



European Journal of Educational Research

Volume 8, Issue 1, 141 - 156.

ISSN: 2165-8714

<http://www.eu-jer.com/>

“It Is Not Our Fault; It Is Our Professors’ Fault!” Preservice Teachers’ Perspectives on Their Own Experiences in Teacher Education Classrooms

Mustafa Yasar *

Cukurova University, TURKEY

Received: October 12, 2018 • Revised: December 10, 2018 • Accepted: December 15, 2018

Abstract: Teacher education programs are often accused of failing to prepare preservice teachers for real life classroom situations. In the case of research on classroom management, the focal point is often classroom teachers and their educational and behavioral goals rather than students’ experiences. This study aims to explore the perspectives of preservice teachers on their attitudes and behaviors in the university classrooms. For this purpose, 40 preservice teachers, who studied in the Early Childhood Education department at a state university in Turkey, were selected. The interview was chosen as the data collection method. The interview questions were based on the questions that Cothran, Kulinna and Garrahy (2003) used in their study with the secondary physical education students. The collected data were analyzed by the constant comparison method (Glaser & Strauss, 1967) and common themes were constructed through the analytic induction method (LeCompte & Preissle, 1993). In this study, the findings indicated that incompatible behaviors served different functions in teacher education classrooms. The preservice teachers perceived punitive teacher responses to students’ negative behaviors as compelling, ineffective and mostly humiliating practices. The preservice teachers provided three main elements that affect their attitudes, behaviors and experiences in a teacher education classroom. These elements were related to students, teachers, and the context of the classroom. The preservice teachers perceived their positive or negative behaviors mostly as reactions to the behavior of the teacher and the classroom environment.

Keywords: *Teacher education; preservice teachers; classroom management.*

To cite this article: Yasar, M. (2019). “It is not our fault; it is our professors’ fault!” Preservice teachers’ perspectives on their own experiences in teacher education classrooms. *European Journal of Educational Research*, 8(1), 141-156. doi: 10.12973/eu-jer.8.1.141

Introduction

Teacher education programs are often accused of failing to prepare preservice teachers for real life classroom situations. Gurcay (2015) found that the classroom management courses had no effect on the classroom management styles of the preservice teachers. Darling-Hammond (2010) stated that teacher education programs are often too theoretical and too abstract and that they cannot offer specific instructional tools for the use of preservice teachers. De Juanas and Beltrán (2012) argued that students tend to be as naive at the end of their university studies as the years they have entered.

Teacher educators who are obliged to disseminate accepted theories and effective teaching methods work with students who tend to filter teacher education courses according to their established beliefs about how to teach (Balli, 2011). In Balli’s (2011) study, she found that preservice teachers’ beliefs about teaching are originated to a large extent from their memories gathered for 12 or more years by observing and interacting with their primary, secondary and high school teachers. This is similar to what Lortie (2002) calls “observation apprenticeship”. The opportunity to interact with their teachers for a long time creates a profound and comprehensive understanding of classroom life for preservice teachers long before they decide to participate in the teacher education programs (Balli, 2011). Although it seems useful for preservice teachers to develop beliefs about teaching, observational apprenticeship provides a challenge for teacher educators.

The primary task of higher education institutions is to encourage students for learning and development (Anderson, 1999). In the absence of cooperation between instructors and students, students become motivated by non-educational rather than educational objectives in the classrooms (Cothran & Ennis, 1997). This conflict between educational and non-educational goals creates a tension in the classroom that negatively affects effectiveness of the educational practices (Cothran & Ennis, 1997). Conflicts can create unbalanced situations where teachers and students have

* **Correspondence:**

Mustafa Yasar, Cukurova University, Education Faculty, Adana, Turkey.

✉ myasar@cu.edu.tr

different opinions about the subject, have different expectations from each other, and have different emotions about the results of the conflict (Tantleff-Dunn, Dunn, & Gokee, 2002).

Although many faculty members have high-level expertise in an academic discipline, they often feel unprepared to manage destructive or harmful behavior in the university classrooms (Anderson, 1999). Most teaching staff are not prepared to develop effective cooperation within the classroom because their academic training does not provide them the opportunity to develop the expertise in this field. Thus, teachers often try to restructure their ideal learning environment in their classroom, or try to transfer the space of the professional workplace to the traditional classroom (Anderson, 1999). This makes the cooperation and handling conflicts even more difficult. Handling the conflicts between students and teachers is an important part of the academic life and can be a repulsive and disturbing experience for both teachers and students (Tantleff-Dunn, Dunn, & Gokee, 2002). Cothran and Ennis (1997) found that both teachers and students felt that they had inadequate resources to solve conflicts in classrooms. They argued that failure to deal with conflicts could lead teachers to use less emphatic and more challenging approaches to educational processes.

Many teacher educators assume that university students enter the classroom being aware of their responsibilities and how to behave in a classroom. The fact is that university students are coming to universities with different values, perceptions and skills, and carry their own outside standards into the classroom environment (Anderson, 1999). Because of this, students and teachers cannot always make the same sense of the same things (Cothran, Kulinna, & Garrahy, 2003).

Differences between teachers' and students' perspectives on the same educational experiences have been documented in some studies (Koepke & Harkins, 2008). Cothran and Ennis (1997) found that students were aware of the dynamics of classroom management, but their views did not always match those of their teachers. Zeidner (1988) stated that the views of teachers and students about classroom management may differ and that the actions of teachers may not always seem logical for students.

Students' perceptions of the classroom experiences and the educational and disciplinary practices applied to them have been explored at different grade levels. Sun and Shek (2012) investigated perceptions of negative behaviors in the classroom among middle school students in Hong Kong. Lewis (2001) studied how primary and secondary school students perceived their teachers' use of coercive discipline strategies. Kunter, Baumert, and Koller (2007) investigated the effects of classroom management strategies on student interest in mathematics courses for secondary education. Cothran et al. (2003) investigated perceptions of secondary (grades 6–12) physical education students about effective and ineffective classroom management strategies that were applied to them. Allen (1986) studied high school students' perspectives on classroom management.

Although the perceptions of students from kindergarten to high school about their classroom experiences, there are few studies that examined preservice teachers' perspectives on different aspects of their own experiences in teacher education classrooms. In his study, Stoughton (2007) explored the perceptions of pre-service teachers about teaching, about what they learn in university courses, and how they evaluate the discrepancies between behavior management practices that they observe during their internship in public school classes. Reupert and Woodcock (2010) investigated the preferred management strategies of pre-service teachers and how confident and successful they found themselves in managing a classroom. In their study, Jamieson and Thomas (1974) revealed the power inequality between teachers and students and the widespread abuse of power by teachers towards high school and undergraduate students. This compelling use of force has shown a negative relationship between student satisfaction, learning, and teacher influences on students beyond the classroom. Tantleff-Dunn, Dunn, and Gokee (2002) found that when university students communicated with their professors about their concerns, they were generally not satisfied with the professors' responds. Instructors also generally feel confused about the origin of the student complaints and believe that their complaints are unfair.

