

Research Article

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Comparison of the Views of Novice and Veteran Teachers over Classroom Management

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Abstract

The purpose of this paper is to evaluate the views of veteran teachers on some unusual classroom management tips and compare them with those of novice teachers. Some of the questions to the participant teachers are: Do you use a normal, natural voice in the classroom? Do you address behaviour issues quickly and wisely? Do you always have a well-designed, engaging lesson? A qualitative research method was used to evaluate and compare the views of experienced and novice teachers on how to keep the order and attendance in the classroom. The research was conducted in a particular setting through Edutopia Blog launched by the author and forty-two K-12 teachers in Erzincan City and various countries. The views of veteran teachers obtained through interviews with the teachers and the comments by the blog participants show that their strategies, approaches and tactics on how to use their voice, to keep the students quiet, to use hand signals as non-verbal communication, and to address behaviour issues quickly and wisely are all of great asset to novice teachers and their development in the profession of teaching. Experiences, practices and tactics that veteran teachers acquire and use in teaching can help novice teachers implement them successfully in their classrooms. This paper draws attention to the views and practices of veteran teachers in classroom management as a means of increasing novice teachers' awareness of effective and efficient teaching.

Keywords

Classroom Management,
Veteran Teacher,
Novice Teacher,
Effective Teaching.

Introduction

Teachers play a significant role in the social and economic development of any society (H. Ming-tak and L.Wai-shing, 2008). Trying to teach effectively and making learning meaningful for their students, the teachers are often frustrated in attaining their goals because of behavioural and academic problems of some students they are responsible for. Although many teachers wish to create and maintain a good classroom, effective classroom management does not take place automatically even with proper teacher and student attitudes and expectations in place. The ability of the teacher to manage the classroom is of an important influence upon whether most of the time is spent on promoting learning or upon confronting management and discipline problems. For teacher to be experienced makes it easy to settle down the problems with discipline and create harmonious and well-disciplined classroom. Keeping the attendance of the students to the courses and maintaining discipline in the classroom are the main challenges for novice teachers in their first years.

Classroom Management

Today's societies need individuals who can communicate effectively, think critically, access to real knowledge, and produce new knowledge, have skills in problem solving and exhibit behaviour that requires responsibility. The role of an effective classroom management covering the teaching and learning methods to gain these behaviours is important.

The term "classroom management" may be defined in various ways, such as "classroom management is a dimension of effective teaching, and it is a process by which an effective classroom environment is created" (Good and Brophy, 1997); "classroom management focuses on student behaviour, especially discipline problems, and deals with issues of low learning motivation and poor self-esteem" (Campbell, 1999); "classroom management, referring broadly to all activities that teachers carry out in the classroom, aims to promote student

involvement and cooperation” (Sanford et al., 1983, cited in Jones and Jones, 2001); “classroom management, focus of which is on proactive and developmental classroom practices, rather than those with negative features of control and punishment, emphasizes the educational value of promoting the growth of students”(McCaslin and Good, 1992).

Classroom management can also be defined as all the activities related to systematically and consciously implementation of concepts, models and techniques concerning with planning, organizing and evaluating for the realization of identified educational objectives. Classroom management can be expressed as ensuring the working barriers of teachers and students to minimize, the instructional time to be used properly, and the students to participate in the courses effectively.

Classroom management defines activities oriented to the goal of an effective training and communication. In this context, managing classroom requires recognition of the variables that affect training. The variables of classroom management include teacher, student, school, programs, educational environment, education management the family

and the environment. There are two general approaches to classroom management. One approach is traditional teacher-centred approach; another is modern student-centred approach.

Having information doesn't mean having power today. Now the cost of information is very low. Information can be obtained at all times everywhere. Today what is important is nothing but to interpret and use information. In this sense, learning to learn is gaining importance. Information quickly becomes old in the face of rapid change. For this reason the classrooms should be managed with contemporary educational approach, which brings the student-centred educational approach into question.

In classroom management, in contrast to the classical understanding of the modern understanding of education, student is active as shown in Table 1. Contemporary education approach is a humanitarian model appropriate to the student's emotional, spiritual and mental development. In student-centred approach does student take place at the centre of educational activities. In this approach, learning is seen as a process in which the students take an active role.

