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Review

Readiness of Turkish Education system for Multicultural education

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The purpose of this study is to analyze multicultural education and evaluate the Turkish education system regarding the acceptance of diversity. In this era, cultural diversity and identities are given equal importance in the world. Multiculturalism gives the opportunity for each citizen to secure life styles with equal rights, grow in a world of cultural heritage and raise children in the same world without being discriminated. Multicultural education advocates that everyone should have the equal educational opportunities on the basis of gender, social class, race, ethnicity and cultural variety. As a result, it has a purpose of ensuring equal opportunities, solving problems arising from cultural conflicts, supporting students to develop empathy, introducing each other's cultures and increasing academic success. Diversity is not yet promoted in Turkish Education system and it is one area that is lacking in the system. It is also uncertain the benefits gained by living together in the community. As the schools are responsible for shaping the future of students, it is very important for teachers to consider diversity of culture and language to enhance their academic performanace.

Key words: Multiculturalism, multicultural education, identity, diversity.

INTRODUCTION

According to Fitcher (2006), diversity is an important subject in the field of Sociology, which is an objective reality. It is a holistic approach to the analysis of a phenomenon and is a prerequisite for objectivity. Social facts and events are influenced and shaped by many factors. Therefore, social phenomena and events in the field of sociology and education should be analyzed from the historical and social context in which they are present (İnal, 1994). Sociology examines the regularity of human association (Fitcher, 2006).

Taylor (2014) makes Rousseau's concept of morality more concrete by combining individual and dependent relationship with Herder's "ıdeal of authenticity". Being loyal to yourself and to its originality is something that only one can discover himself, and he defines himself when he voices it. This is based on the "satisfaction" and "self-realization" approaches that underlies the modern approach to authenticity. This approaches also applies to cultures.

The birth of a democratic society is stated to be

insufficient to eliminate the identity of habits of old societies based on their social position, the place they acquired and the roles associated with it. İdentity is defined in dialogue or conflict with the things considered important. Thus, identity means who we are and "where we come from" (Taylor, 2014).

Culture is regarded as the collective form of practical life. İt is a collective way of life, it is not only based on attributed partnership, but also on the shared partnership of experience (Nohl, 2009). It is possible to think of culture as the spirit of a society (Parekh, 2002). A social culture is an organized life style that is established on a common tradition and determined by a common environment. Culture is a form of society, a moral community owing common beliefs and common thinking styles rather than a physical unity (Dawson, 2014). Culture determines how one thinks, believe and behave, which in turn affect how one teach and learn (Gay, 2014).

On the social level, the understanding of identities are formed in an open dialogue without being formed by a previously determined social scenario that emphasized equal recognition policy. The denial of this right, in accordance with a widespread modern view, can cause great harm to those who refuse (Taylor, 2014). According to Habermas (2014), Taylor considers Canada and the Qubec case and legal problem with its own elective reading of liberalism as a theory that gives all legal partners equal rights of individual choice and action as fundamental rights, but this view on rights is an incomplete interpretation of autonomy and equality of citizens. When they do not understand it well, they cannot use their equal individual freedoms.

Recognition is expressed on two levels, personal and public, which emphasize identity and self. The universalization policy and the development of the concept of modern identity has formed the *policy of diversity*, emphasizing that equal recognition is equal dignity of all citizens. However, these two policies, which are based on equal respect, are in conflict with Taylor. While the universalism policy puts people in a uniform pattern, the different policy ignores the principle of non-discrimination (Taylor, 2014). Equal respect for everyone is based on the condition that respect is towards the other due to his being different. Solidarity as one of us against the other allows us to be a moral community that constitutes "we". This moral community is based on the idea of adopting marginales on the basis of mutual respect with the abolition of discrimination and injustice (Habermas, 2015).

CULTURE AND VARİETY

Multiculturalism policies have been developed in order to overcome the problems caused by the failure of cultural diversity to survive in political and social life. İt is

suggested that cultural identities should be evaluated on the basis of "equivalent respect", based on a tolerance based approach rather than a hierarchical approach pertaining to the supremacy of culture (Ergil, 2010).

According to Habermas (2015), the multicultural societies can be held together, regardless of how much the political culture has achieved itself, when democracy proves itself not only by the rights of liberal liberty and political participation, but also by the rights of social and cultural partnerships. Citizens of the democratic state can only be an integrative force when there is a mechanism that prepares the necessary conditions of the desired lifestyles. According to Modood (2014), the public culture pressure of the unified and sovereign nations according to Kymlicka (1998) exclude religious groups, especially Muslims, from multiculturalism as a citizenship and policy design.

It is known that the solution of social problems lies in pluralistic democracy, dialog and reconciliation. Taylor's recognition policy allows people to look at others more effectively and accurately, not only to recognize people and cultures outside theirs, but also to those who share their cities, libraries and schools with them in a closer and less selective manner. In our course programs, our history, literature and culture should be included. Focusing more on our own culture also requires knowing who we are as a community (Wolf, 2014).

MULTICULTURALISM

The unity in a land is held by the constitution, that is, by the decision of the founding ancestors to regulate their lives in a legal way together with positive law. In multicultural societies, securing life styles with equal rights gives every citizen the opportunity to grow in the world of cultural heritage and to grow their children in the same world without being separated. However, through legal guarantees, each individual can take the opportunity to re-produce the culture medium (Habermas, 2014). However, policy makers regard the attitude of not being personal to being neutral against differences, "identity equation" of public entities that belong to an important part of contemporary liberal societies as the cost citizens should deliberately pay (Gutman, 2014). However, today's democracy adopts the principle that not all brothers are brothers, and all brothers are different (Ergil, 2010).

The "equation reflex" that mostly belongs to liberal democracies does not recognize specific identities by public entities but only reminds common interests such as citizenship rights, responsibilities, political rights, income, health and education (Gutman, 2014). By ensuring this equity among culture sets just like it has been maintained among individuals would provide domestic peace, this will be achieved through legal

security of multiculturalism (Ergil, 2010). The nations ability to sustain different cultures together in a controlled manner becomes permanent with appropriate educational policies (Çınar, 2010). One of the goals of citizenship classes taught at schools is to introduce national identities of the society they live in and their own cultures to the members of the marginal groups. However, current citizenship education strengthens status quo and dominant power relationships in the society (Banks, 2015).

Governments have some concrete reservations in multiculturalism policies. These reservations are insecure ethnical relationships, human right, border control, variety of immigrant groups and economic contributions (Kymlicka, 2012). However, despite all of these, contemporary societies deal with the representation of different cultures at local, national and universal level as a democratic right (Gezgin, 2015).

