

Studying the Management of Elementary School Students' Unwanted Behavior

By

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Abstract

One of the most important factors that reduce the effectiveness of classroom management is undesirable student behavior in the classroom. Undesirable student behavior negatively affects the teacher, the students in classroom and the student who shows undesirable behaviors. When undesirable student behavior arises, it can cause that teacher to not be able focus on his/her lesson; students' learning rights are prevented, undesirable behaved student's dignity is reduced, and it can cause students' other friends' reaction. In this study, while determining method of interference in case of arising undesirable student behaviors in classroom, it has been searched that what kind of results in case of student's attendance for sanctions' decisions students. Observational qualitative holistic single method in the class 1-5/F Between 2005-2006 and 2009-2010 education years in five year process in Uşak Centre Atatürk primary school have been observed. The behaviors of seventeen boys and thirteen girls in total thirty students were in the study. In this process, when students show undesirable behaviors, sanctions determined by a committee involving them were enforced instead of traditional punishment appliance. The level of students' showing undesirable behaviors or not was observed in the five year process. As a result of the studies, it was seen that it was consisted a reduction or completely ended in students' undesirable behaviors seen before. It was observed that students gained skills to participate in classroom management by displaying a democratic consciousness on "we".

Keywords: *classroom management, undesirable student behaviors, democratic sanctions.*

1. Introduction

Education applications carrying on schools are edited for an individuals' physical, mental, emotional and social development. In this process, the aim is that an individual has several acquisitions for being healthy, happy and successful. Learning is the basis of this process.

In schools, where the quality teaching and learning happen, most of the time in the classroom is spent with instructional activities. When teachers and students are together in school, they participate in specific programs and mutual life in the classroom. Within the terms of aim determined before and in accordance with specific programs they present several roles as a subject of this mutual life (Ayhan, 2009).

While teachers tend to teach more the things they love, students learn more the things that attract them (Glasser,1999). Teachers are expected to create activities which urge students to participate and can develop their skills (Schlechty,2006).

Unless students' learning life turns into real life conditions, the expected quality of learning will not come true. There is a need for conscious, planned, and intentional activities, which are based on real-life situations for expected quality of learning. A learning atmosphere like this increases an individuals' learning interest and makes individuals participate more (Cohen,1983). In an inappropriate learning atmosphere however, an easy-going student can be naughty, a hardworking student can be lazy, a tidy student can be untidy and unsuccessful (Başar,1999). Hence, it can be claimed that the teachers' success of classroom management has an important role in the learning processes of students.

The atmosphere in the classroom must come true in accordance with the aims determined before. Teacher is responsible for this at first. This responsibility makes teacher have a required skill of class management for an effective and efficient classroom (Aydın, 2009). Class management in general, is defined as creating classroom conditions for students to learn and to reach educational goals (Kılbaş,2010). Class management is the first step of education management. Class management is not only a process of lessons and finishing with the bell (Başar, 1999). Class management is a process, where classroom rules are determined with students, which makes mutual connection between teachers and student, in which time and instruments are used correctly.

All of the activities for the realization of the learning process take place within the scope of class management. When classroom learning activities are edited in accordance with innovation diversity and production, participation and students' development level, it can be seen that educational goals come true in accordance with a natural process. This is intended to describe class management or class management is not a process of controlling and disciplining classroom with an understanding of repression (Başar,1999).

Difficulty in managing the behavior of the students is one of the major problems faced by teachers in teaching practices. This problem is not only a problem that new teachers have, but also is a problem that the experienced teachers have. The research also supports this (Yüksel, 2005; Sadık, 2006). In our students' life a lot of teachers leave class crying, shout at students at the top of his/her voice, bring administrators to class, and do not want some students in class. These teachers may be prepared good teaching activities according to their own opinion. But they could not help students learn easily and could not make their jobs because they could not manage the classroom (Özyürek, 2001).

Undesirable student behaviors are such student behaviors that arise with several results in class, prevent teachers to make an effective learning atmosphere that they cannot control directly (Başaran,1994; Boyacı et al. (2008). Undesirable student behavior has degrees from unrestrictive to very destructive (Başar,1999). Undesirable student behavior arises in any shape and for any reason and they affect the learning process directly. When undesirable student behavior is so intense in class, teachers separate their time for this problem. Consequently they do not have enough time for the learning process.

There are a lot of reasons results from undesirable student behaviors in class. We can separate these reasons in two basic titles as inside of class and outside of class. Outside factors of class are school environment, and family feature, inside factors of class are teacher, student, and physical environment features (Başar,1999). In order to prevent undesirable student behaviors depends on knowing the reasons, which are effective for these behaviors to arise.

It is not correct to think all student behavior as problematic. While students behave desirably in the learning process, they also behave undesirably (Çelik, 2003). The important thing is that undesirable student behaviors can be prevented before they arise. Strategies listed below provide ways in order to prevent undesirable student behavior (Ilgar, 2000);

1. Watch students continuously.
2. Motivate students and continue the motivation until end of the lesson.
3. Understand students' interests and provide motivation.
4. Determine class rules with students.

As well as identification and implementation of class rules, students must acquire the behavior problem-solving skills; this process requires the use of student-centered method. Being understandable nonverbal expressions between students and teachers can be considered as a factor that can provide the continuity in implementation of the rules. From this perspective, measures to be taken against undesirable behaviors need to be developed within the idea that students have fully moral and intellectual capacity. To be

effective developed rules and regulations in the class depends on students to understand them correctly and behave appropriately (Şahin, 2002).