Table 1: Comparison of Traditional and Contemporary Teaching Paradigms

	Traditional Teaching Paradigms	Contemporary Teaching Paradigms
Knowledge	dictated to students by teacher	established by students and teacher together
Student	perceived as an empty box to be filled with knowledge by teacher	perceived as builder, explorer and carrier of his own knowledge
Aim	to classify and level the students to certain categories	to promote all the students' performances and skills
Relations	the relations among students and those between teacher and students are normal.	the relations among students and those between teacher and students are abnormal.
Classroom Environment	it is in a competitive and individualist form	it is in a collaborative form
Classroom Climate	students are required to be in a certain order	individual differences are protected
Hypothesis on Teaching	the understanding that teaching process has a simple structure and that every professional with field knowledge can teach is dominant	teaching process has a complex structure and teacher requires to have knowledge of pedagogic formation

Successful classroom management involves much more than rules and discipline. Indeed, research into classroom management demonstrates that effective teachers are proactive about student behaviour, and they involve students in the process of establishing and maintaining rules and routines (Stronge, 2007). For successful classroom management, effective teachers provide responses for common classroom issues of order, thus these responses allow them to focus maximum time and energy on the instructional process.

Effective Teaching and Experienced Teachers

Effective teaching appears to be a combination of many factors, such as all facets of the teacher's background, teaching practices and the process of interacting with others.

Effective classroom teachers or managers, at the same time generally experienced in their profession, are those thoroughly preparing and keeping their students actively involved in the teaching and learning process. One of the most important features of teacher effectiveness is readiness. Effective teachers are prepared for students on a daily basis, from the very first day of school to the very last. According to Stronge (2007), creating a productive classroom environment includes practical planning, such as developing functional floor plans with teacher and student work areas, wall spaces, and furniture placed within the classroom for optimal benefit. Experienced classroom teachers work to create a setting that responds to the flow of the students. This preparedness creates a positive attitude to students, which is contagious and spreads throughout the classroom.

One of the most essential skills that an effective teacher has is the ability to prevent negative behaviours of the students in the classroom. Sponge argues that the majority of behaviour problems occur in novice teachers' classrooms because students do not know or do not follow routines and procedures. This supports the notion that proactive classroom management is the most effective deterrent to discipline problems. Experienced teachers are skilled at praising students, reinforcing positive behaviours, and establishing trust within the classroom, which builds respectful relationships between teachers and students. Once teachers and students respect and trust each other, disciplinary actions become rare.

Novice and Inexperienced Teachers

In each country, thousands of new teachers enter classrooms each fall. Many of these new teachers are not prepared to handle the challenges ahead (Haldeman, 2008). Of the new teachers entering schools each year, most do not only vary in their traits, moods, personalities, cultures, backgrounds, skills, experience and emotions, but they even vary in the amount of their formal preparation in anticipation of the serious responsibility of teaching. As different teachers have different teaching styles, the essential key is finding what teaching style is suitable or works for them.

The novice teachers are often reported to be inexperienced at establishing as many contacts as they can with secretaries, administrators, and other school personnel, becoming familiar with the layout of the building, reading the school mission statement, inquiring about the school's goals and initiatives, introducing themselves to the custodian, making a list of questions that they have and schedule a time to meet with the principal, asking the principal of students the procedure to take attendance, obtaining any forms that are given by the office, inquiring about a mentoring program at their school, asking if lesson plans have to be submitted to the administrator.

With the integration of technology into the classroom, the inexperienced novice teachers should develop some skills and competency of being adept at navigating the Internet, exploring the many computer programs available for language development, utilizing email for correspondence with government officials, searching for teacher friendly websites or sites that are content oriented, organizing students in pairs to review for a test or a quiz, giving them sample test questions to study, encouraging them to pair up outside of school by using the telephone, computer, or face-to-face meetings to continue to study and learn, assisting students in organizing study teams, showing students how to work within a study team and provide strategies that they can use when studying in a group.

