "momentum and pacing," "maintaining a high level of group alertness and accountability," "variety and challenge in what Americans call seatwork" (cited in Taylor, 1999).

The factors that affect students' behavior and the classroom management of a teacher can be listed as follows: having a free and flexible environment in the classroom, carrying out learning experiences intentionally and in a planned way, using time effectively, communication level, teachers' behaviors, physical conditions of the classroom, students' characteristics, environment, etc. (Girmen, Anılan, Şentürk, & Öztürk, 2006).

The teacher's role is directing, not thinking for students. By directing, he or she brings out the best in them and does not inhibit or discourage creativity or self-expression (LaGrand, 1970, p. 39). A qualified teaching process is necessary to make learning permanent, behavioral, and habitual. To compose and carry out a setup, developing a quality learning-teaching process calls for a teacher to have classroom management skills (Başar, 2005). It can be said that conducting a satisfactory teaching-learning process depends on classroom management.

Classroom management focuses on ways to establish and maintain workable systems for classroom groups, rather than on ways to spot and punish misbehavior, resolve behavioral disorders, or capture the attention of individual students. Order means that students are performing within acceptable limits of the action necessary for a particular classroom event to be successful (Burden & Byrd, 1999). Instructional management, behavior management, communication, and physical organization of classrooms are the main components of classroom management for student teachers (Atıcı, 2007).

Instructional management means effective instruction, and it requires managing a variety of instructional tasks and student behaviors that are part of every classroom interaction. This means making decisions that control and support the orderly flow of instruction. To do this, teachers make decisions about classroom rules and procedures; they also need information about how to handle disruptions, how to organize classroom time and space to be most productive, and how to keep classrooms warm, positive, and accepting

places for students with different learning preferences and performances (Ysseldyke, Betts, Thill, & Hannigan, 2004).

Behavior management includes a number of tasks such as a teacher's management of his or her own and students' activities, creating an effective interaction environment, employing appropriate methods against undesirable behavior, and creating communication between students and carrying it on.

Learning in the classroom is observed when there are individual interactions between a teacher and students (Ergin & Birol, 2000; Çalışkan & Karadağ, 2006). The qualifications of teachers are of great importance in leading students' behavior as well as in the teaching–learning process. The teacher influences the students' behavior by using his or her power to affect the students (Çelik, 2002). It is stated that personalities of teachers, teaching styles, and teacher–student interaction have an important role that determines the undesirable behavior of students in the classroom (Burden, 1995; Öztürk, 2000). Therefore, it is said that novice teachers are usually reluctant to open, one-to-one interaction with students (Celep, 2002). The characteristic of teacher–student interaction will surely affect the quality of teaching. It can be said that teachers who can create an effective interaction in the classroom manage their own and the students' behavior, creating an effective teaching environment.

One area of classroom practice that leads to particularly intense questioning among novice educators is the issue of student behavior. Typically, this is a crucial subject that lies at the forefront of concern for future teachers. There are several reasons for this. Controlling the behavior of the children in a classroom is an area in which socialization of beginning teachers in school norms is emphasized (Stoughton, 2007).

Beginning teachers are important to the teaching profession. They represent the renewal of the profession, and thus, it should be in the interest of the profession as a whole to make their entry as painless and smooth as possible. They need initial assistance, advice, and information, as well as ongoing support during the entire induction period of 3–5 years. Many teacher education programs and many schools have taken such challenges seriously. They offer theory–practice courses, intensive practice guidance, veteran teacher mentoring programs, new teacher groups, and structured work with teaching portfolios, knowledge-community groups, professional learning circles, and autobiographies (Fotland, 2004).

Teaching effectiveness, defined as the ability to produce desired changes within the classroom, has been found to relate positively to the number of education courses taken by teachers, their grades as student teachers, and teaching experience (Committee on Science and Mathematics Teacher Education/CSMTP, 2000, cited in Koca & Şen, 2006).