There are also studies that investigated the relevance and effectiveness of the classroom management courses for preservice teachers (Caner & Tertemiz, 2015; Cerit, 2011; Fowler & Sarapli, 2010; Giallo & Little, 2003; Gurcay, 2015; Weinstein, 1998). For example, Cerit (2011) explored the relationship between preservice teachers' self-efficacy and their approach to classroom management. Fowler and Sarapli, (2010), in their study, revealed that classroom management is as important for university students as the teachers. They found that ELT students have certain expectations of their educational leaders such as being on time for class and starting the class as scheduled. Caner and Tertemiz (2015) studied the attitudes and beliefs of preservice teachers studying in English Language Teaching Program (ELT) toward classroom management. Balli (2011) studied pre-service teachers' perspectives on classroom management strategies of their past teachers. Giallo and Little (2003) found that both teachers with less than three years of experience in primary education and senior year preservice teachers feel middle level confidence for teaching and that they need additional training in classroom management. Pereira and Gates (2013) investigated pre-service teachers' perceptions about their regarding classroom management and found that the needs of preservice teachers were more complex than the content of textbooks and course content.

There are limited studies that focus on the learners' own perceptions and experiences (Allen, 1986; Allen, 1995, Cothran & Ennis, 1997, Cothran & Ennis, 1998; Supaporn, 2000). Researchers focused mostly on environmental factors such as academic tasks, classroom rules, teacher characteristics, teacher agenda, and non-academic activities rather than students' internal experiences and perceptions (Allen, 1986). Studies on classroom management and behavioral problems often ignored students' perceptions and attitudes (Cothran et al. 2003) and focused mainly on teachers' attitudes and behaviors (Sun & Shek, 2012). A surprisingly small number of studies have examined the conflicts between teachers and students and students' perceptions on teachers' responses to disputes (Tantleff-Dunn, Dunn, & Gokee, 2002). Because the students are active members of the classroom and their actions and perceptions also play an important role in shaping the classroom context, the educators need to understand the educational theories of the students (Cothran et al. 2003).

This study is important for various reasons. First of all, how preservice teachers perceive their own experiences is known little despite the fact that preservice teachers acquire more through personal experiences than formal instruction (Balli, 2011; Cothran et al., 2003; Lortie, 2002). Understanding how pre-service teachers perceive effective classroom management is important for teacher educators in creating more successful and fun learning environments. This study is also important because it approaches classroom as a complex social system and treats teacher-students interaction as reciprocal (Wubbels & Brekelmans, 2005; Yasar, 2017). The system approach focuses on the pragmatic aspects of communication, in other words, the impact of the communication process on others involved in communication (Wubbels & Brekelmans, 2005). Using the system approach, the researchers assume that the behavior of the participants in communication affects each other mutually (Wubbels, Créton, and Holvast, 1988). One's behavior (teacher) affects the behavior of the other (students) and is influenced by the behavior of others.

This study focuses on the perceptions of preservice teacher about their own experiences in teacher education classrooms. The specific research questions that guided this study were: How do preservice teachers perceive their negative behaviors in the classroom? How do they perceive their teachers reactions to negative student behaviors? And how do they describe the elements that influence their perceptions on their experiences in a teacher education classroom?

Methodology

This study is situated within an interpretivist tradition because it aims to understand how preservice teachers experience their world and what it is like to be in that world (Garrick, 1999; van Manen, 1990). To this end, interview was chosen as a data collection tools to reveal the perceptions of the participants on the way preservice teachers see themselves and others in teacher education classrooms and the way they feel about certain issues such as negative behaviors and classroom management (van Manen, 1990). Stake (2010) states that interviews are used to obtain unique information or interpretations held by the person interviewed.

Sample and Data Collection

In this study, 40 preservice teachers, who studied in the Early Childhood Education department at a state university in Turkey, were selected. In Turkey, undergraduate studies take four years and the internship is done last year while students are still taking some courses. Early Childhood Education students were chosen for study due to their accessibility because the researcher is a faculty member in the same department. The Early Childhood Education department has day-group and evening-group. Students who are working during the day, or studying as a second major often enroll in the evening-group and consequently there are some differences between these two groups. To avoid extreme deviant cases, only students from day-group were chosen as research participants. In each grade level there were approximately 40 students adding up to total 160 students in this department. To reach diverse participants 10 students were chosen from each grade level on the basis of volunteerism and appropriate sampling. Because being a preschool teacher is more popular among female students in Turkey, the researcher could reach more female participants than male ones. Fourteen of the participants were male and 26 of them were female. The ages of the participants were between 18 and 26.

The interview was chosen as the data collection method. Because the researcher is one of the instructors in the same department, in order to prevent the possibility that the participants may hesitate to speak freely, four students who were studying on this field worked as the interviewers. The researchers trained the interviewers by using the interview guide (Patton, 1990) on how to do qualitative semi-structured interviews. These students, in return, received points for their research project course. The interview questions were based on the questions that Cothran et al. (2003) used in their study for similar purposes with the secondary physical education students. The same questions were translated to Turkish by the researcher and tested with two students from different departments.

The interview questions included descriptions of student behavior, classes in which students behaved/misbehaved, and perceived effectiveness of various teacher management strategies. The interview guide focused on students' descriptions of participants own engagement, engaging classes, preferred class activities, and changes that students would like to make in their schools. The participants asked to talk about specific class examples of lessons that appeared to be successful and unsuccessful in engaging students and to reflect on those lessons. In addition, participants were asked to how they see classroom environment where there is harmony or disharmony. The

interviews were conducted individually with students in a semi-structured way during the Spring semester. All interviews were conducted by four students from the same department on a quiet classroom and took about 20 minutes. The interviews were recorded and then transcribed.

Analyzing of Data

The collected data were analyzed by the constant comparison method (Glaser and Strauss, 1967; Strauss, 1987; Strauss, & Corbin, 1990) and common themes were constructed through the analytic induction method (LeCompte & Preissle, 1993). The constant comparison process serves as a guide for data reduction and analysis (LeCompte & Preissle, 1993). Corbin and Strauss (2008) define the constant comparison method as "The analytic process of comparing different pieces of data for similarities and differences" (p. 66).

The first step was to reduce data by searching the data completely for "the smallest piece of information about something that could be done on its own" (Lincoln & Guba, 1985, p. 345). The interview transcripts were used as primary data sources. The researcher identified several recurrent ideas by scanning data sets in three areas. These areas were: (a) for each preservice teacher, (b) at each class level, and (c) across all preservice teachers. Morse and Field (1998) state that each piece of data must be compared with every other piece of relevant data until the researcher reaches some categories. These categories were then compared and contrasted to form more general themes that captured larger aspects of the data. The researcher then re-viewed the created categories by comparing and contrasting them with the other categories to reach some overarching themes (Sadler, 2006). After the themes were formed, the data were re-examined to reveal the negative situations. The students were given some code names such as S35F. In this example, S refers to student, 3 refers to third year, 5 refers to the identity number and F refers to female.

The methods undertaken to ensure the trustworthiness of the data included a triangulation of data sources by interviewing four different groups of students at each grade level. Also, the researcher provided interview excerpts that illustrated the perceptions of preservice teachers to increase the trustworthiness of the findings. Additionally, the data were carefully reviewed for negative cases revealed the situation and expressions that do not comply with the themes. These negative cases were used to disprove an emerging theme or to provide alternative perspectives on key issues (Boeije, 2002).

Findings / Results

The results of this study illustrate how the preservice teachers view their own experiences in teacher education classrooms in terms of their behaviors and in general related to their teachers' classroom management practices. The themes and categories are shown in Table 1.