MULTICULTURAL EDUCATION

Regrading gender, social status, race, ethnicity and cultural diversity in societies, education theorists and researchers propose multicultural education approaches which argue that everyone should have equal educational opportunities (Banks, 2013). The ultimate goal of multicultural education is to maintain social transformation by contributing to the form, implementing and sustaining social justice and equity in the society (Gorski, 2010).

Regulations and policies to be implemented at schools for people coming from different segments of the society must be secured on the basis of structural equity (Apple and Beane, 2011). According to social agreement approach, societies and the states are based on contract, whereby the individuals who make up themselves are subjected to mutual commitments to form a society as equals and thus improve their interests (Edgar and Sedgwick, 2006). Conformity in the society is an emotion provided by adopting that differences are respectable and acceptable (Ergil, 2010). Thus, this diversity offers both challenges and opportunities for teachers, schools and countries (Banks, 2013).

Multicultural education provides advantages for schools such as removing prejudices, providing harmony, interaction and tolerance and eliminating obstacles (Aydın, 2013). In such an education, the goal is to provide equal opportunities in education, solve problems arising from cultural conflicts, support students to assist each other, get to know each other's culture and increase their academic success (Banks, 2013). Thus, this educational initiative may teach how to handle diversity as richness, provide empathy development among students and form strong connections regarding life.

The source of tension that exist in pluralistic and democratic societies is the dilemmas in educational policies (Perry, 2009). Since the 19th century, due to some factors, societies have lost their homogeneous structures and have become multicultured. According to United Nations (UN) statistics, today there are 600 language groups and 5000 ethnic groups within 184 independent states in the world. This reveals the requirement for the national unity concept to be implemented within the framework of multiculturalism rather than homogeneity concept (Ergil, 2010). Several sets with very different languages, beliefs, life philosophies and styles have met in Anatolia during their trips in history. Therefore, life and art in Anatolia are multicultural (Ergil, 2010). The traces of multicultural education in Anatolia dates back to the conquest of Istanbul (Kırpık, 2013). It is seen that multiculturalism in Ottoman madrasah was presented in harmony (Gündüz, 2013; Akyüz, 2012).

A multicultural education introduces the individual to a world of meaning, as it opens the door to the cultural richness and diversity of his country. The fact that differences can live together causes a person to realize that diversity is not a threat to social cohesion but an ordinary phenomenon (Ergil, 2010). Situations where differences are not understood, accepted and not well managed may create problems at the personal and social level. The basis of this is prejudiced attitudes and behaviors. When managed well, it is seen as a dimension that provides competitive advantage to the organization and provides different experiences and perspectives; it increases the flexibility of the organization and its ability to adapt to changes (Barutçugil, 2004). Fukuyama criticizes Hungtinton's thesis of the clash of civilizations because of cultural differences, arguing that new solutions and changes can be produced from the interaction and competition of different cultures (Fukuyama, 2000). On the other hand, acceptance of diversity facilitates competitive advantage by providing the fast and flexible mobility required to be successful in the world market, where national, cultural and ethnic boundaries are increasingly eliminated (Barutçugil, 2004).

The success of the students in schools and the meanings they put on the concepts are influenced by the level of income, class and family characteristics as well as their personal success (İnal, 1994). Since the second half of the last century, in developed countries, developments in political and economic fields have also affected the field of education; it is seen that a number of opinions on the transition from representative democracies to participatory democracies have accelerated the formation of democratic and liberal policies in education (Şişman and Turan, 2003).

Some researchers have defended culturally adapted education, which ensures that academic success of students from different cultures increases, their cultural skills improve and they gain a critical perspective about the current situation (Hoy, 2010). This education can be

summarized using the slogan "all are different, all are equal" and the values behind are respect for human rights, cooperation, equal opportunities and relationships between participation and democracy (Tekeli, 2004). Cultural values-sensitive teaching is a series of values and skills that cover a wide range of factors including academic achievement, social awareness and criticism, cultural acceptance, community building, personal relationships, self-worth and individual skills, as well as a moral understanding based on charity and compassion develops (Gay, 2014).

Values are abstract and general belief or judgments about what is right and what is wrong, what is good and what is bad. Values have contents about individual behaviors, social and political histories. Schools have to find ways to stand against the culture wars surrounding them and structure society; while meeting society's different values, interests and needs. What schools need today is the skill to structure the society and create common emotions (Schlechty, 2011).

At the International Democratic Education Conferences [IDEC], the students have a say on their own learning, based on principles and values of democratic education such as human rights, freedom, social equality, social justice, environmental responsibility, participation, pluralism, diversity and tolerance. It is seen that it refers to an education model that requires them to participate in decisions affecting their learning (IDEC, 2005, 2006, 2008). One of the aims of these efforts, known as decentralization in education, is that the outcasts, poor groups, emerging trends in the society are included in the school system and benefit from equality of opportunity (Şişman and Turan, 2003).

School as a social system has a specific culture, purpose and structure. The most important factor that helps schools to appear is the needs of individual and society. School protects society's culture, order and law, and help transfer them to the new generations. This function of school ensures the stability and safety of organizations in the society (Özdemir et al., 2012). Education and school in functional terms are regarded as a tool that protect and maintain the current culture and adapts the new generations to the society; however, critically speaking education is considered as a mechanism that changes and transforms the society when needed (Şişman, 2010).

According to Marshall (2004), education management has not yet been able to face issues such as poverty, immigration, gender, race difference, ethnical structure, religious, language and culture, which are the marginal issues of social justice. The general approach towards education management is based on the understanding that schools have a "homogeneous" cultural structure. However, redefining the understanding of democracy and pluralistic perspective as well as multicultural democracy vision, need have objective racism, classism, sexism and other illegal classifications beyond a naive tolerance (Scanlan, 2012). Separating communities or using labels to standardize based on these differences cause fractions and status systems that decrease democratic potential of the community and shadow individual's honor (Apple and Beane, 2011). As Dewey (1938) pointed out, there is no meaning in gaining the literacy skills if individual loses his/her spirit; in other words, him/her identifies the power to appreciate the values related with valuable stuff and the meaning of concepts that the society gained him/her (Apple and Beane, 2011).

If school leaders learn how to form a supportive society that respects differences and treats discrimination, schools may improve (Schlechty, 2011). Both school administration and families should accept that the setting their children have formed is multicultural. Indeed, societies have to do this in order to understand the world and their own realities in this age where it is not possible to isolate one from global developments (Ergil, 2010). However, instead of serving the society, unfortunately educators have to serve more than one community, interest groups and organized lobbies, each of which are looking for different demands and expectations. Today, education administrators have become a tool among the pressure groups that are in conflict with each other instead of answering the question: "How can the best service be given for the benefit of the society?" (Schlechty, 2011).