Teaching practice (experience) or school experience (practicum) in schools has been the central component of Initial Teacher Education and Training (ITET) in many countries. One way of conceptualizing this is that, while in school, student teachers teach in order to learn how to teach. However, the expectation from ITET courses is that the time spent in school should also be used to gain a wider view of education and professionalism and to develop a reflective attitude. There is a belief that student teachers need to develop knowledge of schools and education broader than that provided by a specific school subject department setting (Hodkinson & Hodkinson, 1999).

Teachers' confidence in their ability to perform the actions that lead to student learning is one of the few individual characteristics that reliably predicts teacher practice and student outcomes. In addition, preservice teachers' sense of efficacy has been related to their personal theories (Poulou, 2007).

Novice and veteran teachers alike cite classroom management as a major concern and teacher–student conflict as a frequent characteristic difficult to manage in classes. It is the primary reason that new teachers leave the profession after only a few years, and it is the cause of experienced teachers' high levels of stress and burnout (Rothschild, Morris, & Brassard, 2006).

Jones and Jones (2007) have analyzed the research about classroom management and have concluded these significant results about beginning teachers. Classroom management is the most common concern expressed by beginning teachers. In a study of 82 teachers in their first year of teaching, 64 of the teachers stated that the classroom management was the area in which they needed the most support. New teachers report that poor classroom management skills (82%) and disruptive students (57%) are the two most significant barriers to their professional success. New teachers state they feel unprepared to cope with issues related to classroom management. In a study conducted by the Oregon Department of Education, beginning teachers cited issues related to classroom management as their biggest challenge. Studies also report that beginning teachers are shocked and unprepared for the severity of emotional and behavior issues presented by their students.

There can be various reasons of classroom management anxiety, which can be defined as anxiety and worry that a student teacher experiences while he or she tries to manage the classroom. If the classroom management anxiety does not depend on a student teacher's personal characteristics but on his or her professional proficiency, there could be different reasons for it. One of these reasons can result from the lack of necessary knowledge that a student teacher should have about classroom management. The second reason could be that a student teacher does not have enough practice experience. The third reason might be that a student teacher lacks field knowl-

edge. It is an important issue to determine to what extent student teachers have classroom management anxiety (behavior management and teaching management anxiety), and also to find out how the variables (participating in school experience and branches) that are considered to affect classroom management anxiety influence student teachers' classroom management anxiety. For that reason, it is considered important to evaluate student teachers' classroom management anxiety (behavior management and teaching management anxiety).

### The Purpose of the Study

The aim of this study is to evaluate student teachers' classroom management anxiety in terms of behavior management and teaching management.

### Method

#### *Participants*

The study was carried out with 700 student teachers attending Ziya Gökalp Education Faculty at Dicle University, Turkey, in the 2007–2008 academic year. The participants were 43.3% female and 56.7% male students. Some of the student teachers (56.6%) had attended school experience, while the rest (43.4%) had not; 42.9% were from the Department of Natural Sciences (Biology, Physics, Chemistry, Primary and Secondary School Mathematics, Primary School Natural Sciences), whereas 41.0% were from the Department of Social Sciences (History, Geography, Turkish Language and Literature, Classroom Teaching, Primary School Social Science Teaching) and the rest (16.1%) were from the Department of Foreign Languages (English Language Teaching).

#### *Developing Data Collection Instruments*

The data required for this study have been obtained from the administration of the Behavior Management Anxiety Scale (BMAS) and Teaching Management Anxiety Scale (TMAS). In the development phase of these data collection instruments, the following steps have been taken: First of all, related literature was reviewed (Harvey, Silins, & Saebel, 1999; Saban, Korkmaz, & Akbaşlı, 2004). Later, the written ideas of 50 student teachers from different branches were gathered concerning their behavior management and teaching management. Those ideas were reviewed one by one, and

the utterances expressing anxiety were determined (the utterances that were considered as a kind of anxiety were determined by subject specialists), and later, the first draft was formed, inspired from the related literature. In the first draft, BMAS consisted of 50 items and TMAS included 35 items. The scales were presented to the specialists in order to provide the content validity.