Motivating students well, seeming relevant, well-organized classroom atmosphere, giving opportunity to demonstrate their skills and telling the reason of the rules are the prerequisites for providing discipline in class and preventing undesirable student behaviors (Curwin and Mendler, 1988). Actions can be done when undesirable student behaviors arise: understanding the problem, ignoring small inaccuracies, act not to know provocative actions, make eye contact, approach, obey, rebuke, relocate, use humor, word replacement, take a break, speak, deprivation of rights and privileges, give responsibility, detention in class, not to do students' wish, contact with school management, family and student advisor, make agreement, give non-physical punishment.

Preventive discipline approach has an important place in coping with undesirable student behavior. In understanding of preventive discipline, students' self-discipline can be provided with participating the class decisions in the process of determining. Class rules, effective learning and teaching support, organize classroom atmosphere, teachers' and students' rights are extremely important for the mutual protection functions (Merret and Jones, 1994).

Lickona (1971), Karlin and Berger (1972), Burden (1985) and Weinstein and Mignano (1997) indicate that participation of class rules with students will be the first step of cooperation and mutual respect in class and increase the level of obeying rules determined by students themselves, adopting and adjustment. Kerr and Nelson, (1998) Cangelosi, (1997) and Aksoy, (2000), thinking parallel to the former authors, emphasize that if students know the aim of rules, what is expected from them, what they are not supposed to do, the results of their behavior in advance, students tend to change their behavior more into obeying the rules. Determining class rules by teacher and forcing students to obey rules tend to students to rebel, to challenge, to lie, to act stealthily, to blame others, to bully, to be indifferent and to be absent from school (Lickona, 1971).

While coping with undesirable student behaviors, a lot of teachers feel obliged to punish students. The punishment suppresses student behavior instead of changing. After authority is low or finished behavior will arise more violently.

Yüksel maintained that (2005), teachers usually prefer to warn students in a proper form show a student an example of a good student and talk with students after lesson. Teachers do not prefer to shout and do physical punishment. According to Sadık's (2006) research after teachers were trained about class management, teachers did not prefer physical punishment as an instrument of discipline

There are several reasons of undesirable student behavior, these changes also methods of coping with. Whatever the reason is, democratic attitude is firstly method of appliance, which is a more permanent and easier solution of the problem.

Aim of the Research

In this research, in case of arising undesirable student behavior in classroom while determining method of interference, participating students to decisions of sanction has effect in the process of learning and teaching.

Problem Sentence

In the management of undesirable student behavior negatively affects the management of classrooms, what is the effect of student's involvement in to the decision making processes on deprivation to participate in the decisions of sanctions on learning and teaching process?

2. Research Method

This study employs a qualitative research method, in which a single case of an elementary class was observed for five years. In the course of data collection the class was treated as an observational unit. As a result, the design of this research can be named as a holistic single case study.

This study was done in the academic years of a five-year period in Usak Central Atatürk Primary School between 2005-2006 and 2009-2010. In this process, seventeen boys and thirteen girls studying from 1/F class to 5/F class, thirty student classroom behaviors were observed in the category of friends, learning-teaching process, and connection to the school and the classroom.

In the first week of 2005-2006 academic year, when the students began the first class, students and their parents are informed about class management and behaviors that students should not do in the classroom. Students and their parents decide together with the teacher about what the problematic behaviors are and what kind of deprivation they can apply. During the academic year, when the students misbehave, deprivation commission is occurred by choosing five students among the students' list randomly. In this process which is practiced according to constructive learning model, teacher has only the role of choosing students among the students' list; in the 4th and 5th classes, however teachers share this role with prefect. By this way, the conscious of democracy is formed in students' mind. It is aimed the students form themselves class management, the conscious of democracy and their merit.

On the other hand, during the academic year, the classes were evaluated by recording frequencies of demonstration of students' behaviors on class tables monthly. Student/students who did not show undesirable behaviors in the month was/were given rewards in parents meetings and it was contacted with guidance service for the students insisting on showing undesirable behaviors. With the method, it was tried to create solution to students' problems and solving them with cooperation. The specialists (academicians and inspectors) were enabled to make evaluation by inviting them to the classroom and the study was completed with the help of their recommendations.

Undesirable students' behavior determined by parents, students and teacher and sanctions to be applied:

- 1- Coming to school unprepared
- 2- Not paying attention to hygiene and clothing.
- 3- Coming to class and school late. (Unexcused)
- 4- Not using tools and equipments carefully
- 5- No saying bad words to a friend
- 6- Accusing falsely friends
- 7- Teasing
- 8- Using a friend's possessions without permission
- 9- Fighting friend
- 10- Throwing garbage on the floor
- 11- Bullying of a friend
- 12- Harming his/her friend's possessions
- 13- Scribbling on desks and notebooks
- 14- Running up and down the stairs
- 15- Pulling friend's hair,
- 16- Inappropriate jokes
- 17- Interrupting teachers or his/her friend's
- 18- Complain constantly
- 19- Leave the game
- 20- Cheat in the game
- 21- Talking to friends during the course
- 22- Talking without permission
- 23- Disturbing his/her friend's learning rights by staying passive