The competencies based on the relationship that facilitates the co-existence of the teachers to the students should necessarily include knowledge, valuation, fulfillment, interest and the sharing of resources and responsibilities of power (Gay, 2014). According to Schlechty (2011), today schools, the developer of the idea of society, and the creator of the common vision, symbolize the fragmentation and contrast of the sense of society rather than preparing the students for the future according to their interests. In schools, however, it should be ensured that long-term associates are taught to restore fragmentation and to teach them a long-term partnership. In order to prevent the racism and chauvinism which is one of the main reasons of fragmentation in society (Wolf, 2014):

(i) To teach the individual how to put themselves in others' shoes, in other words, empathy,
(ii) to be in social cooperation, and encouraging it to happen among various sets rather than considering and implementing it as a inner set phenomenon,
(iii) to ensure patriotism and humanism approach within the whole education system.

Educators should not only seek to reduce the intensity of social injustice at schools but also change the conditions that create them. They should not consider students as homogeneous readiness but assess them as

heterogeneous groups coming from different parts of the society. Also, they should guide them towards justice and equal accession along with academic achievements (Apple and Beane, 2011). According to Sergiovanni (2001) schools should be regarded as a moral communities. Moral connections should occur at school among teachers, students, parents and others. The basis of such attachment is neither rules nor psychological needs but cultural elements. Another issue is that there is a loose structure in education world in terms of management but a tight one in terms of culture. Therefore, the school building process should be developed for legitimacy and freedom of practice in schools.

It is expected from the education system and schools to raise individuals who are responsible, sensitive to social problems, independent, thinking critically and have democratic values in this constantly changing world. Nowadays, when the individual comes to the fore and the differences become more important, the preservation and maintenance of these differences can be possible with the individuals who grow up in a democratic culture. As a democratic organization, there is a consciousness of co-existence in school, society and community (Şişman et al., 2010). This training includes the activities to gain adaptability to keep individuals, groups and society together according to Perry (2009). According to Şişman (2006), the function of education is to help each child develop the character, character and virtues that he/she can realize himself/herself. According to him, the two criteria that determine the quality of social life are; It is the level of freedom that reflects the richness of mutual relations with the social units and the diversity of experiences that consciously reflect shared interest (Şişman, 2006).

According to Sezgin (2006), a strong organizational culture that would support value-oriented behaviors should be formed at schools. Differences should not be regarded as a problem at schools and schools should reflect the diversities in terms of age, ethnical origins, gender, socio-economic class, goals and skills within the communities. These diversities enriches the society by presenting different perspectives (Şişman et al., 2010).

Teachers can make the opportunities in the classroom setting equal for everyone by using students' knowledge of multiculturalism quality. Teachers' role is to create high expectations in students and ensure that they have enough knowledge and attitudes towards multiculturalism and aim at their high achievements (Kaya and Aydın, 2014). Gorski (2010) suggests that teachers should avoid critism, prejudices, impertial and subjective. Thus, it can be expressed that it is required for teachers to design instructional process in a structure open to cultural richness (Başbay and Bektaş, 2009).

Three different functions of school in terms of social context are as follows. First, to protect students from the difficulties of the outer setting and facilitate life for them. Second, is to disallow the undesired elements to school that can easily be found outside and manage students' behaviors. Third, to balance the school. Students coming from the different conditions of the external environment are together at school under similar conditions and they get to know and understand each other better by being impressed by their living styles (Başar, 1999). According to Dewey, the main function of schools is to transfer the cultural heritage to the younger generations through simplification, contraction and balancing (in Dewey by Bakır, 2014).

In the context of multiculturalism research, encouraging educators to build a libertarian school promotes the use of democratic rights (Ty, 2011; Wilson, 2013); it is understood that it is effective and therefore gender-based barriers to access to education should be removed (Habib, 2013). In Turkey, It is understood that cultural identities are not included in the textbooks and that there is a marginalizing discourse about minorities (İbrahimoğlu, 2014; Yazıcı, 2013; Akın, 2009). Among the researches conducted within the context of multicultural education, Watanabe (2010) showed Japan education policies have a narrow vision in terms of multiculturalism and it should require the development of new policies, preventing non-isolating school structures and creating learning opportunities. Jashari (2012) found out that in Macedonia there is a multicultural society, however, cultures out of the dominant one are expressed in textbooks in an excluding manner, which continues conflict in society. Blanchet-Cohen and Reilly (2013) stated that there is a need for policy change towards raising eco-citizens who are sensitive to cultures and conform to nature. Hinton (2011) recommends for China and other countries with diversity that teachers should avoid hidden curriculum for multicultural education, they should know the features of a multicultural classroom and learn how to create curriculum for such classrooms and develop a model for multicultural education as well as ensuring an attitude change by involving parents of the students. Brandwein and Donoghue (2011) expressed that in order to reduce the social distance emerging from differences, it is required to improve school structures and prejudices should be broken through transformative learning experiences.

Jimenez et al. (2014) found that when presented with multicultural education, administrators and teachers in Southern Texas regarded multiculturalism more positively and it is not only important for minorities but also for the members of the dominant culture that they gain a lot from different cultures and acknowledge the differences. Sugimura (2015) discussed the changing roles of languages within the context of multicultural education over Chinese immigrant minorities in Malesia and Japan and concluded that national functions of language education policies are not strategic any more, working

and better work opportunities are more important in language policies now and thus it would be more beneficial to handle them on the basis of equality. Joseph and Hartwig (2015) found out in their study on introducing African music in teacher training, that introducing the multicultural music prior to the training would gain knowledge and experience with regards to cultural codes and thus creating more dialog. According to a study by Alsubaie (2015) about multicultural classrooms, teachers' learning more information and gaining skills about their students' past and culture would make them more skillful and efficient in their profession.

In studies conducted in Turkey about multicultural education, according to Acar Çiftçi (2015), teachers regard themselves as sufficient although not high level in terms of cultural competency. Kaya (2013) found that teachers stated positive opinions at a high level regarding multicultural education. In a study by Bulut (2014), teachers' multicultural competencies were examined and they were found to perceive themselves as "highly competent" in terms of awareness, knowledge and skills dimensions of this competency. In-service teachers were found to be sufficient in terms of having a multicultural personality in a study by Polat (2009) while in a study by Marangoz (2014) school principals and teachers were found to have a high level of positive perception towards multicultural education. In a study by Polat (2012), where school principals' attitudes towards multiculturalism were questioned, it was found out that school principals had a positive attitude in general. In a study by Damgacı (2013) scholars consider multicultural education is advantageous for our country by 92%. In another study by Alanay (2015), where in-service teachers' personality traits were examined, students at the faculty of education have positive opinions towards multiculturalism and multicultural education.