Table 1. Themes and Categories

Themes	Categories
Negative Behaviors in teacher education classroom	Coping with boredom Conformity Terminating the class Reaction to uncertainty Search for confrontation
Elements Affecting Preservice Teachers' Perceptions	Student related elements Teacher related elements Context related elements

As seen in Table 1, the findings indicated that incompatible behaviors of preservice teacher in teacher education classroom served several functions in teacher education classrooms. The preservice teacher provided various explanations for their attitudes and behaviors in their teacher education classrooms. The preservice teachers mostly associated their negative attitudes and behaviors with the elements related to students, teachers and the context of classroom. These elements also consist of some sub-categories that are shown in Table 2.

Table 2. The Elements Affecting Preservice Teachers' Perceptions

Student related elements	Teacher related elements	Context related elements
Prejudices of the preservice teachers	The feelings towards the instructor	Love and respect
Family and upbringing conditions	The relationship between the instructor and preservice teachers	Force and coercion
Personal characteristics and psychological conditions	Classroom management	Indifference
Their past educational experiences	Teaching and learning process	

Negative Behaviors of Preservice teachers

The preservice teachers listed a number of negative behaviors they observed in their classrooms. These negative behaviors can be grouped under five different categories in terms of their functions. These categories can be expressed as coping with boredom, conformity, terminating the class, a reaction to uncertainty, and a search for confrontation. The first category is an effort to cope with boredom. When the preservice teachers find the course boring and the opportunities for socialization are limited, the behaviors they put forth in order to overcome the stress and socialize fall contrary to the classroom order and fall into the category of negative behavior. Talking among themselves, playing with the phone (listening to music, writing, surfing the internet, surfing in social media, etc.), doing something not related to classroom activities, and sleeping come first among the list of negative behaviors. The following interview data illustrates this point.

Some students might be listening to music with headphones. S17F

You go to the classroom and sit back and play with your phone. S24F

They are usually engaged with different things. Their interests are different, mostly extra-curricular activities. S18F

They speak among themselves and speak very loudly, preventing us from listening to the lesson. S15F

We, men, were opening and watching football matches and preparing lottery. S31M

The second category includes the behaviors that aim for conformity. When the harmony within the class deteriorates, negative behaviors become widespread among the students and behaving discordantly becomes a new kind of normality. Negative behaviors may occur in harmony with the negative classroom environment, or in the name of not being contradictory within the group belonging. The following expression reflects this situation.

The majority is probably acting like that. They also have the feeling of belonging to something or they do so because they really don't like it. S10F

Another category of negative behavior is the effort to terminate the class. In lessons that are perceived as both boring and useless, students develop some reactions to ensure that the course is finished earlier. These reactions include sabotaging the lesson, not showing any interest, or pretending to be listening to the lesson. The following expressions illustrate these situations.

When students do not like the teacher, they go into the mood "the course should quickly end." So no one is listening to the lesson. The students have this psychology, so they don't take anything seriously to finish the lesson quickly. It is as if no one pay attention to the teacher so that the lesson ends quickly. S32F

They can do anything to push the boundaries of the teacher. I heard something, for example, to cancel a teacher's class students sprayed pepper gas into the classroom, but the teacher continued her class in another classroom. S38F

A reaction to uncertainty is another reason for preservice teachers to have some negative behaviors in a teacher education classroom. Uncertainty in a classroom can arise especially when the authority of the teacher is weakened and the classroom order is deteriorated. The uncertainty state refers to the fact that the classroom rules have lost their validity. In such situations where appropriate behavior is unclear, the impulsive behaviors increase and the teaching process deteriorates. The following interview data illustrates this point.

Students behave however they feel like in that class. S29M

Students would be too relaxed because nothing would happen if they don't fulfill their responsibilities. S40F

They might come late for class, they can leave early. S49F

They behave arbitrarily. S38F

Because the teacher cannot dominate the student, the students behave as they want. S11M

Finally, the negative attitude toward the teacher can manifest itself in the form of aggressive confrontations, which can turn into an attempt to hurt or undermine the teacher. In this case, the tension between the teachers and the preservice teachers can turn into an open conflict. They explained this perspective as follows.

Because they (students) don't think there's anything they can get from them (teachers), they don't have a purpose there, "there's nothing that the teacher can transfer to me, there's nothing I can take away from him." It's not a personality I can respect anyway, they say. S15F

There might be some students speaking badly. S32F

To rebel against the teacher, students might get stubborn saying that "Wait a minute, I won't do it, you can't decide about everything." S46F

They take some kind of revenge. But they are not aware it. S30F

Negative Student Behaviors and Teacher Responses

The participating preservice teachers found punitive teacher responses to their negative often compelling and ineffective. Most of the participants stated that they found punitive teacher behaviors, such as screaming, taking points away, kicking out of the classroom as humiliating and inappropriate. The preservice teachers stated that;

In my opinion, these methods (punishments) are not the methods that will be used by the teacher who tries to establish an effective classroom management. S14F

The teacher shouting at the student in class, taking points away or kicking students out of the classroom, these are all wrong techniques. You cannot make students do something in this way. It only whips students up to the teacher. S29M

I don't think it's a nice thing for people who have reached a certain level of maturity. How can it be right to humiliate people in front of their loved ones and friends they see all the time. S48F

The preservice teachers suggested more interactive teacher responses to student behaviors. Instead of these punitive reactions, the preservice teachers suggested that teachers should talk privately with the student who misbehaved in their classrooms. The most preferred approach for preservice teachers to achieve mastery of the classroom or to cope with incompatible behaviors is that the teacher individually talks with the misbehaving student and tries to understand him/her. The following interview data illustrate this point.

I disapprove of the punishment techniques such as shouting, taking points away or kicking students out of the classroom. When a student does something that requires punishment, teachers should use different and more authentic punishment strategies instead of these usual ones. S11M

If a student in a class does not act appropriately, the teacher should try to understand why the student does not act in accordance with the class rather than forcing the student to obey the rules by reprimanding them. S21M

I think it's a very offensive behavior. I mean, I think it makes more sense for me to warn him/her nicely and more effectively after all the students get out of class. S44F

The preservice teachers argued that in some situations punishment can be acceptable teacher response, it is even recommended. The preservice teachers found punishment acceptable especially when negative behaviors were too frequent, too disrespectful, and disruptive, and when it is fair and professional. The following quotes clearly illustrate this kind of situations.

Shouting, taking points away or kicking students out of the classroom, these are all not effective methods. However, if the frequency of maladaptive behavior increases, the punishment methods can be used. The punishment methods can be the greatest help. S13M

If they are disrupting the classroom order and continuing to behave the same way after being warned several times, and standing in students' way, then they can be removed from the class. S26F

If a student did something very disrespectful and not showing any remorse, that student should be removed from the classroom. S36F

In some cases this is necessary. If he/she disturbs the peace in the classroom, the student can be sent out from class. S47M

Elements Affecting Preservice Teachers' Perceptions

The preservice teachers stated that the elements creating the harmony and order in the classroom and shaping the student behaviors are gathered in three main groups. These elements were related to students, teachers, and the context of the classroom.

Student related elements

The student related elements play an important role in shaping preservice teachers' emotional attitudes towards the courses and their behavioral responses in the classroom. Personal elements include; prejudices of the preservice teachers, family and upbringing conditions, personal characteristics and psychological conditions, and their past educational experiences. Among the student-derived elements, the preservice teachers shares some prejudices of towards the school, the courses and the teachers that affect their experiences.