Table 1. Undesirable Student Behavior and Sanctions

| <u>Behavior</u> | <u>Sanctions</u> |
|---|---|
| <p><i>Telling bad word to a friend</i> <i>Accusing falsely of a friend</i> <i>Teasing</i> Bullying of a friend Complaining constantly <i>Unwanted jokes</i> <i>Tricking in the</i> <i>Leaving the game</i></p> | <p>-Apologize -Sitting near his friends and give him/her a present -Give something like sugar to class -Deprive social activities one lesson for one months when he does this behavior for the first time and for one week for the second time and for one month if he insist on</p> |
| <p>Not paying attention to hygiene and clothing Not to use the tool and equipment carefully Throwing garbage on the floor</p> | <p>-Clean up the classroom for the first time. Making environmental cleanup for one week if he insist on doing this act. -Buy materials for class spending his pocket money. If he comes dirty clothes to school, calling his parents and send him home. -Washing whole class covers.</p> |
| <p>Coming to school unprepared Blocking his friend's learning rights by remaining passive to chat with friends during the course</p> | <p>-Read book to compensate -Tell the subject of next day. - Do not attend the social activities in the classroom to complete the preparations. -Give a gift to his classmates.</p> |
| <p>To harm friend's possessions Scribbling desks and notebooks</p> | <p>-Apology from his and class friend and bringing the material which he harmed. Deprivation from social activities until he buy the materials</p> |
| <p><i>To pull friend's hair</i> <i>Fighting with friends</i> Using a friend's possessions without permission</p> | <p>-Give a present to his friend -Sit together on the same bank with his friend of a fight during one week Attend into game and social activities and after that applying this punishment during one month.</p> |
| <p><i>Coming to classroom and school late (without excuse)</i> Running up and down the stairs</p> | <p>-Go to sleep early at home -Leave latest from the class during the week -And then from the class with his teacher's and friends' permission Buy materials for he class spending his pocket money.</p> |
| <p>Talking without permission <i>Interrupting teachers and friends.</i></p> | <p>- Apology from class -Bring sugar to class -And then depriving from social activities during a week.</p> |

3. Findings and Comments

Seventeen males, thirteen females, including 30 students studying in Usak Centre Atatürk Primary School between 2005-2006 and 2009-2010 academic years 1-5 / F, class, by observing the behavior of students in class was examined undesirable student behaviors and levels measured in extinction. The findings of this study were interpreted in the tables below.

Table 2. Weekly Monitoring and Evaluation of Undesirable Student Behavior

| Number of student | Name of student | Monday | Tuesday | Wednesday | Thursday | Friday | Total |
|-------------------|-----------------|-------------------|-------------------|------------------------|-----------|--------------|-------|
| 553 | H Ç | 21/3 22/1 5/1 | 21/2 10/1 | 17/3 22/2 11/1 17/2 | 21/2 22/3 | 22/2 21/1 | 22 |
| 555 | S Y | 22/1 | 21/1 | 23/2 | 23/2 | 22/1 | 7 |
| 557 | A D | 22/3 | 23/3 | 11/1 21/2 | 22/1 | 22/1 | 10 |
| 561 | M T | 13/1 | 14/2 | 11/1 | 14/1 | 22/2 | 7 |
| 562 | E D | 22/1 | 8/1 | 21/2 | 17/1 | 17/1 15/1 | 7 |
| 563 | H Y | 2/1 23/1 | 13/1 | 14/2 18/1 | 22/2 | 22/2 | 9 |
| 564 | G Ö | 23/1 13/1 | 1/1 | 18/2 19/1 | 14/2 10/2 | 7/1 9/1 | 12 |
| 565 | Ş Ö | 1/1 2/1 | 4/1 5/1 | 14/2 10/3 | 16/2 15/1 | 20/2 19/2 | 16 |
| 566 | B T | 22/2 17/3 | 22/2 14/2 | 22/3 17/2 | 22/2 16/2 | 22/2 18/1 | 22 |
| 567 | Ç B | 1/1 2/1 23/1 | 9/1 15/1 8/1 | 16/1 22/2 21/2 | 21/2 22/3 | 17/2 22/2 | 19 |
| 569 | T Ç | 22/1 | 22/1 | 17/2 | 17/2 22/2 | 22/2 | 10 |
| 571 | D D | 22/1 16/1 | 17/2 | 22/1 | 21/1 | 22/1 | 7 |
| 572 | E A | 2/1 22/3 | 18/1 19/1 | 23/1 22/1 21/1 | 22/1 10/1 | 23/1 3/1 | 11 |
| 573 | M K | 16/1 15/1 | 4/1 5/1 6/1 | 22/3 21/4 | 9/1 12/1 | 13/1 12/1 | 16 |
| 575 | S Ç | 23/2 1/1 3/1 | 23/2 10/1 | 23/2 21/1 | 23/1 14/1 | 23/2 | 14 |
| 577 | S D | 22/5 16/2 17/3 | 7/2 11/1 8/2 | 4/1 22/3 21/3 | 22/3 16/2 | 17/3 22/2 | 32 |
| 579 | O A | 14/2 8/1 | 15/1 22/2 | 22/2 | 5/1 16/2 | 9/1 | 12 |
| 580 | B Ü | 5/2 22/3 16/2 | 14/3 7/2 9/1 | 22/1 15/1 13/2 | 21/3 20/1 | 19/1 22/3 | 24 |
| 582 | E C Y | 22/1 17/3 | 19/1 22/2 | 9/1 | 22/1 | 21/2 | 11 |
| 584 | D A | 23/2 19/2 | 23/2 | 23/1 | 23/2 | 23/1 | 10 |
| 586 | CG K | 22/2 17/1 | 22/1 17/1 | 22/2 | - | 22/1 17/1 | 9 |
| 588 | H C K | 22/2 16/2 18/1 | 20/1 14/2 9/1 | 22/2 17/2 | 22/2 | 22/1 17/1 | 17 |
| 590 | M N | 14/1 | 21/1 22/1 | | 22/1 | 22/2 | 6 |
| 591 | E A | | 22/1 | 10/1 | 22/1 | - | 3 |
| 592 | M K | 23/2 18/2 | 23/2 | 21/2 | 13/1 | 23/1 | 10 |
| 594 | E Y | 22/2 16/2 | 22/2 17/2 | 16/2 7/2 | 22/1 17/1 | 22/1 | 15 |
| 603 | A Ö | 22/2 17/1 | | 22/3 | 21/2 | 22/2 | 10 |
| 604 | H Ö | 22/2 21/2 | 17/2 22/1 | 20/1 19/1 | 22/1 21/1 | 17/1 | 12 |
| 1918 | F G | 23/1 22/5 17/5 | 22/4 11/1 12/2 | 23/2 16/1 14/3 | 20/2 19/2 | 23/2 22/2 | 32 |
| 1925 | A Y V | 9/1 10/1 13/1 | 11/2 13/1 | 13/1 | 11/1 13/1 | 13/1 | 10 |

In Table 2, undesirable student behavior is observed in the third week of October 2005. In the table the code number of the undesirable behaviors and the frequency of those behaviors were indicated together. In one week period, the most frequently observed undesirable behaviors were "speech without permission, interrupting the teacher, complained about his friend, throwing garbage down". It can be said that those behaviors are basically the reflections of the dominated egocentrism.