Literature Review

The researchers in their studies from 1980s onward define effective and experienced teachers as more consistent and proactive in classroom management as compared to less

effective teachers, who are more permissive and inconsistent (Molnar et al., 1999), those who establish routines for all daily tasks and needs (Bain and Jacobs, 1990), orchestrate smooth transitions and continuity of momentum throughout the day, strike a balance between variety and challenge in student activities (Brophy and Good, 1986), have a heightened awareness of all actions and activities in the classroom (Wang et al., 1993a), limit disruption by anticipating potential problems (Emmer et al., 1980), resolve minor inattention and disruptions before they become major disruptions (Covino and Iwanicki, 1996), are able to increase student engagement in learning and make good use of every instructional moment (Good and Brophy, 1997), and seem to have eyes in the backs of their heads (Covino and Iwanicki, 1996).

According to Marzano et al. (2003), in effective classroom management, the elements contributing active and effective engagement of students in the learning process include establishing routines and procedures to limit disruption and time taken away from teaching and learning, maintaining momentum and variety in instructional practices, and monitoring and responding to student activity.

Effective management is a key component of effective teaching. Many studies show that classroom management is an influential variable in teacher effectiveness (Corbett and Wilson, 2002; Dubner, 1979; Wang et al., 1993a).

Rivero (2015) argued in his study that in the first year of their careers, less qualified teachers are more likely to teach in rural, public, low-income and low-performance schools, going on staying in those schools, while less qualified teachers who start working in high income and high-performing schools are less likely to stay there compared with highly qualified teachers.

According to DeMonte (2015), in coming years, more than 1.5 million new teachers will be hired for schools, if they are poorly prepared, these inexperienced novice teachers could impede efforts to solve the nation's education problems and lead the next generation of students not to receive the high-quality education they deserve.

The studies by Chetty et al. (2014), Rivkin et al. (2015), Rockoff (2005) show that the most powerful, in-school influence on learning is the quality of instruction that teachers bring to students, therefore having well-prepared new teachers who can competently deliver instruction is critical for the most disadvantaged students, who are more likely to have a new recruit leading their classrooms.

Potemski and Matlach (2014) argues that new teachers have the resources and supports they need to be effective in the classroom, and states continue to seek guidance on how to leverage their resources to create high-quality induction and mentoring programs.

According to the study by Freemyer et al. (2010), new teachers are a valuable and indispensable national resource.

They tried to find out if there was a correlation between respondents reporting a positive mentoring experience or not.

In the study by Carney et al. (2012), they argue that teaching is one of the few professions that throw their new employees into the trenches of labor with very little job training and experiences. Postsecondary institutions provide student teaching as a pre-service teachers, but this provides little comfort for them.

Danielson and McGreal (2000) found out that there were many objectives stemming from a strong new teacher induction plan to use as a road map with the mentor teacher, and the responsibilities of mentors were to meet the procedural demands of the school, to receive moral and emotional support, to receive moral and emotional support, to obtain strong classroom management and discipline procedures, to develop an understanding of diverse classrooms, to engage in self-assessment and reflection, and to experiment and develop new ideas and strategies.

In a study, Cross (2011) tries to find out what type of support from principals is necessary so as to enable novice teachers for success in the classroom. The author concluded that new teachers equipped with a variety of support modalities developed high levels of perceived self-efficacy and this promoted their motivation and perseverance when they were faced with challenges.

Effective and Veteran teachers are defined in the studies in literature as those who are experienced in classroom management exercise varying techniques and strategies to ensure maximum learning time by providing the framework for maximizing not only instructional time, but also students' time on task, by following a consistent schedule and maintain the procedures and routines established at the beginning of the year (Berendt and Koski, 1999; Brophy and Good, 1986), by handling administrative tasks quickly and efficiently (Zahorik et al., 2003), by preparing materials in advance (Bain and Jacobs, 1990; Walls, Nardi, von Minden, and Hoffman, 2002), by making clear and smooth transitions (Brophy and Good, 1986; Wang et al., 1993b; Zahorik et al., 2003), by maintaining momentum within and across lessons (Brophy and Good, 1986; Cotton, 2000), and by limiting disruptions and interruptions through appropriate behavioural management techniques (Cotton, 2000; Wang et al., 1993b).