There's a class called "Introduction to Teaching". In high school, I had the same class. I graduated from teacher's high school. I did not like there, either. Nothing has changed here, either. S31M

But the courses I still can't do even if I work hard. The reason for this is that they are difficult because they are foreign for me and they require some calculations. S42F

They might not like the course or department. S18

The preservice teachers stated that the family background and upbringing conditions play also an important role in their attitudes and behaviors in a teacher education classroom.

If students are not doing what teachers ask them, they probably were not raised well enough by their parents... The reason why students with violence tendency to behave that way is because their families or their environment place the use of violence instead of communication in their unconscious minds. Students who do not create any problems and do properly what their teachers ask had proper experiences and received good education from their families. These children have been taught that violence will not work and if there is a problem, they can handle it by talking. S21M

The personal characteristics of the preservice teachers influence the general attitude towards the courses and the educational environment and shape their expectations from the instructors. Preservice teachers explain the personal elements to a great extent with the student's personality traits and psychological status. According to the preservice teachers, the personal characteristics of students are reflected in the classroom environment when students are not mature enough, not developed enough sense of responsibility, when they have apathy toward life, and when they are short-tempered and ill-humored. Psychological states of the students seem to play an important role in their attitudes and behaviors in the classroom. Therefore, students may have psychological problems or their current psychological state might lead them to negative behaviors.

Students may be irresponsible and disrespectful. S17F

They can behave that way, because they could not educated themselves. S30F

They might have some psychological problems. S46F

The second reason is the person himself/herself. The person may be short-tempered or ill-humored. That's why he/she may be acting like that. S43M

It also can be related to the psychology of the person at that moment. S42F

Teachers related elements

The preservice teachers interpreted both the classroom environment and students' positive and negative behaviors in the classroom as a result of the teachers' personal and professional characteristics and their in-class practices. They explained all their behaviors in the classroom as a reaction to the classroom environment and the teachers' actions. In this sense, preservice teachers put the responsibility of negative student behaviors onto their instructors. Just as there is incompatible student, the preservice teachers also talk about the incompatible teachers, and they link the cause of all the behavioral problems in a classroom to the existence of the incompatible teacher. They explained this perspective as follows.

Students do not behave in the same way in every courses, it depends on how the teachers doing the lessons. It is not our fault; it is our professors' fault. S27M

Students approach to good teachers with genuine love and respect. S21M

They do not behave the same way in every course. They behave according to the teacher. It depends ninety-nine percent on the teacher, We should allocate one percent for the students. S43M

I think it is because of the teacher. In the course of an incompatible teacher, students cannot be expected to behave very well. S47M

The preservice teachers cited their feelings of the instructor, the relationship between the instructor and preservice teachers, classroom management, and teaching and learning process as the major elements of harmonious classrooms. First of all, the feelings of preservice teachers toward their teachers seem to be one of the most important factors in forming the attitudes of preservice teachers toward their own learning process and the courses and their attendance and social behaviors in the classroom. When preservice teachers have strong positive feelings toward the instructors, the adaptable behaviors and cooperation in the classroom seem to increase. The positive feelings of the preservice teachers for the teachers make their courses more attractive for them and conversely the negative feelings toward the instructor transform the course into an undesirable and uninteresting course. The following quotes clearly illustrate this kind of situations.

It changes form one course to the other. They listen in the course of beloved teachers and they show negative attitude in the courses of teachers that they do not like. It depends on the teacher. S36F

I would suggest firstly being friendly and warm with students, I would suggest them to earn students' love. S31M

I talked about the example of Y teacher's class. The class listens silently in his classroom. There is authority in the classroom. This teacher makes his class fully functioning, if the other could not, it is because of that teacher. S39M

The participants stated that their relationship with their teachers is one of the main sources of the order and their prosocial or negative behaviors in the classroom. The personal traits of teachers such as being understanding, positive and caring play an important role in shaping students' attitude towards the courses and learning process. The preservice teachers often express the need for love, respect and understanding in relationships with their teachers. Many factors such as how the teachers dress, their tone of voice, how they address students, their level of personal sharing and warmth are important topics that the preservice teachers pay attention in the relation of teacher in the classroom. In a classroom the mutual respectful relationship between teachers and students support students' positive feelings toward teachers, courses and to the whole department, and positive and adaptive behaviors in the classroom. The following quotes clearly illustrate this kind of situations.

Students either respect their teachers and have positive relationships with them or they feel that they have to do what the teachers ask because they are afraid of them. S24F

If there is no problem of adaptation, I think that most probably the relationship between teacher and students are very well. S46F

Because that teacher approach students as human beings, that's why. He/she understands their problems and treats them accordingly. Unlike other teachers, he/she is aware that we are not from outer space. S42M

The teacher could not reach the students that's why they behave this way. The teacher couldn't make connection with the students. S44F

The preservice teachers expected a more egalitarian relationship with the teachers in the university environment, but they often express that they are not treated like an adult. This is even more important for some who are older, married, have children, or getting second degree. Critical, judgmental, ridiculing, sarcastic or condescending expressions used by faculty members often negatively affect their relationship with the preservice teachers.

There are even married students. I would like them to consider students' general conditions. There are married people; their kids become 5 years old. Some teachers have insulted even them. I do not think this kind of behavior suits teachers. S40F

Some of the teachers speak a very sarcastic way. I wish they think about what they say before they say it. S12F

One of the most important elements in relation between teaching staff and preservice teachers is that the relationship is one-sided and preservice teachers cannot always share their thoughts and feelings with their teachers. Some instructors encourage preservice teachers to provide feedback, while others seem inaccessible. The preservice teachers stated that they believe, except a few teachers, most of the faculty members do not even like to get feedback from students and that they are closed to criticism. In some cases, even though the instructor asks preservice teachers for their ideas, they does not include them later in practice, which hurts the relationship between the teaching staff and the preservice teachers even more. The preservice teachers are particularly hesitant to share their distress related to the teaching process, such as class being too long, being distracted, failure of the teaching strategy to serve the purpose of course, or inability to understand the course content. The main concern under this one-way communication is that the teachers may not accept these feedbacks as mere criticism and that this would reflect negatively back on the preservice teachers.

For example, it is wrong for teachers to ask students' opinions about the course process at the beginning of the class and then doing whatever they want at the end. I think they need to know this. It is wrong to start with asking "how do you think the lesson should be done, does it suit you like this?" and continuing inappropriately. S18F

There are some professors who are already asking that. This is a very nice thing, I approve of it, but we are too afraid to say something to some other teachers. S22F

We want to tell these to the teacher, but we do not dare. The teacher should know if there might be serious problems in the class, but we do not always say it, as I said. We can't share everything, we don't dare. S34F

I would like teachers to do self-criticism, but they never do it. If I tell them, I would fail the class. They can't handle criticism. If there are 10 teachers, only 1 or 2 can take criticism. S40F

At the professional level, classroom management and effective teaching are emerging as two important elements that affect preservice teachers' perceptions. The terms such as discipline, authority, and classroom management were among the most common terms mentioned by preservice teachers during the interviews. The classroom management skills of the instructors seem to play an important role in the development of the preservice teachers' attitude towards the lecturer and the lectures. The preservice teachers express the appropriate discipline structure and functional teacher authority within the classroom as a basic condition and a prerequisite for a harmonious classroom. Authority and effective classroom management are seen as a central importance in creating a classroom where love, respect and

positive relations can develop. Being able to create a discipline within the classroom without coercion, force and threats, creating a fun learning process in which students are actively involved, and creating a safe classroom environment in which students can express themselves are at the forefront of professional skills that preservice teachers consider important. The preservice teachers revealed that when they see the teachers as too soft and permissive, they often lose interest in the lessons and instructors, and they behave however they desire. The teachers who are overly docile, permissive and well-intentioned and lacking authority and classroom management skills are ignored by students and their good intention are often abused. Surprisingly preservice teachers showed more respect and love for the authoritative teachers who provide discipline with clear and functional rules in the classroom. However, when teachers are trying to maintain order with very severe discipline and punishment threats, their courses would become unfavorable.