The factor analysis was performed to determine the factor structure of the scales. First of all, in order to determine whether factor structure was good or not, the results of the Kaiser–Meyer–Olkin (KMO) value, which provides ideas on factor analysis, and the results of the Bartlett test (Bartlett of sphericity), which determines whether there is any correlation between variables, were examined (Büyüköztürk, 2002; Özdamar, 1999; Turgut & Baykul, 1992; de Vaus, 1999).

According to the analysis, KMO value for the BMAS, which included 30 items, was calculated as .966 and the Bartlett test value was calculated as 1196,907 ( $df = 435, p < .000$ ). Cronbach's alpha coefficient of internal consistency of the whole scale was found to be .95. Cronbach's alpha coefficient of internal consistency of the first factor on the BMAS was .902, that of the second factor was .907, and that of the third factor was .875. The first factor on the BMAS was "communication in classroom" (10 items in total; example items: *Can I benefit enough from body language? Will I have difficulties in having communication and maintaining their communication?*), the second factor was "management of student's behavior" (12 items in total; example items: *Will I manage to stop students from affecting each other negatively? Will I manage to involve all students in the class discussion?*), and the third factor was "a teacher's behavior management" (8 items in total; example items: *Will I have difficulties in transferring my knowledge and skills? Will I be able to organize classroom effectively?*).

According to the analysis performed for the TMAS, which included a total of 26 items and 2 subscales, KMO value was calculated as .971 and the Bartlett test value was 13 284,762 ( $df = 325, p < .000$ ). Cronbach's alpha coefficient of internal consistency of the whole scale was found as .967. Cronbach's alpha coefficient of internal consistency of the first factor on the TMAS was determined .949 and that of the second factor was .929. The first factor on the teaching management scale was named as "preparation for teaching and presentation" (14 items in total; example items: *Will I be able to plan teaching in an appropriate way? Will I be able to determine teaching methods and techniques according to the content?*), and the second factor was named as "evaluation" (12 items in total; example items: *Will I be able to ask appropriate questions to find students' learning? Will I be able to develop assessment instruments compatible with content?*).

### *Data Analysis*

On the scales developed in accordance with a Likert-type fivefold rating scale, (1) "I do not feel any anxiety," (2) "I feel a little anxiety," (3) "I partly feel anxiety," (4) "I relatively feel anxiety," and (5) "I completely feel anxiety" have been used in order to determine the levels of behavior management anxiety and teaching management anxiety.

The data have been analyzed with correlation, variance analysis (one way), and *t* tests. In interpreting the arithmetical means, the values 1.00–1.79 have been accepted as "I do not feel any anxiety," 1.80–2.59 as "I feel a little anxiety," 2.60–3.39 as "I partly feel anxiety," 3.40–4.19 as "I relatively feel anxiety," and 4.20–5.00 as "I completely feel anxiety." Significance level has been taken as .05.

### Findings

The findings have been presented under three subheadings. Under the first subheading, the correlation between the behavior management anxiety and teaching management anxiety of the student teachers is presented. The behavior management anxiety and the teaching management anxiety of the student teachers according to their attendance to school experience are presented under the second subheading. And, under the third subheading, the behavior management anxiety and the teaching management anxiety of the student teachers are included according to their branches.

### *The Relation Between Behavior Management Anxiety and Teaching Management Anxiety*

Table 1 shows the results of the analyses that are made to determine whether there is any correlation between the behavior management anxiety and the teaching management anxiety of the student teachers.

As shown in Table 1, a positive significant correlation ( $p < .01$ ) has been determined between all of the subscales (communication in classroom, students' behavior management, and teacher's behavior management) of the BMAS and all of the subscales (preparation for teaching and presentation, and evaluation) of the TMAS. According to these results, it can be said that the student teachers perceive two important variables of classroom management, which are behavior management and teaching management as a whole. They also realize that deficiency in one of them may affect the other one.