Table 3. Monthly Monitoring and Evaluation Table of Undesirable Student Behavior

| Number of student | Name of student | I. Week | II. Week | III. Week | IV. Week | Total |
|-------------------|-----------------|---------|----------|-----------|----------|-------|
| 553 | H Ç (f) | 22 | 16 | 11 | 7 | 56 |
| 555 | S Y (f) | 7 | 5 | 4 | 3 | 19 |
| 557 | A D (f) | 10 | 8 | 6 | 3 | 27 |
| 561 | M T (f) | 7 | 3 | 2 | 2 | 14 |
| 562 | ED (f) | 7 | 3 | 3 | 1 | 14 |
| 563 | H Y (f) | 9 | 7 | 5 | 4 | 25 |
| 564 | G Ö (f) | 12 | 11 | 9 | 5 | 37 |
| 565 | Ş Ö (f) | 16 | 11 | 10 | 6 | 43 |
| 566 | B T (f) | 22 | 18 | 15 | 9 | 64 |
| 567 | Ç B (f) | 19 | 14 | 11 | 7 | 51 |
| 569 | T Ç (f) | 10 | 9 | 5 | 3 | 27 |
| 571 | D D (f) | 7 | 3 | 2 | 1 | 13 |
| 572 | E A | 11 | 9 | 7 | 4 | 31 |
| 573 | M K | 16 | 12 | 10 | 7 | 45 |
| 575 | S Ç | 14 | 11 | 7 | 3 | 35 |
| 577 | S D | 32 | 25 | 22 | 13 | 92 |
| 579 | O A | 12 | 9 | 8 | 4 | 33 |
| 580 | B Ü* | 24 | 20 | 20 | 19 | 83 |
| 582 | E C Y | 11 | 8 | 5 | 4 | 28 |
| 584 | D A | 10 | 8 | 6 | 4 | 28 |
| 586 | C G K (f) | 9 | 5 | 4 | 2 | 20 |
| 588 | H C K | 17 | 12 | 9 | 7 | 35 |
| 590 | M N | 6 | 2 | 2 | 1 | 11 |
| 591 | E A | 3 | 2 | 1 | 1 | 7 |
| 592 | M K | 10 | 8 | 6 | 4 | 28 |
| 594 | E Y | 15 | 12 | 10 | 7 | 44 |
| 603 | A Ö | 10 | 5 | 5 | 4 | 24 |
| 604 | H Ö | 12 | 7 | 6 | 5 | 30 |
| 1918 | F G * | 32 | 27 | 25 | 26 | 110 |
| 1925 | A Y V | 10 | 9 | 6 | 5 | 30 |

(f) show that female students

In Table 3 undesirable student behavior is observed in October 2005. In October, "speech without permission," is seen as the most common undesirable student behavior. Undesirable student behavior is seen more frequently during the first weeks and diminishing by the fourth week. It can be said that the methodology applied in this month began to show its effect. Female students show less unwanted behavior than male students. Male students showed more violent behavior compared to female students. Finding is supported in Sadik's (2006) research. It is also concluded from Sadik's research that male students are more prone to violence than female students. During this period, while the students who not to show undesirable behavior are awarded, about two students who have "*" sign is made in relation to the guidance service, cooperation. It is determined that all this undesirable student behavior is due to familial reasons.