The teacher should be moderate and sincere to the students to be able to understand them, but the teacher must also have a certain authority. He/she should protect that authority. What I mean by authority is not a traditional approach, it is not forcing students. The teacher should provide a democratic environment by prioritizing the student. S48F

They are successful in classroom management. That's why I do not have difficulty adapting to the classroom. S42F

In a classroom with incompatible students there is a teacher who cannot establish an effective communication and discipline. S13M

On the contrary, if the teachers were to behave more intimate like a friend, they would be abused in many ways. Nobody would show them respect. S23M

I think it depends on teachers. Now, in a class of a very authoritative teacher they cannot behave that way even if they want to. Maybe they can't even take out their phone. In other words, it is related to teachers. S20F

However, teachers should not sacrifice their relationship with students for the sake of authority or vice versa. A distant but warm and friendly relationship is often expressed as a desirable condition by preservice teachers. The preservice teachers exhibit incompatible behaviors in these classrooms when the teaching staff is unable to establish a warm, but balanced relationship with the students. The balance between authority and warm relationships is often mentioned during the interviews. The preservice teachers stated that;

Now there is a teacher who is kind but firm, there is a teacher who gets angry at everything and also there is a teacher who is too permissive. In my opinion, ideal teacher should be the first one, kind but firm. S20F

There must be a limit in intimacy, but it should not be too rigid attitude either like I am teacher you are student. Not like a friend, not like a parent, but I would like to feel close S31M

There should be rules, there should be teacher-student relationship, but they should not be extreme. S34F

I would tell them to get down to students' level, to joke, to chat with them, and to set up course discipline when it is necessary. S26F

The second professional characteristic of teachers is the effectiveness in teaching and conveying his/her knowledge. The attitudes and behaviors of the teachers during the planning, implementation and evaluation stages of the teaching process affect both the teacher-student relationship and the formation of love and respect for the instructor. Boredom and relevance are two factors related to the teaching process that preservice teachers considered among the most important reasons of incompatible behaviors. The preservice teachers found the teaching and learning process effective when the course activities entertaining and relevant to preservice teachers' professional development. Boredom is one of the most important concerns of the preservice teachers during their courses. When the course takes too long and when there is no break, preservice teachers consider that course especially dreadful. The preservice teachers considered an important skill for teacher educators to be able to adjust the teaching process according to the participation levels of students. Being able to gather their attention when students are distracted and finish the lesson when the students' level of participation drops are considered positive teaching skills among the preservice teachers. The following interview data illustrate this point.

These students do not behave the same in every lesson. Even our ways of listening to different lessons are changing. In some lessons you get sleepy and cannot listen to the lesson. And you listen to some other lessons intently and enjoy them. I got really bored in teacher E's course. In that class, mostly the teacher talks and lectures anyway. S49F

We have teachers who teach constantly the same way. He/she lectures constantly, never stands up or shows videos. He/she is just trying to explain it in auditory. It's not very effective for us. I think they are aware of it, too. Let's watch a video for one week and do observation in another week, we should do group and individual activities so that they stay in our minds. S10F

Because the courses are not relevant to our field, students may exhibit incompatible behaviors. S42F

When the classroom becomes more force-oriented or indifference increases in the classroom, the primary concerns of the student become attendance and passing the course, and the learning process starts losing its importance in the classroom. The participating preservice teachers stated that there are differences in viewpoints between themselves and their teachers about the issues such as evaluation of course and homework, efficacy of course work, student participation in the course, function of feedback cycle, ethical issues in class process, and classroom management. The most important element in this category is the practice for evaluation. Teacher behaviors that make it difficult to pass the course is perceived as negative by the preservice teachers. One of the main situations in a classroom that affect preservice teachers' perception of the teachers is how well the teachers distinguish between students who are working and not working. In this case, homework is an important element. One of the most important expectations of the preservice teachers is fairness from their instructors in the evaluation process.

Some of our lessons, you know, are just to pass... At the moment there is nothing left in my mind about creativity, I did it all, okay, I passed the course with a very good grade, but I have nothing. S46F

The lesson does not interest us and we do not understand. In this case, students doing what the teacher says, everybody is doing the homework, but everyone is bored. S24F

Homework is given and I think there is great injustice for us in this regard. Some students do not do their homework. They're looking at ours, and they're delivering the same assignment next week. I'd like the teachers to notice this. S24F

I really wish the lecturer would know who worked and who didn't work because I don't think that grades, the written exams are good source for evaluation. In my opinion, instead of current status, teachers should consider their year-long performance. S37M

In group assignments, some people do not take on the tasks that they are responsible, but everyone gets the same grade. I'd like the teacher to know that. But telling teachers about it seems like being a snitch or our friendships are broken. That's why I wanted teachers to know, but I wanted them to notice it without me saying so. In general, I didn't want a group assignment. S49F

The participating preservice teachers stated that their investment in the course and classroom harmony echoes their teachers' investment. When a teacher does not care about the course and what goes on in the classroom, students do not care either about how they should behave in the classroom and they often consciously do not fulfill the requirements of the courses. While some teacher educators seems not to have professional goals, some others seems to lack classroom management skills and feel exhausted about trying to manage the classroom. The following quotes illustrate this situation.

This is a teacher who doesn't have a specific goal and doesn't know what he's here for. He warns the students several times in the classroom, but when he realizes that the students don't listen to him, and then he comes to the classroom in a way that he already gave up. S26F

In such a class, when a student behaves inappropriately, I do not think the teacher (if he/she is relaxed) would care about that. S20F

The teacher does not care about the course or the homework. He/she gives passing grades to everybody. Because of this, students do not care about the courses. S27M

He doesn't pay attention to students, he doesn't listen to them exactly, and he doesn't care about them. S15 F

Elements related to the context of teacher education

The participating preservice teachers stated that besides the elements related to students and teachers, some contextual elements also increase negative behaviors in the classroom. Many elements in the classroom can affect students' participation in the class activities and cause distractions in the classrooms. The main contextual element is the general climate and atmosphere in the classroom. Social interaction within the classroom is influential on the behavior of each student. The preservice teachers stated that teachers can create harmony within the classroom by focusing on warm and respectful relationship or create order through force and coercion. In some cases, when love or coercion loses its function, the atmosphere of indifference can emerge. In such situations, both teachers and students lose interest in what is going on in the classroom and indifference starts to dominate the classroom both at the relational and educational levels.

In a classroom environment where love and respect are dominant; mutual cooperation, order, and warmth appear naturally. The preservice teachers defined such a classroom where interaction is abundant, students have a say in class and can express themselves, but at the same time where there is a discipline and order. In such a classroom the preservice teachers felt understood and valued. When there is a harmonious situation and order in the classroom, the students avoid disruptive behaviors because those behaviors affect negatively the harmony and peace in the class and makes them look badly in the eyes of their peers. This relationship structure increases the preservice teachers' personal investments and efforts in the classroom and creates classroom harmony as a preference rather than being

forced. When negative behaviors or disturbing situations occur in a love-focused classroom, they warn the students who behave negatively among themselves and prevent negative behaviors from continuing. The following interview data illustrates this point.