In a social field study by KONDA (2006), it is seen that individuals in Turkey have identities based on their learnings and preferences such as love for their country rather than the objective identities that they had inherited from their ancestors such as ethnical origin and religion. In the same study, it is seen that almost half of the individuals (46%) see problems in others' experiencing their identities and religious differences and foreigners are more obvious in tolerance and acknowledgment (KONDA, 2006). Thus, acknowledging diversity at schools, foreigners and students with different religious preferences should be considered more.

DISCUSSION

There is need for serious change, training and maturation on how people can live together with differences and how they can develop their principles, values and ability to experience their differences (Sambur, 2013). In order to better understand the students 'problems and to understand their problems, school management and teachers should have cultural knowledge and cultural skills to use appropriate intervention methods and techniques that are sensitive to students' cultures (Kağnıcı, 2013). For this reason, it is thought that cultural conflicts will be solved with the idea that multicultural education will improve the understanding and perspectives of individuals (Damgacı, 2013).

The laws and regulations that apply to schools in Turkey, appropriation of cultural values, conservation and development is situated in general terms. Equality of opportunity and opportunity is limited to the lack of financial means. Furthermore, democracy education does not reflect cultural diversity (MEB, 1973, 2015). Therefore, the diversity which is considered as an area that should not be seen is not enough in schools. The process-based formation of a pedagogical school culture based on the construction of knowledge is appropriate for social reality in schools and the reduction of prejudices can strengthen and sustain national unity and integrity.

Like other multicultural countries in the world, various problems emerging from ethnical and cultural differences are experienced in Turkey as well. It is not clear in Turkey what kind of precautions should be taken and how to proceed in schools about the current and possible issues related to the multiculturalism in the society (MEB, 1973, 2015). Similarly, an uncertainty is seen regarding how multiculturalism would be synthesized. most importantly, there are gaps in laws and in practice to help individuals develop a common vision at schools, where a common future is shaped.

CONCLUSION

The purpose of this study is to analyze multicultural education and evaluate the Turkish education system regarding the acceptance of diversity. Literature review reveals that attitude towards multicultural education in Turkey is generally positive; however, foreigners and students from different religions should be considered more in terms of acknowledging differences.
It is not clear whether students' cultural values in Turkey exist in the educational process. Also, what type of behavioral patterns teachers choose, what they think or what materials they use regarding this issue are unknown.

It is unlikely that students do not carry the cultural values that they have acquired from their environment and families to the school and classroom setting. Since students' cultural history is quite effective within the learning process, it is expected that teachers set up an educational setting that is sensitive to their students' cultural values. If schools and teachers could benefit from students' cultural and language strengths, it would lead

to academic success.

CONFLICT OF INTERESTS

The authors have not declared any conflict of interests.

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An evaluation of the teachers' classroom management problems

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This study aims to address the problems that teachers are facing in classroom management and to find solutions to these problems. This is a phenomenologically designed qualitative research study. 28 classroom teachers, who are working in the city of Malatya in 2017-2018 school year, easy to reach with the help of the convenience sampling, a purposive sampling method and who are working at different primary schools, made up the working group. A semi-structured interview form consisting of three open-ended questions had been used as the data collection tool. A total of 42 codes were determined for the issue of evaluation of views about the difficulties that classroom teachers encounter in classroom management. While interpreting each code, the relations between the findings were explained plus cause and effect relationships. As a result, classroom teachers determined the problems they have encountered in classroom management most as: parents' avoidance in taking responsibility of the students, inadequacy of the lesson materials and incompetency of the school's physical conditions. The classroom teachers evaluated themselves in classroom management which revealed that some teachers see themselves as having effective communication skills, they are more empathic towards their students, they set the rules and expectations together with students and are capable of keeping the students motivated; while other teachers see themselves as inexperienced, impatient towards students and some stated their inadequacy was due to their inability to guide their students in a proper way. This paper has identified some ideas such as being in touch with custodians, students renewing themselves and paying attention to personal differences of students which could bring better class management with remarkable outcomes.

Key words: Classroom management, classroom teachers, solution proposals.

INTRODUCTION

Classroom management approach has always been changing in order to make the teachers and students efficient and creative. The general aim of all these approaches is creating a positive teaching and learning atmosphere for teachers and students. The rapid changes and developments in the society are also seen in the classroom management approaches. Keeping company with these rapid changes in the world is also a

must for the teachers as the opposite situation can cause big problems for the actors of the classroom.

In the development of a country, it is an indisputable fact and it is admitted by everyone that the most important contribution for society to live in peace and wealth comes from education (Özdemir et al., 2008; Vural, 2004; Erdemir, 2007). Nowadays, one of the most focused issues about education actions is whether the teachers have the skill of effective classroom management. How teachers manage their classrooms is the subject of excessive research studies in this regard and the relevance of the teachers' behaviour in terms of educational aspects have been widely discussed (Çetin, 2013; Güvenç and Güvenç, 2014; Şahin and Arslan, 2014). Management, a concept that came to existence by human's living together, gained more and more importance with the congest of societies. Human's living in a more comfortable and peaceful setting depends on the qualities of management (Çiftçi, 2015). It is a difficult task to manage the classrooms in which the students who have different personal qualities are together and where many events mostly occur in a fast and unpreventable way. Also, because, to work efficiently with students needs, being aware of their interests; to make their learning easier, needs creating the appropriate physical setting; and to provide in-classroom mutual interaction needs deciding the classroom rules and procedures (Everstone and Emmer, 2013). It is difficult to say that the desired behaviour can be achieved in the classroom environment without effective classroom management (Terzi, 2002). The most important component that affects a person's future life is the teacher. The teacher is the person who teaches as well as who is efficient in characteristic development of a student (Özgan et al., 2011). A teacher is the most influential constituent of classroom management. Teachers providing of the appropriate learning environment and ensuring class order is among their most substantial functions. The expectations from teacher as an efficient classroom manager are preparation of the classroom for education, deciding the classroom rules with students and making them adopt the rules, maintaining education by regulating it and procuring appropriate students' behaviours (Ağaoğlu, 2002).

As it is understood from all these explanations, the classroom management success of the teachers does only affect themselves, it is also the success of the students. This success can also be accepted as one of the most important things for creating a positive behaviour in the students. Many researches are being carried towards making teachers more successful in classroom management. The rapid changes in the world also change the offers of being successful in classroom management.