According to the studies, effective teachers who consistently prioritize instruction and student learning as the central purposes of schooling are good at seeing consistency and organization in their classrooms as important because they allow the central focus of classroom time to be on teaching and learning (Bain and Jacobs, 1990), giving high priority to foundational academic goals related to benchmarks or standards (Cawelti, 2004) and secondary attention to higher-order personal and social goals (Zahorik et al., 2003), communicating an enthusiasm and dedication to learning that students reflect in their own behaviour and

practice (Bain and Jacobs, 1990), and reinforcing their focus on instruction through their allocation of time to the teaching and learning process, and through their expectations for student learning (Brophy and Good, 1986; Cawelti, 2004; Cotton, 2000; Covino and Iwanicki, 1996; Molnar et al., 1999).

Materials and Methods

Problem Statement and Purpose

The aim of the research into the views of experienced and inexperienced novice teachers on Classroom Management is to determine the similar and different views of novice and experienced primary school teachers from various countries around the world in a cross cultural context, and to evaluate the views of teachers in terms of classroom management through the participants' replies to the questions of (1) whether they use a normal, natural voice in the classroom; (2) whether they speak only when students are quiet and ready; (3) whether they use hand signals and other non-verbal communication; (4) whether they address behaviour issues quickly and wisely; and (5) whether they always have a well-designed, engaging lesson.

Method and Research design

We used a qualitative research method to understand and evaluate veteran and novice teachers' views on how to keep the order and disciplines in the classroom and to ensure student attendance to the courses. This kind of methodological approach has been chosen as it enables researchers to interpret and make judgement about immeasurable data (O'Tool and Beckett, 2010). We conducted this research in a particular setting through Edutopia Blog and a group of K-12 teachers in Erzincan City. For this reason we relied on case study design for the purpose of our enquiry.

Participants

Participants were seventeen classroom teachers working in a Primary and Secondary Schools in Erzincan City, Turkey and twenty-five K-12 teachers having written comments on Edutopia Blog set up and conducted by the author. We preferred to conduct our study with the teachers of different grades and different branches, as classroom management is the common issue for all levels of education settings. We preferred and used easy accessible sample technique in the research, as it increases the speed of collecting data and enables researchers to access the sample easily (Yıldırım and Şimşek, 2006). We obtained the data from 17 classroom teachers who admitted to be involved in the interview for the research, and 25 K-12 teachers from various countries replying and writing their comments on the author's blog page. We called experienced teacher for those having worked as a teacher for more than 5 years, inexperienced teacher for less than 5 years, and novice teacher for the first year of teaching. The participants were asked whether they

were contented to answer to the questions, and then we applied the tool. We coded the names of the teachers with letters and numbers.

Research Instrument

In the study, we used the tool with semi structured interview form to gather data from K-12 teachers and to compare the data with blog comments. We asked five open ended questions to the participants. The questions were designed in accordance with the comments of the participants for Edutopia Blog about ‘5 Quick Classroom-Management Tips for Novice Teachers’ launched by the author.

Data analysis

We obtained the data with the help of the interview with the participants; the data were then transferred and digitalized into computer in order to form digital data. We used content analysis with the percentage and frequency values.

Findings

The findings that we obtained from the participant teachers for the questions in the semi-structured interview form and the comments made by the participants teachers at the Edutopia blog are given below.

The first question was “Do you use normal natural voice in your classroom? The sample statements similar and opposite one another for the first question are given as followings.