In a different classroom, if the teacher is in control, if there are certain rules, and if all the students comply with these rules, then an incompatible student coming to that class will also have to follow these rules. S29M

If a student breaks the harmony, his/her relationship with the teacher suffers. S27M

When there is a negative behavior, first the class would react. S30F

If a student misbehaves the whole class would be uncomfortable, it would not be nice. S15F

If a student behaves incompatible, he will be excluded by his friends. S10F

As a student, because our teacher is very good, because he is not bad, we are careful not to upset him/her. S47M

In a classroom where force and coercion are dominant, teachers try to create order by focusing on negative behaviors and relying on mostly punishment techniques such as shouting, taking points away for bad behaviors or kicking students out of the classroom. In such a classroom, the preservice teachers stated that they feel under pressure and they have high anxiety about receiving punishment and failing the course. These kinds of classes are often teacher centered and there are limited contributions from students in teaching and learning process and classroom order.

In the classroom of strict and coercive teachers, students also strive for harmony and collaboration. However, this collaboration seems to be presented just enough amounts to get away from punishment and to pass the courses. On the one hand, force and coercion seems to reduce conflict and unwanted behaviors in a classroom, but on the other hand this kind of classroom environment reduces the preservice teachers' investment in the classroom activities and learning process. Consequently, preservice teachers would start focusing on more to passing the course than the learning process and other educational goals. The illusion of harmony and order continues as long as the teachers' authority and the threat of punishment continue to be effective. Although the atmosphere of pressure and punishment threats aim to prevent and solve behavioral problems in the classroom, in this kind of classrooms it seems the harmony and order is not sustainable and negative behaviors increase over time. While in the love-oriented classroom the spread of negative behavior is prevented by students, it appears that such negative behaviors are aggrandized in the force-oriented classroom. In the class of tough and uncompromising teachers, students rarely exhibit open conflict with their teachers and they exhibit a seemingly harmonious attitude. Once the order is broken or the teachers' authority weakens, the negative behaviors seem to increase among preservice teachers. The following quotes clearly illustrate this kind of situations.

We do it compulsorily because it is related to the grades... This way we may look very harmonious from the outside, but when we are asked "How much do we really want to do this?" S44F

In some classes students do stuff just to avoid teachers yelling at them, talking to them badly. They do it in fear. Because of fear, all students are unproblematic and compatible. S28F

The students are afraid of the teacher. On the one hand, they don't want to do the tasks given by the teacher; they don't do it unless it is necessary. S49F

In a class with coercion, when there is misbehavior, another student joins him/her by exhibiting some negative behaviors. Incompatible behaviors increase. S34F

When love or coercion loses its function and both teachers and students lose interest in educational goals, the atmosphere of indifference can emerge in the classrooms. The preservice teachers stated that indifference is a reaction that they had observed both in themselves and in their teachers. In the classroom of indifference, preservice teachers approach with distance and apathy towards everything related to the rules and regulations. Rather than following the rules, they start ignoring the teachers and their instructions, and begin following their own agendas in the classroom. When students begin to see the teacher as weak and ineffective, when being punished become irrelevant for students, and when passing the course loses its meaning or perceived too easy or impossible, then it seems that the dissonance is spreading rapidly among the students. When the classroom harmony and order is already broken, the incompatible behavior of another student is not particularly noticeable. Consequently, negative behaviors seem to increase and the learning environment is severely deteriorating.

In the end we are in the classroom but the teacher does not care, as I mentioned before. It doesn't mean anything to students. The student sees this as an opportunity. That's why they play carelessly with their phones and talk with each other. S28F

The chaos environment usually happens. No one thinks about and fulfills their responsibilities. S46F

In this class, when the student is non-compliant, nothing would happen because no one is doing what the teacher says anyways. S26F

The students are in the mood of "Oh, never mind this teacher." They may not be taking this teacher seriously. S37F
If the whole class is incompatible, it won't stand out if I behave badly, either. S10F

Discussion and Conclusion

The findings of this study echoes the similar studies in the literature in many ways. First of all, the preservice teachers participated in this study listed several negative behaviors that are similar to those observed in other studies. Talking out of turn, disrespecting the teacher, and doing things on their own are the most often mentioned negative behaviors. Using telephone for non-educational purposes and talking each other seems to be shared across all educational levels. Sun and Shek (2012) defined 19 categories of negative behavior from the perspectives of middle school students in Hong Kong. Knowlton (2014) found that in elementary and secondary schools, negative and disruptive behaviors can be as simple as talking in the classroom, yawning loudly or texting by using cellphones. In more serious situations problem behaviors can include hostile, disrespectful and challenging the authority behaviors that threaten the safety of both teachers and students.

The negative behaviors that the preservice teachers listed in this study have similar functions such as entertainment and socialization in teacher education classrooms as they do in the other levels of education (Allen, 1986; Farrell, Peguero, Lindsey, & White, 1988; Knowlton, 2014). The preservice teachers entertain themselves, socialize with each other and try to terminate the lesson prematurely when they perceive the class as boring and useless. Allen (1986) concluded that almost all student behaviors in the classroom were aimed at attaining goals of socialization and getting passing grade. When the activities designed by teachers are clearly linked to the achievement of one of these goals, it seems students become more compatible and present less negative behavior in the classroom (Allen, 1986).

One of the functions of negative behaviors in the classrooms seem to be expressing the discontent through confrontation. However, this function seems to contradict with the main goal of the preservice teachers, which is to pass the course. The tension between collaboration and resistance is the natural form of interpersonal relations, but this tension is rarely expressed directly and become a face-to-face struggle (Cothran & Ennis, 1997). Yasar (2011) illustrates how preservice teachers show resistance while they pretend to be collaborating silently when they have a conflict of interest with the instructors. It seems that confrontation happens only when passing the course loses its importance or to pass the course is viewed too easy or too difficult.

The preservice teachers in this study perceived punitive teacher responses to students' negative behaviors as compelling, ineffective and mostly humiliating practices. From a systemic perspective, teachers' punitive reactions are not only the results of students' negative behaviors, but at the same time these kinds of teachers reactions could become the cause of students' negative behaviors (Wubbels, Créton, and Holvast, 1988). In fact, some research suggests that students attributed their peers' bad behavior to teachers' use punitive strategies (Miller, Ferguson and Byrne, 2000) and there is a close relationship between teachers' coercive discipline strategies and students misbehavior (Lewis, Romi, Qui, & Katz, 2005). Teachers' punitive and coercive discipline strategies also seems to prevent students from taking responsibility for their negative behaviors and to make harder for them to concentrate in school work (Lewis, 2001).

Teacher education literature suggests that students learn how to be a teacher more from examples than direct instruction (Balli, 2011; Lortie, 202). Therefore, by using punitive and coercive discipline strategies, teacher educators set examples contrary to their formal teachings. Instead, the preservice teachers in this study suggested more interactive interventions for negative behaviors and situations. If teachers use the management techniques that students prefer, such as discussions, rewards for good behavior and involvement in decision-making to deal with unwanted student behaviors, students create less trouble while they are in the school and focus more on the educational tasks (Lewis, 2001; Lewis & Lovegrove, 1987).