The psychological atmosphere of the classroom should also be in a condition which comforts the students and in which they can express themselves freely. If every student gets enough attention from their teacher, if they do not have the fear of making mistakes and if they feel themselves as if they belong to that class, the development of values and motivation increases (Dilekmen and Ada, 2005). When researches related to the subject are examined, it is observed that the teachers generally refer to warning and punishment methods against discipline problems (Karahancı, 2013; Uğurlu et al., 2014). Teachers' attitude of being warm towards students and having empathy with them also motivate students. When motivation is approached as a power gaining work to reach specific purposes, the students in the classroom, who are not motivated enough and would not attend classes regularly, cannot focus on a topic, cannot listen to what is being taught, their interests would be dispersed and they would show retreatment behaviour instead of fighting off the difficulties encountered (Dilekmen and Ada, 2005).

In every educational setting, lots of behaviours either important or trivial are encountered. As a whole, the personal qualities of students in the classroom, their attitudes towards school and courses, their studying and resting habits, the cultural savings that they inherited from their families, the relationships among students, the physical conditions of the classroom and teacher-student interaction create the classroom environment. The undesirable behaviours which emerge with the desire of getting attention and stem from the development qualities of students can be observed generally at primary school ages along with every student at the age of needing love and attention. The undesirable behaviours of these students emerge with the purpose of getting attention from their teachers and friends (Erdem and Akman, 1995). Family is the place in which behaviours are shaped, imitated and some basic behaviour to be earned. As the students spend most of their time in their family and as they complete their first socialisations in the family, the first cores of undesirable behaviours are also planted in the family. Many factors like parents' own ways of raising a child, their education levels and their being divorced affect the students' behaviours (Sarıtaş, 2000).

As can be seen from the explanations above, being successful in classroom management is one of the most important topics of the field of education management. Also, because this success directly affects the quality of most of the teaching processes. For this important reason, it is aimed to designate the problems that classroom teachers face in classroom management and to find solution proposals to these problems in this study.

METHODOLOGY

In the research based on the opinions of classroom teachers, the phenomenology pattern, which is among the qualitative research

methods, was used in the evaluation of the difficulties encountered in classroom management. Phenomotical design which is one of the qualitative methods is used in the research. Phenomotical design focuses on known cases deeply (Çiftçi, 2016). In the evaluation of the data, the content analysis technique was used. Content analysis technique was also used for revealing the concepts and relationships which is necessary for explanation of the data.

Data analysis in phenomenology researches is for deducing experiences and meanings. In the content analysis done for this purpose, there is an effort of conceptualisation of data and revealing the themes which can define the phenomenon. Outcomes are presented with a descriptive expression and allows for direct expressions frequently. Besides, the findings which are obtained within the frame of revealed themes and patterns are explained and interpreted (Şimşek and Yıldırım, 2008). The phenomenology pattern focuses on the phenomena which we are aware of but do not have an in-depth and detailed understanding. Phenomena may appear in different forms such as events, experiences, perceptions, tendencies, concepts and occasions in our world. We can come across these phenomena in different forms in our daily lives. However, this acquaintanceship does not mean that we understand these phenomena completely. For the studies which are not totally unfamiliar with us but at the same time to research the phenomena which we cannot comprehend their exact meanings, the phenomenology creates an appropriate research ground. In phenomenology researches, the fundamental data collection tool is interview (Büyüköztürk et al., 2012). The causes of human behaviours may have more than one effect or more than one reason. To examine this complicated human behaviour like this in detail, the qualitative research methods are used in this study.

Data collection and analysis

The data of this research were gathered at the end of the 2nd semester of 2017-2018 academic year. While handing the semi-structured interview forms, it was stated that the results of this research will only be used for scientific purposes, will not be shared with third parties and the questions should be answered with an objective attitude; the participants were told not to write their names on the interview forms. The interview forms were applied to the interviewers personally by the researcher.

As the data collection tool, a semi-structured interview form which consists of three open-ended questions was used. While expressing their views the interviewer told them to feel free and they can start with question they want (Bruce and Lune, 2015). A preliminary application was executed with the participants before starting the interviews, and after the necessary readjustments, the interview form was finalized. The interview forms were applied in written form when the participants were available by informing them. The open-ended questions on the prepared interview form are shown below.

(i) What are the difficulties that you encounter in classroom management? Could you write them down with their reasons?
(ii) How do you evaluate yourself on the matter of classroom management in accordance with the existing applications and opportunities? Could you write down your qualities which you find as adequate or inadequate with the reasons?
(iii) What should be done for you to be more successful in classroom management according to you?

The data which were gathered from the open-ended questions were analyzed by two different researchers and the common categories, which consisted of the answers given to the questions and the revealed themes were identified. The data which matched with the conceptual frame is defined as findings and interpreted. Abbreviations such as (K1) – (K2) are used instead of codes like Classroom Teacher 1, Classroom Teacher 2.Codes are interpreted in the frame of research outcomes as topics and with the direct quotations.

On the issue of evaluating the opinions of classroom teachers about the difficulties that they have in classroom management, a total of 42 codes were determined. While interpreting each code, the relations between the findings were explained and cause-effect relationships were set up. Meanwhile, if there are any, meaningful findings were given according to various variables. Explanations were made about the importance of the results derived from gathered findings. Frequencies and percentages were used to interpret the data. Tables were created by designating proper themes; research findings were interpreted by interpreting the most and least given answers

Working group

The working group of the research constituted 28 classroom teachers in Malatya city, who were selected through purposeful sampling method. As it is aimed to address the problems that teachers are facing in classroom management and to find solutions to these problems, participants consisted of classroom teachers who taught different classes and work in different primary schools in Malatya city at the end of the second semester of 2017-2018 academic year. Purposeful sampling provides an opportunity for making a detailed research by choosing the situations which are rich by means of appropriate knowledge suitable for the purpose of the research (Büyükoztürk et al., 2012). On the other hand, the easily accessible status sampling provides ease and speed for the researcher. Schools in different locations, gender and age were fixed as the criteria for selection of samples. The information about the classroom teachers who constitute the work group is shown in Table 1.

Male participants constitute 57.14% and female participants constitute 42.85% of the sample. All the teachers are classroom teachers from different public primary schools. 10.71% of the participants have professional seniority between 1 to 10 year, and 53.57% of the teachers have professional seniority between11 to 20 years and 35.71% have professional seniority between 21 to 30 years. Also, it was observed that 17.085% are between the ages of 25-35 and 53.57% of the sample are between the ages of 36-45. 25.00% is between the ages of 46.55 and 3.57% of the sample is above the age of 56. 21.42% of the sample teach 1st grade, 28.57% teach 2nd grade; 21.42% teach 3rd grade and 28.57% of the sample teach 4th grade. Details for each participant are given in Table 2.