Table 4. Monitoring and Evaluation of Undesirable Student Behavior Class 1

| | Student | Undesirable Student Behavior | | | | | | | | | | | | | | | | | | | | | | | To p |
|---|---------|------------------------------|---|----|----|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|-----|-----|---------|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | |
| The frequency of observing the behavior | HÇ | 3 | | 5 | | 1 | | 2 | 1 | 5 | | | 2 | 16 | | | 2 | 1 | 9 | 2 | 3 | 5 | 5 | 188 | |
| | SY | 5 | | 2 | 2 | 2 | 1 | 1 | 3 | 3 | 7 | 2 | 3 | 1 | 10 | 3 | 2 | 2 | 3 | 2 | 3 | 4 | 1 | 147 | |
| | AD | 3 | 1 | 4 | 16 | 3 | | | 3 | 1 | 6 | 3 | 4 | 5 | 14 | 3 | 4 | 3 | 1 | 4 | | 7 | 6 | 196 | |
| | MT | 5 | | 5 | | 2 | | 2 | 1 | | 7 | 2 | 2 | 2 | 8 | | | 1 | 9 | 3 | | 6 | 4 | 109 | |
| | ED | | | 3 | | | | | | | 3 | | | 2 | 3 | | | 5 | 2 | 5 | | | 1 | 33 | |
| | HY | 12 | 1 | 8 | 9 | 3 | 2 | 6 | 3 | 4 | 2 | 3 | 2 | 3 | 32 | 1 | 2 | 2 | 1 | 3 | 3 | 4 | 3 | 220 | |
| | GÖ | 10 | | 4 | 2 | | | | 2 | 1 | 4 | | | 3 | 14 | 2 | 2 | 1 | 5 | 3 | | 7 | 1 | 94 | |
| | ŞÖ | 4 | 9 | 6 | 6 | 4 | 2 | 2 | 3 | 3 | 1 | 2 | 3 | 5 | 24 | 2 | 2 | 2 | 1 | 5 | 1 | 4 | 2 | 169 | |
| | BT | 5 | 1 | 3 | 10 | | | | | | 1 | | 5 | 6 | 13 | | | 1 | 3 | | | | 2 | 124 | |
| | ÇB | 16 | 1 | 1 | 9 | 3 | 1 | 2 | 2 | 3 | 1 | 2 | 4 | 8 | 18 | 3 | 4 | 3 | 2 | 3 | 2 | 5 | 6 | 148 | |
| | TÇ | 1 | | 4 | | | | | 1 | | 3 | | | 2 | 22 | | | 1 | 2 | 1 | | | 2 | 64 | |
| | DD | | | | | | | | | | 5 | | | | 7 | | | 8 | 1 | 1 | | 3 | 9 | 34 | |
| | EA | 11 | 8 | 1 | 15 | 3 | | 2 | 5 | 2 | 1 | 3 | 4 | 8 | 32 | | 3 | 1 | 1 | 4 | 2 | 1 | 2 | 204 | |
| | MK | 8 | 4 | 3 | 12 | | | | 3 | 2 | 2 | 1 | 4 | 7 | 36 | | 1 | 2 | 3 | | | | 2 | 153 | |
| | SÇ | 21 | 6 | 4 | 10 | | | | | | 8 | | | 2 | 7 | | | 2 | 3 | 4 | | 5 | 2 | 97 | |
| | SD | 1 | 1 | 2 | 7 | 8 | | 7 | 2 | 3 | 1 | 7 | 2 | 6 | 24 | | 1 | 3 | 8 | 4 | | 4 | 4 | 205 | |
| | OA | 10 | 1 | 7 | 16 | 3 | 2 | 5 | 4 | 6 | 2 | 3 | 5 | 8 | 27 | 4 | 5 | 1 | 8 | 5 | 2 | 3 | 2 | 211 | |
| | BÜ | 11 | 4 | 4 | 6 | 2 | 5 | 1 | 7 | 1 | 8 | 1 | 6 | 1 | 45 | 7 | 1 | 3 | 2 | 5 | 5 | 6 | 4 | 303 | |
| | ECY | 2 | 3 | 3 | 4 | | | | 2 | | 1 | | | 3 | 17 | | 1 | 1 | | | | | 1 | 76 | |
| | DA | 8 | 4 | 2 | 5 | | | | | | 9 | | | | 5 | | | 1 | 6 | 2 | - | 1 | 1 | 129 | |
| | CGK | 2 | | 5 | | | | | | | 5 | | | | 14 | | | 3 | | | | 1 | 3 | 29 | |
| | HK | 5 | 3 | 3 | 3 | | | | 2 | | 9 | | | | 9 | | 5 | 8 | 4 | 3 | | 6 | 8 | 68 | |
| | MN | 3 | | 4 | | | | | | 1 | 8 | | | | 5 | | | 3 | 3 | | | | 7 | 35 | |
| | EA | | 4 | | | | | | | | 5 | | | | 2 | | | | | 9 | | | 3 | 23 | |
| | MK | 10 | 5 | 6 | 7 | 2 | | | 2 | 3 | 1 | | 2 | 1 | 23 | | | 1 | 8 | 3 | 1 | 2 | 1 | 130 | |
| | EY | 3 | 5 | 3 | 2 | | | | | 1 | 7 | 1 | | | 23 | | | 1 | | | | | 2 | 80 | |
| | AÖ | 8 | 3 | 6 | 5 | 4 | 2 | 3 | 2 | 4 | 9 | 3 | 3 | 5 | 8 | 2 | 3 | 8 | 3 | 5 | 1 | 9 | 8 | 104 | |
| | HÖ | 7 | 3 | 4 | 5 | 2 | 3 | 3 | 2 | 5 | 8 | 3 | 6 | 7 | 18 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 3 | 146 | |
| FG | 23 | 8 | 6 | 12 | 1 | 5 | 1 | 8 | 8 | 2 | 1 | 8 | 1 | 46 | 3 | 7 | 3 | 1 | 1 | 5 | 1 | 2 | 323 | | |
| AYV | 28 | 1 | 1 | 15 | | | | 2 | | 1 | | | 3 | 6 | | | 2 | | 4 | | | 3 | 122 | | |

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Undesirable student behavior is observed in class 1/F during the academic year of 2006-2007 in table 4. It can be seen from the table that during the academic year "where garbage disposal", "running down the stairs to exit", "interrupting the teacher or friend," "speech without permission," were the most prevalent undesirable student behavior.

Table 5. Annual Monitoring and Evaluation of Unsolicited Student Behavior Class 2