The preservice teachers provided three main elements that affect their attitudes, behaviors and experiences in a teacher education classroom. The first element was the students themselves. According to the participants, some students act positive or negative because of their prejudices toward the courses, family backgrounds, their characters and their current psychological status. However, the preservice teachers perceived their positive or negative behaviors mostly as reactions to the behavior of the teacher and the classroom environment. In this sense, every behavior is not treated as a new behavior, but as a reaction to the behaviors of the other person or to the context. The studies that investigated students' classroom experiences found similar results indicating that students see their own behaviors as reactions to teachers' actions (Cothran & Ennis, 2000; Supaporn, 2000). However, this contradicts another view that suggests that students misbehave in classrooms because of some personal attributes such as being aggressive or lacking appropriate social skills. This view led some researchers to form some intervention programs to deal with these negative attributes of students (Harrist & Bradley, 2003).

The preservice teachers viewed a warm but balanced relationship between teachers and students as one of the major issues in creating harmony and order in a teacher education classroom. Cothran et al. (2003) found that students desired caring and respectful relationship with the teachers. Tiberius and Flak (1991) define the "teacher-student alliance" as an important component of effective education. This kind of relationship includes both warm feelings and

collaboration. The interactive nature of the teaching process is based on the social interaction between teachers and students. Social relations are based on continuum from consent to domination (Cothran, & Ennis, 1997). Consent is an ideal relationship because it is based on a widely accepted goal that all members have agreed upon, which leads to a small number of conflicts of interest as the group interacts. At the other end of the continuum, domination has a very high degree of conflict but in this case intra-group relations are negligible (Cothran, & Ennis, 1997).

The preservice teachers saw the relationship between the teacher and the students as teachers' responsibility. From their perspective, the beloved and respected teachers have earned the love and respect of their students, while the disliked teachers have failed to do that. Similarly, the teachers either endear the course to their students or they could not. This is somewhat contradictory with preservice teachers' some other thoughts and perspectives. The preservice teachers considered their own behaviors as a reaction to their teachers but fail to see that their teachers' behaviors could also be seen as reaction to the students.

In the formation of the preservice teachers' feelings toward their teachers, the personal and professional characteristics of the teachers work together. In this case, it is not enough for teachers just to be kind and friendly or to have mastery in content knowledge and pedagogic skills. Both personal and professional characteristics of teachers seem to play an important role in shaping the attitudes and behaviors of the preservice teachers. Professionally, as Cothran et al. (2003) found, classroom management and teaching skills of instructors are viewed the major elements that affect the preservice teachers classroom experiences. In this study, the classroom management skills of teachers and their expressed authority is presented one of the major elements in a classroom for harmony and order. Classroom management includes the use of discipline, the control of learning process and promoting positive environments that support academic learning and appropriate behavior (Little & Akin-Little, 2008). Cothran et al. (2003) found that when teachers set early and clear expectations, students tend to show less behavioral problems. Sun and Shek (2012) found that, under normal circumstances, negative behaviors in the classroom disturb students. However, the frequency and intensity of negative behaviors increase when the students find the negative behavior amusing, do not get punished for such behavior, or if the teachers cannot demonstrate authority to control the situation (Sun & Shek, 2012).

Besides students and teachers, classroom context is another element that influences the preservice teachers' attitudes and behaviors. The preservice teachers stated that they behave according to the classroom environment. The classrooms where students work collaboratively and there is mutual interest among students can influence positively students' perception of classroom atmosphere (MacAulay, 1990). Hence, the classroom environment affects how students perceive school climate (Koth, Bradshaw, & Leaf, 2008). While love and respect oriented classroom context encourages the participants to cooperate even when there is conflict of interest, force based classrooms seems to create harmony through threats of punishment. Therefore, in the former classroom context negative behaviors prevented through classroom dynamics, whereas the latter context keeps the negative behaviors at bay as long as there is a strong teacher control and domination. In classrooms where teachers and students are indifferent toward what goes on in the classroom, negative behaviors seem to become contagious. When students misbehave, it disrupts a coherent, collaborative and productive classroom environment and causes students to feel stressed.

The findings of this study provide many insights and recommendations for teacher educators. First of all, the need for self-expression in university classrooms was evident in this study. The classroom environment and classroom activities must be designed to be balanced between control and fun, as Cothran et al. (2003) suggested, and the relationship between teachers and students should contain warmth and authority. Secondly, as the preservice teachers view teachers as a central figure determining how they perceive their classroom experiences and how they behave, teacher educators should developed high awareness in their discourse and practices. Because preservice teachers learn more from examples than instruction through social learning and modeling, teacher educators should conscious of themselves as powerful models. Also, teacher educators should provide realistic management strategies to enable preservice teachers to overcome the problems they face by adapting to rapidly changing workplace conditions and to have the necessary skills to become effective teachers. Although these suggestions are specific to teacher education, in many ways they may be also true for the other levels of education.

There are also some possibilities of further research in teacher education. For example, further studies can focus on the exploration of classroom management in teacher education classrooms and develop some intervention programs to reduce unwanted behaviors and improve the effectiveness of teacher training. Besides, some case studies focusing on particular phenomena in lives of teacher educators and preservice teachers can enhance our understanding of teacher education process.

References

- Allen, J. D. (1986). Classroom management: Students' perspectives, goals, and strategies. *American Educational Research Journal*, 23(3), 437-459.
- Allen, J. (1995). Friends, fairness, fun, and the freedom to choose: Hearing student voices. *Journal of Curriculum and Supervision*, 10(4), 286-301.