RESULTS

When the problems were categorised from the answers given by the 28 participants to the question: **"What are the difficulties that you encounter in classroom management? Could you write them down with their reasons?"**, total of 40 problems under 3 themes were identified. Frequencies and percentages of all the problems are shown in Table 3 in descending order. As can be seen in Table 3, "Parents' avoidance of taking responsibilities" comes first from the remarks about the difficulties that the classroom teacher encounter in the

Table 1. The demographic distribution of the classroom teachers who are in the work group.

Variable	n=28	f	%
Gender	Male	16	57,14
	Female	12	42,85
	1-10 Years	3	10,71
Professional	11-20 Years	15	53,57
seniority	21-30 Years	10	35,71
	31 Years and Above	5	17,85
	Between 36-45	15	53,57
Age	Between 46-55	7	25,00
	Older than 56	1	3,57
	1st grade	6	21,42
Class taught	2nd grade	8	28,57
	3rd grade	6	21,42
	4th grade	8	28,57

Table 2. Details of the demographic distribution of the work group.

Participants	Genre	Age	Seniority
K1	Female	50	28
K2	Female	48	21
K3	Male	46	20
K4	Male	60	27
K5	Male	52	23
K6	Female	35	12
K7	Male	52	30
K8	Female	44	25
K9	Male	48	24
K10	Female	36	13
K11	Male	42	20
K12	Male	29	7
K13	Male	38	16
K14	Female	31	6
K15	Male	44	20
K16	Male	44	18
K17	Female	43	19
K18	Female	25	3
K19	Male	41	17
K20	Male	40	16
K21	Male	44	21
K22	Male	41	16
K23	Female	34	14
K24	Male	52	21
K25	Female	44	17
K26	Female	36	15
K27	Male	45	16
K28	Male	42	19

Table 3. The frequency table of the opinions of the classroom teachers about the difficulties they encounter in classroom management.

Themes	Coded Student Remarks n=28	f	%
	Utilization of verbal and physical violence	5	17,85
	Foreign national students	4	14,28
	Lack of motivation	3	10,71
Student-based difficulties	Not having a common living culture	3	10,71
	Problems aroused from raising environment	3	10,71
	Talking without permission	2	7,14
	Undisciplined behaviours	2	7,14
Data-based difficulties	Avoiding from taking responsibilities	8	28,57
Physical environment and lack of material-based difficulties	Inadequacy of course equipments	6	21,42
	Inadequacy of physical conditions	5	17,85

classroom management with 8 people (28.57%). The other codes which are excessive are "Inadequacy of course materials" with 6 people (21.42%) and "Inadequacy of physical conditions" and "Utilization of verbal and physical violence" with 5 people each (17.85%). The codes of "Talking without permission" and "Undisciplined behaviours" are the least emphasised codes with 2 people each (7.14%).

The code which has the highest frequency is "Parents' avoidance of taking responsibilities". About this issue participant K2 (Female Senior teacher, 21 years) commented as follows:

"Parents' avoidance of taking responsibilities at the point of being supportive to the students has affected students' success negatively".

Participant K4 (Male Senior teacher 27 years) commented on this matter as follows: "*The biggest problem is the parent issue. There is no difficult thing like persuading a parent. Most of the parents do not accept their child's problem".*

Participant K8 commented as follows: *"A teacher to whom a parent does not respect cannot be successful in classroom management. While there are parents saying that my child does not tell lies, my child does not misbehave etc, as a teacher you cannot have the control in the classroom".*

Participant K16 (Male Senior teacher, 18 years) commented as follows: *"Enough interest and attention are not being shown by parents to students' courses; we cannot get help with the issues like homework tracking etc and fulfilling the responsibilities".*

Participant K25: (Female Senior teacher, 17 years) *"A*

child who is not getting help he needs from his parents loses his motivation after a certain time".

From these explanations of the participants, it can be understood that parents are not taking responsibilities about the issues related to the students. Other codes with high frequencies are "Inadequacy of course equipment", "Inadequacy of physical conditions", "Utilization of verbal and physical violence" and "Foreign national students". About these matters, participant K2 (Female Senior teacher, 21 years) commented as follows:

"Inadequacy of the school's physical conditions and inadequacy of course equipment are affecting our purposes in a negative way".

Participant K6 (Female Senior teacher, 12 years) commented as follows: *"The students have tendency to violence, they are trying to make even a small issue clear by hitting, beating and breaking. At the same time, they are using rude, cursing and slang words very often".*

Participant K19 (Male Senior teacher, 17 years) commented as follows:

"The only difficulty I encounter is trying to make Syrian students attend same lesson with other students together. I am having a considerable amount of difficulty about this matter. Because, while Syrian students are trying to read, write or trying to understand what is being spoken around them, the other students are moving in accordance with the lesson, meanwhile the Syrian students are being bored and show different behaviours".

From the comments of these participants, it can be understood that the inadequacy of equipment in the classroom, inadequacy of school's physical conditions, students' utilization of verbal and physical violence and

Table 4. The frequency table of classroom teachers about how they evaluate themselves in classroom management.

Themes	Coded student remarks n=28	f	%
	I have an efficient communication skill	7	25,00
	I treat sympathetic to the students	5	17,85
	I set the rules with the students together	4	14,28
	I keep the students active in the classroom	4	14,28
Adequate	I decide the rules from the beginning	2	7,14
	I earn the trust of the students	2	7,14
	I do my job with love	2	7,14
	I reward the positive behaviours	1	3,57
	I cooperate with the counselling service	1	3,57
	Lack of experience	5	17,28
Inadequate	Not being able to manage students	1	3,57
	Impatience	1	3,57

the existence of foreign national students in the classroom have been causing difficulties in the teachers' classroom management. The codes which have the least frequencies are "Talking without permission" and "Undisciplined behaviours". About these matters participant K11 (Male Senior teacher, 20 years) commented as follows:

"Students speak without permission. Their being not well-educated about this matter from their families and pre-school education is one of the topics that I am tired of most in the classroom".

K27 (Male Senior teacher, 16 years) commented as follows: *"New generation students are growing up with more comfort and self-esteem. This situation is satisfactory; however, the students showing too much free behaviours can cause negativities in terms of course discipline".*

From these comments, it can be understood that students talking without permission and showing undisciplined behaviours in classroom are giving troubled times to the teacher about classroom management. When the problems were categorized from the answers given by the 28 participants to the question of "How do you evaluate yourself on the matter of classroom management in accordance with the existing applications and opportunities? Could you write down the qualities of yours which you find as adequate or inadequate in with their reasons?" a total of 40 problems under 2 themes were identified. Frequencies and percentages of all the problems are given in Table 4 in descending order.