| | Student | Undesirable Student Behavior | | | | | | | | | | | | | | | | | | | | | | Top | |
|---|---------|------------------------------|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | | 23 |
| The frequency of observing the behavior | HC | 1 | | 2 | | | | | | 4 | | | 2 | 6 | | | 5 | | | | | 9 | 29 | | |
| | SY | 2 | | 5 | 3 | | | | | 8 | | | 2 | 8 | | | 7 | | | | | 8 | 43 | | |
| | AD | | 8 | 1 | 5 | | | | | 9 | | | | 5 | | | 12 | 3 | | | | 16 | 58 | | |
| | MT | 1 | | | | | | | | 6 | | | | 7 | | | 2 | | | | | | 3 | 19 | |
| | ED | | | | | | | | | 2 | | | | 3 | | | | | | | | | 2 | 7 | |
| | HY | 3 | 5 | 2 | 3 | | | | | 5 | | | 5 | 6 | | | 4 | | 2 | | | | 5 | 40 | |
| | GO | 2 | | | | | | | | 4 | | | 2 | 11 | | | 3 | | 2 | | | | 8 | 1 | 33 |
| | ŞO | 3 | 3 | | 3 | | | | 1 | 5 | | | 2 | 5 | 3 | 1 | 6 | 1 | 2 | | | | 7 | 2 | 43 |
| | ET | 3 | 6 | 3 | 1 | | | | 1 | 5 | 1 | 2 | 5 | 4 | | | 6 | 2 | 3 | | 1 | | 6 | 3 | 48 |
| | CB | 3 | 3 | 3 | | | | | | 10 | | 1 | 3 | 12 | | | 7 | 2 | 3 | | 1 | | 3 | 3 | 54 |
| | TC | | | | | | | | | 2 | | | | 3 | | | 3 | | | | | | 2 | | 10 |
| | DD | | | | | | | | | 1 | | | | 6 | | | 2 | | | | | | 1 | | 10 |
| | EA | 3 | 3 | 2 | 2 | | | | 1 | 4 | | | | 8 | | 1 | 5 | 3 | 1 | 1 | 3 | | 5 | 2 | 44 |
| | MK | 1 | 1 | 1 | 1 | | | | 1 | 3 | | 1 | | 4 | | | 6 | | | | | | 4 | 2 | 25 |
| | SÇ | 3 | 2 | | | | | | | 2 | | | | 5 | | | 2 | | | | | | | 8 | 22 |
| | SD | 2 | 2 | | 2 | | | | | 3 | 1 | | | 6 | | | 6 | | | | | | 8 | | 29 |
| | OA | 1 | 1 | 1 | 1 | | | | 1 | 5 | 1 | | | 2 | | | 3 | | 3 | | | | 5 | 1 | 24 |
| | BÜ | 3 | 2 | 2 | 2 | | | | 2 | 3 | 2 | | | 12 | | | 4 | | | | 1 | 2 | 5 | 3 | 47 |
| | EY | | | | | | | | | 2 | | | | 5 | | | 3 | | | | | | 5 | | 15 |
| | DA | 5 | | | | | | | | 2 | | | | 2 | | | 2 | | 8 | | | | 2 | 8 | 31 |
| | CGK | | | | | | | | | | | | | | | | | | | | | | 2 | | 2 |
| | HCK | 1 | | | | | | | | 3 | | | | 3 | | | 3 | | | | | | 3 | | 13 |
| | MN | | | | | | | | | 3 | | | | | | | | | | | | | | | 3 |
| | EA | | | | | | | | | | | | | | | | | | | 3 | | | | | 3 |
| | MK | 3 | 2 | 1 | | | | | | 4 | | | | 3 | | | | | | | | | 3 | 5 | 22 |
| | EY | 2 | | 2 | | | | | | 2 | | | | 5 | | | 6 | | | | | | 8 | | 25 |
| | AÖ | | | | | | | | | 1 | | | | 3 | | | 3 | | | | | | 6 | | 13 |
| | HÖ | | 3 | | | | | | | 3 | | | | 7 | | | 5 | | | | | | 5 | | 23 |
| | FG | 5 | 2 | 5 | 3 | | | | 2 | 4 | 1 | | 7 | 13 | 1 | 2 | 7 | 5 | 7 | 2 | 6 | | 5 | 7 | 82 |
| | AYV | 5 | 5 | 5 | 5 | | | | | 5 | | | | 3 | | | | | | | | | | 9 | 37 |

The frequency of undesirable student behavior which is observed in class 2/F during the academic year of 2006-2007 took part in table 5. Looking at the table during the school year, "somewhere, throwing garbage," "running up and down the stairs to exit," "friend or teacher, interrupting," that without the speech "was the most common behaviors seen in" Do not say bad words a Friend ", "unfair to blame his friends " , "teasing," "using friend's possessions without permission," behavior ever seen. As from the table, the second year has a significant reduction in undesirable student behavior.

Table 6. Annual Monitoring and Evaluation of Unsolicited Student Behavior Class 3

| | Student | Undesirable Student Behavior | | | | | | | | | | | | | | | | | | | | | | | Top | | |
|---------------------------|---------|------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | | | |
| The incidence of behavior | HÇ | 1 | | | | | | | | | | | | | 2 | | | 1 | | | | | | 2 | | 6 | |
| | SY | 1 | | | | | | | | 1 | | | | | | | | 2 | | | | | | 2 | | 6 | |
| | AD | | | | | | | | | | | | | | | | | 5 | | | | | | 4 | | 9 | |
| | MT | | | | | | | | | 1 | | | | | | | | | | | | | | 2 | | 3 | |
| | ED | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | HY | 1 | 2 | 2 | 2 | | | | | | 1 | | | | | | | | 2 | | | | | | 3 | 13 | |
| | GÖ | | | | | | | | | | | | | | | | | | 2 | | | | | | 3 | 5 | |
| | ŞÖ | 1 | | | | | | | | | 1 | | | | | | | | 1 | | | | | | 4 | 7 | |
| | BT | 1 | | | | | | | | | | | | | | | | | | | | | | | | 3 | 4 |
| | ÇB | 2 | 1 | 1 | 1 | | | | | | | 2 | | | 3 | | | | | | | | | | | 2 | 12 |
| | TÇ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | DD | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | EA | 1 | 1 | 1 | 1 | | | | | | | 2 | | | 5 | | | | | | | | | | 3 | 3 | 17 |
| | MK | | | | | | | | | | 1 | | | 3 | | | | 3 | | | | | | | 3 | 2 | 12 |
| | SÇ | | | | | | | | | | | | | 1 | | | | | | | | | | | | 5 | 6 |
| | SD | | | | | | | | | | | 2 | | | | | | | 2 | | | | | | 3 | | 7 |
| | OA | 1 | | | | | | | | 1 | | | | | | | | | 2 | | | | | | 2 | | 6 |
| | BÜ | 3 | | 3 | 3 | | | | | 1 | 5 | | | | | | | 6 | | | | | | | 5 | 2 | 28 |
| | EC | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Y | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | DA | 3 | | | | | | | | | | | | | | | | | | | | | | | | 4 | 7 |
| | CG | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | K | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | HC | | | | | | | | | | | | | | 2 | | | | 2 | | | | | | 3 | | 7 |
| | K | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | MN | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | EA | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | MK | 2 | 1 | 1 | 1 | | | | | | 1 | | | 2 | | | | | | | | | | | 2 | 2 | 12 |
| EY | | | | | | | | | | | | | | | | | | | | | | | | 3 | | 3 | |
| AÖ | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HÖ | 1 | | | | | | | | | | | | | | | | | | | | | | | 2 | | 3 | |
| FG | 3 | 2 | 4 | 3 | | | | | 2 | 6 | | | 3 | | | | | | | | | | | 3 | 5 | 31 | |
| AY | 2 | 2 | 2 | 3 | | | | | | | | | | | | | | | | | | | | | 6 | 15 | |
| V | | | | | | | | | | | | | | | | | | | | | | | | | | | |