Table 1

*The Correlation Related to Behavior Management Anxiety and Teaching Management Anxiety of Student Teachers (n = 700)*

Behavior management		Teaching management				
		A	B	C	D	E
Communication in classroom	Pear. Cor. Sig. (two tailed)	1.00	.742 <sup>a</sup> .000	.719 <sup>a</sup> .000	.803 <sup>a</sup> .000	.748 <sup>a</sup> .000
Students' behavior management	Pear. Cor. Sig. (two tailed)	.742 <sup>a</sup> .000	1.00	.730 <sup>a</sup> .000	.755 <sup>a</sup> .000	.729 <sup>a</sup> .000
Teacher's behavior management	Pear. Cor. Sig. (two tailed)	.719 <sup>a</sup> .000	.730 <sup>a</sup> .000	1.00	.734 <sup>a</sup> .000	.661 <sup>a</sup> .000
Preparation for teaching and presentation	Pear. Cor. Sig. (two tailed)	.803 <sup>a</sup> .000	.755 <sup>a</sup> .000	.734 <sup>a</sup> .000	1.00	.872 <sup>a</sup> .000
Evaluation	Pear. Cor. Sig. (two tailed)	.748 <sup>a</sup> .000	.729 <sup>a</sup> .000	.661 <sup>a</sup> .000	.872 <sup>a</sup> .000	1.00

<sup>a</sup>At .05 level significant relation (two way). A = communication in classroom; B = students' behavior management; C = teacher's behavior management; D = preparation for teaching and presentation; E = evaluation; Pear. = Pearson; Cor. = Correlation; Sig. = Significance.

*Behavior Management Anxiety and Teaching Management Anxiety of Student Teachers According to Their School Experience Attendance*

The findings concerning the behavior management anxiety and the teaching management anxiety of the student teachers, which resulted from their attendance to school experience, are given in Table 2.

It is shown in Table 2 that there is a significant difference between the means of the behavior management anxiety (communication in classroom, students' behavior management, teacher's own behavior management) and the teaching management anxiety (preparation for teaching and presentation, evaluation) according to the student teachers' school experience attendance. On both scales, it is seen that the anxiety level was higher for the ones who did not attend school experience. This result may mean that school



Table 2

*T-Tests Results Related to Behavior Management Anxiety and Teaching Management Anxiety of Student Teachers According to Their School Experience Attendance*

Scales	Subscales	Attending school experience	<i>n</i>	Mean	Standard deviation	<i>t</i> -Test result
Behavior management anxiety	Communication in classroom	Yes	396	1.80	.671	$t = 2.81$
		No	304	1.94	.695	$p < .01$
	Students' behavior management	Yes	396	1.97	.655	$t = 5.28$
		No	304	2.24	.699	$p < .001$
	Teacher's own behavior management	Yes	396	1.90	.673	$t = 4.80$
		No	304	2.15	.702	$p < .001$
Teaching management anxiety	Preparation for teaching and presentation	Yes	396	1.87	.723	$t = 2.99$
		No	304	2.04	.729	$p < .01$
	Evaluation	Yes	396	1.90	.721	$t = 2.39$
		No	304	2.03	.686	$p < .05$

$df = 698$ .

experience plays an important role in decreasing their anxiety levels concerning the behavior management and the teaching management. In fact, when the previous studies performed on school experience are examined, it is found out that school experience provides student teachers with important competence concerning "teaching career" (Aksu, 2000; Bakioğlu, Gürdal, & Berkem, 2000; Battal, 1998; Güngördü, 1999; Haigh & Tuck, 2003; Harmandar et al., 2000; Korkmaz & Akbaşlı, 2001; Oral & Dağlı, 1999). In other words, it can be said that school experience may decrease student teachers' anxiety level that resulted from the behavior management and the teaching management.