JB (Veteran College Math Teacher)“...*Our school makes use of portable mini-microphones that are amplified through four speakers in the ceiling of our rooms. What a difference it makes with my voice! I've found it to be very effective and haven't lost my voice in years. Students are able to distinguish between my conversations with other students*”

BF (Experienced Secondary School Teacher, Consultant)“...*When I was in my first year teaching, I did my best to talk as quietly as possible, though it was hard to always fight the urge to talk above the students. After talking quietly became a habit, students learned that I would not talk over them and they would have to be quiet in order to hear me...*”

SH (Experienced Classroom Teacher)“...*I typically never raise my voice but I learned the hard way to wait for the class to be silent. I would try snapping, clapping or attention cues my first year that worked for a brief time until my students had made up their mind that they didn't want to listen or I would get half the class to respond while the rest continued. ...Soon the silent game worked as they disliked having their recess taken.*”

SC (Experienced Teacher)“...*I can honestly say that losing my voice during my first year was a big blessing. I could only speak in a whisper and found my students hushing one another as they strained to hear me. Never again did I raise my voice in my classroom, just used the effective wait quietly and patiently tactic...*”

As teachers have to talk for hours each day, their voice is their most valuable asset in the classroom. They transmit both knowledge and mood and emotions, so how they speak and what their voice sounds like are of great importance on students in classroom. Harmer (2007) emphasizes three significant issues for the management of teaching: audibility, variety and conservation. Teachers need a voice pleasant to listen to. They do not raise their voice to get students’ attention and make themselves understood. Speaking loudly and over normal volume is irritating and proves unhelpful for students. Expressive voices in an imaginative way enables them to pay attention draw them in. It motivates them to attend participating and learning. Veira (2016) argues in her study that since raising their voice like shouting may result in a far more disturbing impact on students, teacher should avoid it.

Table 2: The Number and the Percentage of the Participants in terms of Voice Level

Participant Teachers	Number	Loud Voice	Natural Soft Voice	%
Experienced/Veteran	30	0	30	100%
Inexperienced/Novice	12	9	3	75%

The participants in our study point out the importance of voice in their comments, and admit that in their inexperienced and beginning years of teaching they lost their voice as they were unaware of the importance of normal volume of voice and used it unnecessarily in high volume like shouting. As shown in table 2, all of the experienced and veteran teachers, though loud in their inexperienced years, use natural normal voice in their classrooms, while three quarters of the novice, inexperienced teachers speak with loud voice in the classroom.

The second question was “Do you speak only when students are quiet and ready?” The sample statements similar and opposite one another for the second question are given as followings.

RT (Veteran Multiple Grade Teacher) “...*My favourite is the waiting one. I've found that usually after about 3 seconds of waiting, other students begin shushing each other. Another tactic I like to use is if I'm talking and I hear students' voices, I will stop in mid-sentence and wait for it to stop. Usually that gets them to keep quiet for the remainder of my instructions...*”

MK (Veteran Secondary School Teacher) *“...I do have to say that some of them are situational and do not work for every class... For example, staying quiet and waiting for the students to quiet down on their own and letting the kids to the work for you. I find that works very well with some of my classes. With other classes, the students would never quiet down if i do that... In this case, I would suggest using attention getters like the echo clap or call and response techniques...”*

TT (Novice Classroom Teacher) *“... When my students are speaking loudly and creating noise, I feel confused what to do and how to make them quiet and calm for a while. I wait*

them till they are quiet and begin speaking only when they are ready to listen to me. At last it works but after a long long time and during that time they shout at each other...”

In general teachers ask for peace and quiet in a calm, cool, and collected voice. When they are calm, the students are sure to follow the example that they are behaving and become calm and quiet. If there's a quiet mood by the teacher in the classroom, the students will be quiet. So, most of the experienced participants in the study wait until all students are quiet in their classroom, which suggests that it is an important way to keep the classroom silent and peaceful.

Table 3: The Number and the Percentage of the Participants in terms of Waiting Silence and Applying Other Tactics

Participant Teachers	Number	Wait Till Silence	Apply Other Tactics	%
Experienced/Veteran	30	23	7	77%
Inexperienced/Novice	12	8	4	66%

Using non-verbal cues that reflect a behaviour system, perhaps one based on positive reinforcement. This can allow teacher not only to communicate simple messages, such as “please be quiet”, but also more complex messages, such as “The noise level so far has cost us two minutes from our game-based learning lesson on Friday” (Heick, 2015). These two samples of statements lead the loud students to become quiet and give their attention to the teacher and class.