There is undesirable student behavior observed in class 3/F during the academic year of 2007-2008 in table 6. Looking at the table, in the third class, a significant reduction in the incidence of undesirable student behavior was found. In this process, "telling a bad word to a friend," "accusing his friends unjustly," "mocking on friends," "unauthorized use items," "pulling any friend's hair," "unwanted jokes," "complaining constantly," "Leaving the game," "to cheat in the game," "friend to be jealous" behavior was never observed. When these behaviors are contextually evaluated, it can be said that rather than acts of physical violence or bullying, there was observed undesirable problems such as keeping passive throughout the courses.

Table 7. Annual Monitoring and Evaluation Table Adverse Student Behavior of IV. Classroom

| | Stude nt | Undesirable Student Behavior | | | | | | | | | | | | | | | | | | | | | | | | |
|---|-------------|------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|---------|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | To p | |
| The frequency of observing the behavior | HÇ | | | | | | | | | | | | | | 2 | | | | | | | | | 3 | 5 | |
| | SY | | | | | | | | | | | | | | | | | | | | | | | 3 | 3 | |
| | AD | | | | | | | | | | | | | | | | | 3 | | | | | | 5 | 8 | |
| | MT | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ED | | | | | | | | | | | | | | | | | | | | | | | | | |
| | HY | | 3 | | 2 | | | | | | | | | | | | | | | | | | | 2 | 7 | |
| | GÖ | | | | | | | | | | | | | | | | | | | | | | | | | |
| | ŞÖ | | | | | | | | | | | | | | | | | 1 | | | | | | 2 | 3 | |
| | BT | | 1 | | 1 | | | | | | | | | | | | | 2 | | | | | | 2 | 2 | 8 |
| | ÇB | | 1 | | 1 | | | | | | | | | | | | | 2 | | | | | | 2 | 2 | 8 |
| | TÇ | | | | | | | | | | | | | | | | | | | | | | | | | |
| | DD | | | | | | | | | | | | | | | | | | | | | | | | | |
| | EA | | | | 2 | | | | | | | | | | | | | 2 | | | | | | 3 | 7 | |
| | MK | | | | | | | | | | | | | | | | | 2 | | | | | | 2 | 4 | |
| | SÇ | | | | | | | | | | | | | | | | | | | | | | | | 4 | |
| | SD | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | |
| | OA | | 2 | | | | | | | | | | | | | | | 1 | | | | | | 2 | 5 | |
| | BÜ | 5 | | | | | | | | | | | | | 5 | | 5 | | | | | | | 5 | 5 | 25 |
| | EC | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Y | | | | | | | | | | | | | | | | | | | | | | | | | |
| | DA | | | | | | | | | | | | | | | | | | | | | | | | 7 | 7 |
| | CG | | | | | | | | | | | | | | | | | | | | | | | | | |
| | K | | | | | | | | | | | | | | | | | | | | | | | | | |
| | HC | | | | | | | | | | | | | | | | | 1 | | | | | | 3 | 4 | |
| | K | | | | | | | | | | | | | | | | | | | | | | | | | |
| | MN | | | | | | | | | | | | | | | | | | | | | | | | | |
| | EA | | | | | | | | | | | | | | | | | | | | | | | | | |
| | MK | 3 | | | | | | | | | | | | | | | | | | | | | | | 3 | 6 |
| EY | | | | | | | | | | | | | | | | | 2 | | | | | | 5 | 7 | | |
| AÖ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| HÖ | | | | | | | | | | | | | | | | | | | | | | | | | | |
| FG | 7 | | | | | | | | | | | | | | | | 5 | | | | | | 8 | 9 | 29 | |
| AYV | | 2 | 4 | | | | | | | | | | | | | | | | | | | | | 6 | 12 | |

There is undesirable student behaviors observed in class 4/F during the academic year of 2007-2008 in table 7. Looking at the table, in the fourth class, there is a significant decrease in the undesirable student behaviors. Eight of the twenty-three undesirable student behavior were observed, while other fifteen were never seen. When these behaviors were analyzed contextually, it was seen that physical and psychological violence were never observed while the problematic behaviors that are based on students' personality and communication skills. Interrupting the speaker, speaking without permission, and blocking the course by staying too passive are more common behaviors.