As can be seen in Table 4, "I have efficient communications skills" comes first from the remarks about how the classroom teachers evaluate themselves

in classroom management with 7 people (25.57%). The other codes which are excessive are "I am sympathetic with the students" with 5 people (%17.85) and "I set rules with the students" and "I keep the students active in the classroom" with 4 people(14.28%). The codes "I reward positive behaviours" and "I cooperate with the counselling service" are the least indicated expressions with 1 person each (3.57%).

The code with the highest frequency is "I have an efficient communication skill". On this subject matter, participant K2 (Female Senior teacher, 21 years) commented as follows:

"Knowing the families and having closer relationships with them and the students prevent some negative behaviour that might show up".

Participant K26 (Female Senior teacher, 15 years) commented as follows: *"I create a comfortable setting for my students, I try to treat them like a mother, I always talk to them and listen to them".*

From the statements of these participants, it can be understood that having an effective communication skill affects classroom teachers in a positive way. Another high frequency code, which arises from the remarks of teachers who find themselves adequate in classroom management issue, is "I am sympathetic with the students". About this matter participant K26 (Female Senior teacher, 15 years) commented as follows:

"When my students have problems, I talk to them, I listen to them and I try to understand them".

Participant K28 (Male Senior teacher, 19 years) commented as follows: *"I show an attitude which would*

Table 5. The frequency table of the classroom teachers' opinions about what needs to be done for being more successful in classroom management.

Themes	Coded student remarks n=28	f	%
What teachers need to do	Being in touch with parents	7	25,00
	Self-renewal of teachers	6	21,42
	Minding the student differences	4	14,28
	Giving responsibilities to the students	3	10,71
	Motivating the students for the lesson	3	10,71
	Behaving consistently	2	7,14
	Coming more prepared to the lesson	1	3,,57
	Approaching the students with more tolerance	1	3,57
What needs to be done about the school's general operation	The need of course equipment should be provided	4	14,28
	The physical condition of the school should be improved	3	10,71
	Lesson hours should be decreased	3	10,71
	Level classes should be created	1	3,57
	Social activities should be increased	1	3,57

not hurt my students. Some students take advantage of this situation and this makes me tired but still I treat them sympathetically".

From these comments of the participants, it can be understood that being empathetic to students is a behaviour which facilitates classroom management. The codes which have the least frequencies are "I reward positive behaviours" and "I cooperate with the counselling service". About these matters, participant K17 commented as follows: *"I am patient and when I get angry I can control my rage. I ignore the negative behaviours of students and I reward the positive behaviours".*

K2 (Female Senior teacher, 21 years) commented as follows: *"For preventing the undesirable behaviours, I warn the students and I use the method of rewarding the students who show positive behaviours, if I still fail, I cooperate with the counselling service".*

From these comments, it can be understood that rewarding positive behaviours and cooperating with the counseling service are among the methods that classroom teachers use in classroom management. When the problems were categorized from the answers given by 28 participants to the question of "What should be done for you to be more successful in classroom management according to you?" a total of 39 problems under 2 themes were identified. Frequencies and percentages of all the problems are shown in Table 5 in descending order.

As can be seen in Table 5, "Being in touch with parents" comes first from the remarks about classroom

teachers being more successful in classroom management with 7 people (25.57%). Other codes, which are excessive, are "Self-renewal of teachers" with 6 people (21.42%) and "Minding student differences" and "The need of course equipment should be provided" with 4 people each (14.28%). The codes of "Coming more prepared to the lesson", "Approaching the students with more tolerance", "Level classes should be created" and "Social activities should be increased" are the least indicated remarks with 1 person each (3.57%).

The code which had the highest frequency is "Being in touch with parents". On this said subject matter, participant K2 (Female Senior teacher, 21 years) commented as follows: *"Knowing the families and establishing better relationships with them would be able to prevent some negative behaviour that might come up".*

Participant K20 (Male Senior teacher, 16 years) commented as follows: *"I think the children who are educated in their families would not have problems in adjusting the environment, and I think this education would affect the classroom environment in a positive way. Being in touch with parents is quite important for controlling students' behaviours".*

Participant K19 commented as follows: *"It should be cooperated with parents, first. It should be moved together with the parents about the behaviours towards students".*

From these comments of the participants, it can be understood that teachers being in touch with the parents facilitates the teachers' management of the classroom. The other codes which have high frequencies are "Self-

renewal of teachers", Minding the student differences" and "The need of course equipment should be provided". Going further, participant K22 (Male Senior teacher, 16 years) commented as follows: *"Teachers should be taken for in-service training about classroom management in seminar. Especially, the teachers who are inadequate in field information have troubles in classroom management. For this reason, in-service seminars about field information should be arranged and teachers should renew themselves".*

Participant K12 (Male Senior teacher, 7 years) commented as follows: *"Students need to be guided according to their talents".*

K15 commented as follows: *"For classroom management to be successful, it is needed to know the students well and to decide suitable techniques and methods for them".*

Participant K2 (Female Senior teacher, 21 years) commented as follows: *"The physical equipment of the school should be improved. Inadequacy of materials and equipment should be fulfilled".*

K14 (Female Senior teacher, 6 years) commented as follows: *"The course equipment in the classroom should be arranged in a way that attracts students' interests".* From the comments of the participants, it can be understood that teachers need to renew themselves to be more successful in classroom management; they need to consider students' differences and prepare the course equipment according to the students' needs. It can also be understood that they need on the job training courses. Many other research studies about pre-service and inservice teachers revealed that the integrated practicum occurs late and is not long-enough (Altıntaş and Görgen, 2014; Taşdere, 2014).

The codes which had the least frequencies are "Coming to the lesson more prepared", "Approaching the students with more tolerance", "Level classes should be created" and "Social activities should be increased". On this, participant K14 (Female Senior teacher, 6 years) commented as follows: *"Teachers should come to the lesson more prepared".* K26 (Female Senior teacher, 15 years) commented as follows: *"The students should be approached with love and tolerance".* K23: *"The parents may object, but level classes should be created. The students who are in bad condition are getting worse among the good students and this situation affects their socializations negatively. However, their being in a classroom in which they would be with the students who are closer to their levels will also enhance their self-esteem. Moreover, when the teacher teaches a lesson according to their levels, more productive outcomes will be possessed." "The students should be provided comfortable environments, and prevent them to be bored, social activities should be focused on more".* From here,

it can be understood that teachers coming to the lessons prepared, being tolerant to the students, level classrooms to be created and increasing the social activities that are given to the students can affect the classroom management of the teachers in a positive way.