As shown in Table 3, most of the participant teachers in our study show patience and wait until classroom become quiet. They argue that this tactic is very effective and repeatedly use this way of making the students calm, while the others argue that this approach doesn’t work in every classroom, and try to find some other tactics such as echo clap or call to quiet down the classroom. Of the experienced, veteran teachers, 77% are in favour of waiting till the loud classroom become calm and quiet, while 66% of inexperienced novice teachers do the same tactic. The others have found some tactics like using chime and ring, clap and call to warn them to be quiet. Some others find hand or head signals work well in loud classrooms.

The third question was “Do you use hand signals and other nonverbal communication?” The sample statements similar and opposite one another for the third question are given as followings.

R.A. (Experienced Teacher) *“...Holding one hand in the air, and making eye contact with students is a great way to quiet the class and get their attention on me. It takes awhile for students to get used to this as a routine, but it works wonderfully. Have them raise their hand along with me until all are up. Then lower mine and talk...”*

L.S. (Inexperienced Teacher) *“...I had one of the aides say to me ‘you talk really loud, I can hear you down the hall’. I wasn’t shocked because I knew I have always been loud, but*

I somewhat took insult to it. Even though I knew this, it caught me off guard. I am now watching my levels and trying to use hand signals to get the students attention...”

A.O. (Experienced Teacher) *“...I also use hand signals for students to communicate with me during a lesson. Bathroom: cross fingers and raise hand. Move to get something: circle pointer finger 3 or more times while hand is raised. Need kleenex: pinch nose and raise hand. At recess or hallway we use some of the Navy Seal hand signals, some students really like that...”*

As an integral part of overall communication skills, non-verbal communication is an extremely complex. Non-verbal communications include facial expressions such as eye contact like glance, gaze, glimpse and stare, voice such as shout, volume, vocal nuance, sounds (paralanguage), word choice and syntax, gestures displayed through body language (kinesics) like hand and shoulder movement or posture.

Communication through non-verbal messages allow people to convey information concerning emotional state, provide feedback to others, regulate the flow of communication, and modify what should be meant by words.

From the comments and the replies to the questions in the survey, experienced teachers are seen to use their hands and make eye contact with students to make them quiet and calm down in the classroom. According to the comments of inexperienced new teacher, she is often warned not to talk so loud in the classroom and her loud voice can be heard from other classrooms and hall, thus she has begun to use non-verbal communication like hand, face and head signals to get the students’ attention. In Table 4, we see that the majority of experienced teachers (80%) use both verbal and nonverbal communication to calm the classroom, while the majority of inexperienced teachers use more verbal communication than non-verbal one.

Table 4: The Number and the Percentage of the Participants in terms of Using Verbal and Non-verbal Communication

Participant Teachers	Number	Only Verbal	Only Non-verbal	Both	%
Experienced/Veteran	30	3	3	24	80
Inexperienced/Novice	12	6	2	4	33

The fourth question was “Do you use address behaviour issues quickly and wisely?” The sample statements similar and opposite one another for the fourth question are given as followings.

J. D. (Inexperienced Teacher) “...I would also like to point out that in addition to “Quickly and Wisely” you must also be fair. It’s a long way back to earning their trust if you punish one student for one thing and then don’t punish another for the same infraction. No matter how small, it puts a crack in the bridge that you have built (or are building) with your students...”

M. T. (Experienced Teacher) “.... I do feel it is important to nip problems in the bud right away, but I had never given thought as to how to approach that. A positive approach will only help to strengthen the relationship with the student, rather than to further place strain on it...”

R. A. (Experienced Teacher) “...I always try to clear up a matter among students or between me and student as soon and fast as possible, as negative feelings and comprehension soon become layer on layer and difficult to deal with it later....”

There is a link between academic achievement of the students and supplying their psychological needs. It is necessary to eliminate the students’ problems in order to ensure quality and effective learning. For this reason, the teachers need to be well trained and experienced in classroom management, communication and psychological issues.