*Behavior Management Anxiety and Teaching Management Anxiety of Student Teachers According to Their Branches*

Another research question is whether the branches of the student teachers have any influence on their behavior management anxiety and teaching management anxiety. The analyses made for this purpose are presented in Table 3.

Table 3

*The Mean and Standard Deviation Results Related to Behavior Management Anxiety and Teaching Management Anxiety of Student Teachers According to Their Branches*

	Subscales	Branches	<i>n</i>	Mean	Standard deviation	Analysis of variance results
Behavior management anxiety	Communication in classroom	Natural sciences	300	1.94	.69	$F = 4.208$ $df = (2-697)$ $p < .05$
		Social sciences	287	1.80	.706	
		Foreign languages	113	1.80	.590	
		Total	700	1.85	.685	
	Students' behavior management	Natural sciences	300	2.19	.69	$F = 5.991$ $df = (2-697)$ $p < .05$
		Social sciences	287	2.00	.679	
		Foreign languages	113	2.05	.671	
		Total	700	2.09	.987	
	Teacher's own behavior management	Natural sciences	300	2.11	.711	$F = 6.606$ $df = (2-697)$ $p < .05$
		Social sciences	287	1.90	.670	
		Foreign languages	113	2.00	.689	
		Total	700	2.01	.696	
Teaching management anxiety	Preparation for teaching and presentation	Natural sciences	300	2.03	.759	$F = 3.866$ $df = (2-697)$ $p > .05$
		Social sciences	287	1.90	.732	
		Foreign languages	113	1.84	.614	
		Total	700	1.94	.730	
	Evaluation	Natural sciences	300	2.01	.686	$F = 2.223$ $df = (2-697)$ $p > .05$
		Social sciences	287	1.94	.757	
		Foreign languages	113	1.86	.631	
		Total	700	1.96	.709	

The results of the variance analyses show that there is a significant difference between the anxiety level points related to the subscales of behavior management anxiety: communication in classroom ( $F = 4.208$ ,  $p < .05$ ), students' behavior management ( $F = 5.991$ ,  $p < .05$ ), and teacher's own behavior management ( $F = 6.606$ ,  $p < .05$ ).

The Scheffé test results indicate that a significant difference is seen between the means of the student teachers enrolled in the departments of natural sciences and social sciences and all the subscales of the BMAS (communication in classroom, students' behavior management, teacher's own

behavior management). The anxiety level of the student teachers for all branches is at the level of "I feel a little anxiety" for all subscales of the BMAS.

No significant difference is found between the means concerning the teaching management anxiety according to branches. It is also understood from the findings in Table 3 that the student teachers' anxiety level is at the level of "I feel a little anxiety" for all branches in terms of all of the subscales of the TMAS.

In addition, it is seen that the anxiety level of students enrolled in natural sciences is higher than that of the students in the social sciences and in the foreign languages concerning all of the subscales of both the BMAS and the TMAS. One of the main reasons of this can be that the activities that require students' participation were given less importance in natural sciences.

### Discussion

One of the most important results of this study is that a positive significant correlation ( $p < .01$ ) was determined between all the subscales of student teachers' behavior management anxiety (communication in classroom, students' behavior management, and teacher's own behavior management) and all the subscales of student teachers' teaching management anxiety (preparation for teaching and presentation, and evaluation). This can be interpreted that the student teachers perceive the behavior management and the teaching management as a whole, and they are also aware that if there is deficiency or competence in one of them, it might affect the other one negatively or positively. It is obvious that the effectiveness of the teaching management depends on the effective behavior management. As a matter of fact, in most studies related to teacher effectiveness, it is emphasized that a teacher's classroom management ability is the primary factor that determines teaching success (Celep, 2002).