- Anderson, J. A. (1999). Faculty responsibility for promoting conflict-free college classrooms. *New Directions for Teaching and Learning*, 77, 69-76.
- Balli, S. J. (2011) Pre-service teachers' episodic memories of classroom management. *Teaching and Teacher Education*, 27(2), 245-251.
- Boeije, H. (2002). A purposeful approach to the constant comparative method in the analysis of qualitative interviews. *Quality & Quantity*, 36(4), 391-409
- Caner, H.A. & Tertemiz, N. (2015). Beliefs, attitudes and classroom management: A study on prospective teachers. *Procedia - Social and Behavioral Sciences*, 186, 155-160.
- Cerit, Y. (2011). The relationship between pre-service classroom teachers' self-efficacy beliefs and classroom management orientations. *Dokuz Eylul University, Buca Faculty of Education Journal*, 30, 156-174.
- Corbin, J., & Strauss, A. (2008). *Basics of qualitative research: Techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage.
- Cothran, D.J., & Ennis, C.D. (1997). Students and teachers' perceptions of conflict and power. *Teaching and Teacher Education*, 13(5), 541-553.
- Cothran, D.J., & Ennis, C.D. (1998). Curricula of mutual worth: Comparisons of students' and teachers' curricular goals. *Journal of Teaching in Physical Education*, 17(3), 307-326.
- Cothran, D.J., & Ennis, C.D. (2000). Building bridges to student engagement: Communicating respect and care for students in urban high schools. *Journal of Research and Development in Education*, 33(2), 106-117.
- Cothran, D. J., Kulinna, P. H. & Garrahy, D. A. (2003). "This is kind of giving a secret away...": Students' perspectives on effective class management. *Teaching and Teacher Education*, 19(4), 435-444.
- Darling-Hammond, L. (2010). Teacher education and the American future. *Journal of Teacher Education*, 61(1-2), 35-47.
- De Juanas, A. & Beltrán, J. A. (2012). Epistemological beliefs of students of pedagogy and sciences of the education. *Revista de Psicodidáctica*, 17(1), 1-16.
- Farrell, E., Peguero, G., Lindsey, R. & White, R. (1998). Giving voice to high school students: Pressure and boredom, Ya know what I'm sayin'? *American Educational Research Journal*, 25(4), 489-502.
- Fowler, J. & Sarapli, O. (2010). Telling ELT tales out of school. Classroom management: What ELT students expect. *Procedia Social and Behavioral Sciences*, 3, 94-97. doi: 10.1016/j.sbspro.2010.07.017
- Garrick, J. (1999). Doubting the philosophical assumptions of interpretive research. *International Journal of Qualitative Studies in Education*, 12(2), 147-156. doi:10.1080/095183999236222
- Giallo, R. & Little, E. (2003). Classroom behavior problems: The relationship between preparedness, classroom experiences, and self-efficacy in graduate and student teachers classroom behavior problems. *Australian Journal of Educational & Developmental Psychology*, 3, 21-34.
- Glaser, B.G., & Strauss, A.L. (1967). *The discovery of grounded theory*. New York, NY: Macmillan.
- Gurcay, D. (2015). Preservice physics teacher's beliefs regarding classroom management. *Procedia - Social and Behavioral Sciences*, 174, 2430-2435.
- Harrist, A. W. & Bradley, K. D. (2003). "You can't say you can't play": Intervening in the process of social exclusion in the kindergarten classroom. *Early Childhood Research Quarterly*, 18(2), 185-205.
- Jamieson, D. W. & Thomas, D.W. (1974). Power and conflict in student-teacher relationship. *The Journal of Applied Behavioral Science*, 10(3), 321-336.
- Knowlton, Katie A., (2014). *Student perspectives of misbehavior*. Unpublished dissertation. University of Western Ontario.
- Koepke, M. F. & Harkins, D. A. (2008). Conflict in the classroom: Gender differences in the teacher-child relationship. *Early Education and Development*, 19(6), 843-864. doi: 10.1080/10409280802516108
- Kunter, M., Baumert, J., & Koller, O. (2007). Effective classroom management and the development of subject-related interest. *Learning and Instruction*, 17(5), 494-509.
- LeCompte, M.D., & Preissle, J. (1993). *Ethnography and qualitative design in educational research* (2d ed.). San Diego, CA: Academic Press.

- Lewis, R. (2001). Classroom discipline and student responsibility: the students' view. *Teaching and Teacher Education*, 17(3), 307-319.
- Lewis, R., & Lovegrove, M. N. (1987). What students think of teachers' classroom control techniques: Results from four studies. In J. Hastings and J. Schwieso (eds.), *New Directions in Educational Psychology, Vol. 2: Behavior and Motivation* (pp. 93-113). Philadelphia, PA: The Falmer Press.
- Lewis, R., Romi, S., Qui, X. & Katz, Y. J. (2005). Teachers' classroom discipline and student misbehavior in Australia, China and Israel. *Teaching and Teacher Education*, 21(6), 729-741.
- Little, S. G., & Akin-Little, K. A. (2008). Psychology's contributions to classroom management. *Psychology in the Schools*, 45(3), 227-234
- Lortie, D. C. (2002). *Schoolteacher: A sociological study* (2nd Ed.). Chicago: University of Chicago.
- MacAulay, D.J. (1990). Classroom environment: A literature review. *Educational Psychology*, 10(3), 239-253.
- Miller, A., E. Ferguson, & I. Byrne. (2000). Pupils' causal attributions for difficult classroom behavior. *British Journal of Educational Psychology*, 70(1), 85-96
- Morse, J. M. & Field, P. A. Anne (1996). *Nursing research. The application of qualitative approaches* (2nd ed.). Thousand Oaks, CA: Springer.
- Patton, M.Q. (1990). *Qualitative evaluation and research methods* (2nd ed.). Newbury Park, CA: Sage.
- Pereira, N. & Gates, J. (2013). Perceived classroom management needs of pre-service teachers. *Kentucky Teacher Education Journal: The Journal of the Teacher Education Division of the Kentucky Council for Exceptional Children*, 2(1), 1-17.
- Reupert, A. & Woodcock, S. (2010). Success and near misses: Pre-service teachers' use, confidence and success in various classroom management strategies. *Teaching and Teacher Education*, 26(6), 1261-1268.
- Sadler, T. D. (2006). "I won't last three weeks": Preservice science teachers reflect on their student-teaching experiences. *Journal of Science Teacher Education*, 17(3), 217-241. doi: 10.1007/s10972-005-9004-1
- Stake, R. E. (2010). *Qualitative research: Studying how things work*. New York, NY: The Guilford Press.
- Stoughton, E.H. (2007). "How will I get them to behave?": Preservice teachers reflect on classroom management. *Teaching and Teacher Education*, 23(7), 1024-1037.
- Strauss, A. L. (1987). *Qualitative analysis for social scientists*. New York, NY: Cambridge University Press.
- Strauss, A. & Corbin, J. (1990). *Basics of qualitative research: Grounded theory procedures and techniques*. Newbury Park, CA: Sage.
- Sun, R. C. F. & Shek, D. T. L. (2012). Classroom Misbehavior in the eyes of students: A qualitative study. *The Scientific World Journal*, 2012, 1-8. doi:10.1100/2012/398482
- Supaporn, S. (2000). High school students' perspectives about misbehavior. *Physical Educator*, 57(3), 124-135.
- Tantleff-Dunn, S., Dunn, M. E., & Gokee, J. L. (2002). Understanding faculty-student conflict: Student perceptions of precipitating events and faculty responses. *Teaching of Psychology*, 29(3), 197-202. doi: 10.1207/S15328023TOP2903_03
- Tiberius, R. G. & Billson, J. (1991). The social context of teaching and learning. *New Directions for Teaching and Learning*, 45, 67-86. doi: 10.1002%2Ftl.37219914509
- van Manen, M. (1990). *Researching lived experience: Human science for an action sensitive pedagogy*. Albany, NY: State University of New York Press.
- Weinstein, C. S. (1998). "I want to be nice, but I have to be mean": Exploring prospective teachers' conceptions of caring and order. *Teaching and Teacher Education*, 14(2), 153-163.
- Wubbels, T. & Brekelmans, M. (2005). Chapter 1. Two decades of research on teacher-student relationships in class. *International Journal of Educational Research*, 43(1-2), 6-24.
- Wubbels, T., Créton, H. A. & Holvast, A. (1988). Undesirable classroom situations: a systems communication perspective. *Interchange*, 19(2), 25-40.
- Yasar, M. (2011). Resistance and solidarity within a cohort of preservice teachers. In D.F. Fernie, S. Madrid, and R. Kantor, (Eds). *Educating toddlers to teachers: Learning to see and influence the school and peer cultures of classroom* (pp. 199-225). New York: Hampton Press.

Yasar, M. (2017). Adaptation of General System Theory and Structural Family Therapy approach to classroom management in early childhood education. *Cukurova University Faculty of Education Journal*, 46(2), 665-696.

Zeidner, M. (1988). The relative severity of common classroom management strategies: The student's perspective. *British Journal of Educational Psychology*, 58(1), 69-77.