DISCUSSION

The leading remarks about the difficulties in classroom management which the classroom teachers encountered are "Parents' avoidance of taking responsibilities", "Inadequacy of course equipment", "Inadequacy of physical conditions" and "Utilization of verbal and physical violence." "Talking without permission" and "Undisciplined behaviours" are the least indicated problems. In the researches made by Kırbaş and Atay, (2017); the leading problem that the classroom teachers encounter in classroom management is students' talking without permission. It is also indicated the readiness levels of students being low, students not listening to the teacher during the lessons, students not being able to focus their attention on the lesson, students complaining about one another all the time, their possession of the habit of going to the bathroom too many times are the behaviours which affect classroom management in a negative way. In primary school years, it takes a long time for students to learn their responsibilities towards the class and school, the classroom rules, and being able to live together. Primary school children need the guidance of their teachers to protect the order in the classroom and fulfil the responsibilities of their own for ensuring the order. This situation causes loss of time while the teacher is procuring the classroom management (Sadık, 2000). In one of the studies, it is expressed that talking in the classroom without permission, showing no interest to the lesson and walking around in the classroom are the most common behaviour seen in the class (Sadık and Arslan, 2015).

Teachers being aware that the students may have these needs and needs like these will strengthen their abilities of classroom management. The leading remarks about how the classroom teachers evaluate themselves in classroom management are "I have an effective communication skill", "I treat students sympathetically", "I set the rules with the students together" and "I keep the students active in the class". And "I reward positive behaviours" and "I cooperate with the counseling service" are the least indicated remarks. In the research made by Sadık (2017); it is indicated that teachers have points that they find themselves adequate and inadequate in classroom management, they are trying harder to struggle with the problems, they do not see themselves at the core of the problems in classroom management; the school administration and parents are mostly dwelling on what they need to do about effective classroom management, they find the pre-service education about

the classroom management as inadequate due to lack of applications, they need education on the issues of struggling with undesirable behaviours, occupational ethics and communication skills. In the research of Sarı and Altun (2015), the problems about the students that the classroom teachers have and related answers are analyzed and it is diagnosed that the teachers have significant problems about their not knowing how to conduct studies which would enhance their students' motivations. In the same research, the result had been reached that teachers have not got a standard for giving punishments and rewards to the students. Also, the teacher's experience should not be ignored. This is because according to the researches that have been made, it has been observed that the higher ranked teachers' skills of classroom management and levels of making the students motivated are considerably more than the teachers who are in other ranks (Bozgeyikli and Gözler, 2016). In the research of Korkmaz (1999); it has been found out that the teachers who have just started their jobs have been experiencing problems in getting the attention of students, explaining the objectives of the lesson, having contact with students, deciding the classroom rules and applying them and knowing the students.

The leading remarks about classroom teachers being more successful in classroom management are "Being in touch with the parents", Self-renewal of the teachers", Minding the student differences" and "The need of course equipment should be provided". The codes "Coming to the lesson more prepared", "Approaching the students with tolerance", "Level classes should be created" and "Social activities should be increased" are the least indicated remarks. In another research conducted by Kırbaş and Atay, (2017); among the things that need to be done for efficient classroom management, the teachers mostly indicated that the lessons should be taught in a student-centred way. Concentrating on the activities, deciding the classroom rules with students, providing parent-teacher-administration cooperation and giving place to planning have followed this line. Crouch and Keys (2014) also advised teachers corporation with the families to solve students' problems in school. Among the necessary recommendations for effective classroom management of classroom teachers, it can be seen that there is administration, teacher and parent cooperation. Furthermore, compatible cooperation not existing among the administration, teacher and parent is affecting the education system negatively. There needs to be a positive communication for maintaining cooperation among these three; also, because, the research made has shown that most of the learning takes place outside the classroom (Paliç and Keleş, 2011). In another research, by means of preventing the discipline problems, teachers' cooperation with the family and school counsellor comes first (Sadık and Arslan, 2015).

When an undesired behaviour arises in the classroom, a teacher needs to notice this immediately and he or she needs to choose a method which is aimed at eliminating this problem. The most crucial point at deciding on a method is the type of behaviour which comes up (Güleç and Alkış, 2004). Precautionary methods are the precautions that the teachers take before undesirable behaviours and actions that damage the classroom order. For making the students take active roles in the classroom activities, every action made by the teacher can be accepted as a preventive precaution of undesirable behaviour. Some of these control methods are as follows: planned studying, fluency activities, consistency, teacher control and deciding rules (Tertemiz, 2006). Also, to prevent undesirable behaviours, the followings should be given weight to: use of positive reinforcements, the expectations from students should be indicated clearly and precisely, focus on what needs to be done instead of what should not be done, be consistent, giving a place to use rewards instead of punishments, establishing a healthy relationship between teacher and student, paying attention to use 'we' language instead of 'you' language and avoiding physical intervention (Şentürk, 2010). Şahin and Arslan, (2014) stated that students' face to face or out-of-classroom conversations after the problematic behaviour are affecting them more positively and punishment in the classroom is affecting them in a negative way. In the research, Şentürk, (2007) stated that providing a successful educational setting, the teacher needs to prepare appropriate studies by paying attention to students' personal differences. In another research, it had been designated that the problems, which teachers encounter most, are student differences, reflection of different family settings and attitudes of students' towards the lesson (Paliç and Keleş, 2011). Again, in another research, it has been stated that discipline problems are caused mostly by student and family qualities (Sadık and Arslan, 2015). Ekici and Elici (2014) state that the behavours of the students are affected by different factors such as locations of the schools, characteristics of the schools and students. All these results from different studies also support the findings of this study.

Conclusion

Conclusively, from the views of the classroom teachers about the difficulties they encounter in classroom management, it is understood that these problems are mainly based on some difficulties such as; Student-based difficulties, data-based difficulties, physical environment and lack of material-based difficulties. In addition to these, most classroom teachers find themselves adequate in classroom management while only a few of them find themselves inadequate.

Finally, from the views of the teachers, it is understood that they expressed their views about what needs to be done in being more successful in classroom management under two subtitles. The first one is; "What teachers need to and the second one is; "What needs to be done about the school's general management.

RECOMMENDATIONS

Improving both the physical conditions of the schools and the need of course equipment can help the teachers to be more successful in classroom management.

Doing activities like motivating the students to the lessons and giving direct information for school rules from the formative school years of the students can help the teachers to be more successful in classroom management. Giving on the job training to the teachers who find themselves inadequate in classroom management can help the teachers to be more successful in classroom management.

CONFLICT OF INTERESTS

The author has not declared any conflict of interests.

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