Another important finding was that a significant difference was found out between the means of all the subscales of the behavior management scale and of the teaching management scale according to student teachers' attendance to school experience. The fact that the anxiety level of those attending school experiences was lower can be considered an advantage for them. In other words, it can be said that school experience provides the student teachers with some abilities concerning the behavior management and the teaching management, and that it plays a role to decrease anxiety related to the behavior management and the teaching management. In fact, findings of some studies in this subject also support this interpretation. For example, Taşkın's (2006) study highlighted various issues relating to the

impact of school practice on student teachers' teaching and learning. In addition, another research indicated that school experience affected student teachers' behavior positively at high levels in terms of learning and teaching methods and techniques (71.7%), lesson management, their wishes for learning how to control a classroom (81.0%), their knowledge about the techniques of asking questions (66.3%), and how to observe a lesson (79.9%) (Gürdal, Sağırılı, & Üredi, 2000). Harmandar et al. (2000) also found similar results in their research. They stated that the student teachers acquired some abilities in school experience such as learning the ways of examination and evaluation; learning the knowledge and abilities of teaching career; increasing their self-confidence; observing how to motivate students for a lesson; observing how a teacher teaches a lesson; using a board and teaching materials; preparing annual, unit, and daily plans and perceiving their importance in the teaching process; and understanding that students should be active in lessons.

In 2007, Stoughton's study supports our research findings as well. Stoughton stated that a further area of these research findings points to the need for further work and study. The students showed a lack of connection between their developing beliefs and the larger cultural context including little problematizing of how the classroom culture intersects with the culture of the school and of the larger society.

Krull, Oras, and Sisask (2007) pointed out that school experience has importance in influencing student teachers' opinions concerning classroom applications. In their research, Krull et al. (2007) examined expert teachers and novice teachers' opinions related to classroom application, and determined that expert teachers had more positive opinions (having higher means) concerning classroom application activities.

In Atıcı's (2007) research, the results of the study reveal that although student teachers feel confident about starting a teaching career, they need improvement in understanding child psychology, experiencing different teaching situations, and becoming competent in contemporary teaching methods. Nonetheless, student teachers reported that their sense of efficacy increased from the beginning to the end of the course.

Saban et al. (2004) examined the anxiety of the student teachers toward teaching career. They found out that first-year student teachers who did not attend any applications (i.e., school experience) had a higher anxiety level in comparison with fourth-year student teachers who attended some applications such as school experience.

When the results of Saban et al.'s (2004) research and this research are taken into consideration, the anxiety levels of student teachers who attended school experience were low concerning the classroom management (the behavior management and the teaching management) and teaching career.

The findings obtained from school experience research also support this result. When the findings gathered from school experience research are considered, it can be said that the applications in the preservice period provide student teachers with experience about classroom management, and therefore, it has an influence to decrease anxiety level.

The fact that there is a significant difference between the anxiety levels of all the subscales of the BMAS according to student teachers' branches is another important result. When the findings are examined, it is understood that the anxiety levels of the student teachers enrolled in the departments of natural sciences are higher than those of the other branches. There could be various reasons for this result. One of these reasons may be that teaching lessons in the natural sciences are often teacher based, particularly in preservice, and that the activities that require students' participation such as learning and discussion are given less place in comparison with the other branches. Another important reason can be that the contents of the natural science fields are more difficult to understand and take much more time.

Both the findings of the research carried out in this field and the findings gathered in this study reveal that school experience helps student teachers acquire professional competence, and it serves to decrease their anxiety concerning behavior management and teaching management. From this point of view, school experience applications should be included particularly in preservice education in order to train qualified teachers. In addition, more student-based teaching (cooperative learning, discussions, project works, etc.), particularly in the department of natural sciences, is an important issue.

There can be various reasons for the student teachers to have anxiety concerning the classroom management (the behavior management and the teaching management). If the student teachers' anxiety related to the classroom management results from lack of experience, this problem can be overcome by involving them more in practice activities (school experience, teaching practice, etc.). In other words, the anxiety level resulting from the lack of experience can be decreased by providing the student teachers with opportunities in real situations in order to use their theoretical knowledge and abilities that they acquire in faculties.

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