Table 8. Annual Monitoring and Evaluation Table Adverse Student Behavior of V. Classroom

| | Adı Soyadı | Undesirable Student Behavior | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------|------------------------------|---|---|---|---|---|---|---|---|----|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|---|----|----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | Top | | | |
| The frequency of observing the behavior | H Ç | | | | | | | | | | | | | | 1 | | | | | | | | | | 3 | 4 | | |
| | S Y | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | |
| | A D | | | | | | | | | | | | | | | | | | 3 | | | | | | | 3 | 6 | |
| | M T | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | E D | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | H Y | | 2 | | | | | | | | | | | | | | | | | | | | | | | | 2 | |
| | G Ö | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Ş Ö | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | |
| | B T | | 1 | | 2 | | | | | | 1 | | | | 1 | | | | | | | | | | | | 5 | |
| | Ç B | | 1 | | 1 | | | | | | 1 | | | | 1 | | | | 1 | | | | | | | 2 | 7 | |
| | T Ç | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | D D | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | E A | | | | 2 | | | | | | | | | | 2 | | | | | | | | | | | 2 | 6 | |
| | M K | | | | | | | | | | | | | | | | | | | | | | | | | 2 | 2 | |
| | S Ç | | | | | | | | | | | | | | | | | | | | | | | | | 3 | 3 | |
| | S D | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | O A | | | | | | | | | | | | | | | | | | | | | | | | | 2 | | |
| | B Ü | 3 | | | | | | | | | | | | | 5 | | | 2 | 2 | | | | | | | 5 | 5 | 20 |
| | E C Y | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | D A | | | | | | | | | | | | | | | | | | | | | | | | | | 5 | 5 |
| | C G K | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | H C K | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | M N | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | E A | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | M K | 2 | | | | | | | | | | | | | | | | | | | | | | | | | 3 | 5 |
| | E Y | | | | | | | | | | | | | | | | | | | | | | | | | | 4 | |
| A Ö | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| H Ö | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| F G | 5 | | | | | | | | | | | | | | | | | | 2 | | | | | | 6 | 9 | 23 | |
| A Y V | | 3 | 4 | | | | | | | | | | | | | | | | | | | | | | | 5 | 12 | |

There are undesirable student behaviors observed in class 5/F during the academic year of 2009-2010 in table 8. Looking at the table, it is understood that in the fifth class, a significant reduction in the incidence of undesirable student behaviors were found and about half of the students have never shown undesirable behavior. In this process, such behaviors " talking without permission' and 'blocking his classmates'' right of learning by remaining passive' are observed.

4. Conclusion and Comment

While students in primary school behave intensely undesirably, in upper classes these behaviors decrease in proportion. In other words, the higher the level of class is, the lower the undesirable

behaviors are. In this period students tend to get rid of egocentrism. Male students behave more undesirably than female students. Sadık's (2005) research supports this conclusion.

It is seen that in second grade class undesirable student behaviors decrease in an important proportion. Lack of communication and staying silent in classes are seen instead of physical violence and bullying behaviors. It is concluded that the studies of developing empathy and sanctions are effective.

It is concluded that in third grade class sighting levels of undesirable student behavior decreases in an important proportion. Communication and stay silent in lesson are seen instead of physical violence and bullying behaviors and depending on these students begin to be active in class management. This studying method can be asserted to fulfill an important duty as a method of struggle with bullying and violence that is a common problem around the world. In Schimmel's (2003) research, class rules must be determined together against antidemocratic behaviors. When the rules are determined together, it can be effective on students.

It can be seen that in fourth grade class undesirable behaviors decrease in very important proportion. While behaviors like physical violence and psychological violence are never seen, some problems in their communication are draw attention. Students are more active in class management than previous years and depending on this their consciousness of managing themselves and democracy has developed.

It is seen that in fifth grade class undesirable student behaviors is much lower. In this term students provide in very important proportion to development of class management, democracy and responsible for human rights. Arabacı's (2006) research supports this subject. In research of "students' participation and democracy in class in process of learning and teaching", student-centered teaching can be done to reach teaching- learning activities to its aim in a best way and a democratic atmosphere, which the teacher creates in the class, make students participation increase.

On the other side, students' empathic emotions developed with this study and they have skills to manage class themselves with conscious of "we". It was seen that they gained democratic values. It had been challenged with bullying and violence. Parents participated in education. In lessons it was not struggled with these behaviors, also learning and teaching activities were made. Students have self-confidence and skill of representing themselves. Students have no adverse reaction against each other because they participated into process of determination of rules and sanctions. Parents have also no adverse reaction against sanctions as they participated in this process.

In Yüksel's (2005) research, it was found that the most common undesirable behavior is not focusing on subject, not to sit on a place long time and walk around desks. In this research, the model of constructivist learning methods and techniques are used effectively. Activities, which students can spend their energy, came true. So behaviors are seen considerably low.

In the five year process when students behave undesirably, sanctions, which are determined by students themselves, enforced instead of traditional punishments. So the frequencies of undesirable behaviors decrease in very important proportion or start to end completely. Gözütok's (1996) research supports this application. Punishments do not change students' behaviors, punishments suppress students' behaviors. After the authority is low or finished, behavior will arise more violently. In this process it was seen that students decrease their behaviors of physical and psychological violence, have skills to participate in class management democratically with the consciousness of "we". Students have value of their own respectability. So, they try not to behave undesirably in order to not lose their own respectability.

5. Suggestions

- In the prevention of undesirable student behaviors, students must have the consciousness of democracy and democratic activities should be included in class activities for student.
- As they are directly affected by the rules, the students' ideas should be asked in order to involve them into decision making process.
- In the learning process, importance should be given to student-centered education, and in application instruments must be used for it.
- At every stage of education it should be emphasized that each student has an important value.

Suggestions for researchers:

- This study can be developed and applied for upper classes.
- This study can be applied as a method of challenge bullying and violence.
- This study can be a resource for researchers.
- The number of undesirable student behavior can be developed for students' profile in the class and as appropriate for level of the student's age.
- It can also be searched that in which lessons undesirable student behaviors are seen most frequently.
- This study, which was made in the middle level of primary school, must be applied in lower and upper levels of schools, and then results can be assessed.
- Relations between teachers' communication skills and success of class management can be searched.
- This study can also be conducted by including ideas from students, school administrators, supervisors and parents are based on.

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