Utilizing conflict resolution strategies in the classroom is becoming an increasingly important part of a school day. A number of conflicts resulting in violence start as quite minor incidences. Things like using another youth’s property without permission, hitting while playing, drawing attention or unprovoked contact can lead to such major conflict. The best solution to solve the conflict between the teacher and the students or between two students is to address it as quickly as possible. As the bad feelings on teacher’s part or the students can grow quickly from molehills into mountains (Alber, 2015)

From the comments and the views of the experienced participant teachers in the survey, we can conclude that the earlier the teacher step in the conflict to solve it, the faster it is prevented and the more likely it is completely settled down. They argue that positive approach helps to strengthen the relationship.

The fifth question was “Do you always have a well-designed, engaging lesson?” The sample statements similar and opposite one another for the fifth question are given as followings.

J. W. (Experienced Teacher) “...I am absolutely in favour of a well designed, engaged lesson. When I become more attractive than it should be, the students show more concentrate on what I teach, thus misbehaviours in the classroom begin to decrease... smooth and swift transition between activities becomes easy and effective. When my students are busy with some activities like handling papers and passing them to each other rather than sitting in their desks expecting me to give them, they engage themselves in lesson better all time...”

A. H. (Experienced Teacher) “...I have found that an engaging lesson cuts out students misbehaving...”

B.T. (Inexperienced Teacher) “...the last and most important one is difficult - coming up with lessons that are student-centred and engaging is really difficult...”

Classroom environment is a product of the interaction of social and cultural factors, physical arrangements that make up the class, and psychological situations that affect the perception and evaluation of students. One of the necessary duties that should be done to increase the quality of educational service is to transform the teaching environment into a situation that can serve at a high level to access to the targets. This situation shows implementation and evaluation of teaching in the arrangement of teaching environment. When dealing with a classroom full of students, sometimes the hardest obstacle that a teacher faces is how to keep all of their students engaged and interested in the lesson. Classroom sizes have steadily increased as the amount of aides that a teacher may have in a classroom have steadily decreased.

Not merely the issue of developing teaching conditions and making this development permanent but rather creating suitable conditions in terms of learning attract the teachers’ attention.

Both physical and emotional features of the environment in which the teacher and the students live during school days help to determine the quantity and quality of learning. This does not only mean that the physical conditions of the school building are healthy and safe, but also means that they should encourage engagement.

Teachers, with a better understanding of the educational process and experience, develop their skills in creating a dynamic classroom environment for their students to learn and to be in an engaging lesson. The experienced teachers in our study seem to have developed their skills to create well designed environment and engaging lessons compared to the inexperienced ones as they find it difficult to create them.

Discussion and Conclusion

For successful classroom management, effective teachers provide responses for common classroom issues of order, thus these responses allow them to focus maximum time and energy on the instructional process. With the ability of using various strategies and tactics by combining instructional techniques, effective and experienced teachers manage to maintain good balance between the challenges of teaching and the expectations of the students.

In order to prevent students from distracting and to keep their attention to the class, experienced and veteran teachers have developed some tactics relevant to the students and classroom environment. The most important ones of them are to use soft voice not to disturb the students' attention to the topic of the course, to wait till the students become quiet if they are clamorous and noisy, to use non-verbal communications to calm them down when they are overreacted, to address behaviour issues quickly and smartly, and to have a well-designed, engaging lesson.

What the novice teachers dream about in the classroom is to have a peaceful, quiet classroom. The veteran teachers in their comments suggest that the new teachers should use natural and soft voice and they should start telling the topic after the students become quiet, as children will do so when the teacher is quiet and waiting for their attention.

According to the veteran teachers, the novice ones should stay organized, be flexible and do the documenting every necessary things. Inexperienced new teachers should take the time to get to know their students and behave them as to their characteristics.

The new teachers should leave their personal problems at the door, and shouldn't bring their problems with them into the classroom, because the students are easily effected by negative moods of the teachers in classroom.

According to the veteran teachers, finding as many ways as possible to praise students work well to make them comply with the classroom rules. The novice teachers should learn from the experienced ones what the ways to praise students are in classroom environment without insulting others. Giving students the respect and guidelines they need as well as being consistent and fair will turn to you as a positive classroom environment and readiness of the student to get effective learning.

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