

PRE-SERVICE ENGLISH TEACHER'S PERCEPTION TOWARD EFFECTIVE CLASSROOM MANAGEMENT DURING INTERNSHIP

Adelia Dwi Marlella, Ngadiso
English Education Department
Teacher Training and Education Faculty
Sebelas Maret University
Email: adeliadwim@student.uns.ac.id

Abstract

This study aims to seek Indonesian pre-service English teachers' perceptions toward effective classroom management, how they implement those perspectives, and clarify the extent to which their perception is compatible with the implementation of the actual practices during their internship. The researcher applied a qualitative research method with a narrative inquiry design. The data were collected through questionnaire, interview, document analysis, and observation then analyzed in three stages which included data condensation, data display, and conclusion drawing. The result revealed that pre-services English teachers had a positive perception toward two out of three theories as strategies to achieve effective CM practices, they implemented the theories, and what they have implemented during their teaching practice is aligned with their perceptions. However, they have not implemented it optimally because they felt that theories related to CM were not specifically taught. Therefore, it is suggested that education programs should place greater emphasis on classroom management theory and practical strategies in their curricula. The findings of this research have significant implications for Pre-service English teachers, especially in determining the most effective strategy to achieve the best practice of CM during the teaching practicum.

Keywords: Classroom Management, EFL, Teaching Practice

INTRODUCTION

Classroom management (CM) is one of the core issues in EFL teacher's teaching experience (Adams, Koster, & Brok, 2022). Classroom management is a complex process that requires teachers to engage students and accommodate their needs using various strategies and tactics

(Kaihoi et al., 2023). Classroom management has long been a concern for pre-service (Evans & Tribble, 1986) and novice teachers when putting their knowledge and skills into practice (Evertson & Weinstein, 2006; Greenberg et al., 2014). Various studies related to classroom management have been conducted. Cooper et al. (2018) stated that pre-service teachers expressed uncertainty about their classroom management practices and requested additional support and clearer expectations. According to Shank & Santiague (2022), there are lack of practical approaches, inadequate preparation for behavioral difficulties, and insufficient evidence-based classroom management training. Pre-service teachers regularly report that classroom management is taught too abstractly or needs to be covered more in their courses (Hammerness 2011; Greenberg, Putman, and Walsh, 2014).

Despite the abundance of research on the topic of classroom management, limited studies do in-depth discussions related to how pre-service teachers implement their perspective about classroom management practice in real situations. It is also hard to find any study conducted in an Indonesian setting. Cultural and human resources differences may result in diverse findings. Therefore, this study aims to seek Indonesian pre-service English teachers' perceptions toward effective classroom management, how they implement those perspectives, and clarify the extent to which their perception is compatible with the implementation of the actual practices during their internship.

LITERATURE REVIEW

Classroom Management

Classroom Management (CM) refers to any processes carried out by the teacher to maintain a conducive learning environment. There are several definitions of Classroom Management stated by experts. Brophy (2006) stated that those actions taken by the teachers include arranging the physical environment, setting norms and procedures, keeping students' attention on lessons, and engaging in activities. According to Richards and Nunan (1990: 10), classroom management refers to how the teacher organizes and controls students' behavior, movement, and interaction throughout a lesson for teaching to be more effective. In the opinion of Burden and Byrd (1999: 68), classroom management refers to the endeavors of the responsible person (teachers) to ensure optimal conditions for teaching and learning activities. Evertson and Weinstein (2006) defined Classroom Management (CM) as what teachers take into action to create an environment that

encourages and fosters both academic and social-emotional learning. It not only strives to create and maintain an ordered environment in which students can engage in meaningful academic learning but also seeks to improve students' social and moral development. In addition, Hardman & Smith (1999) argued that teachers should create by working towards positive learning environments by identifying conditions in the classroom and implementing activities that promote desirable behavior in the classroom.

From the various definitions provided by experts above, it can be concluded that classroom management encompasses a range of actions and strategies undertaken by teachers to cultivate an environment conducive to effective learning. These actions include organizing the physical space, establishing norms and procedures, controlling student behavior and interactions, and fostering both academic and social-emotional growth. Overall, effective classroom management aims to create a structured and supportive environment that optimizes opportunities for learning and development.

Indicators of Effective CM Practice

Several experts have expressed their opinions on the indicators of effective classroom management. Wong & Wong (1998) argued that an effective classroom management practice is characterized by a positive classroom atmosphere. Marzano, Marzano, and Pickering (2003) stated that when teachers effectively manage their classrooms, students are more likely to stay focused, participate actively, and achieve better academic outcomes. Kounin (1970) emphasized the importance of active students' participation as a crucial indicator of effective classrooms. Active students' participation denotes students' active engagement and involvement in the learning process. And the last one, Jones (2007) stated that students' good behavior is the indicator of effective classroom management. For the conclusion, according to the definition given by several experts, the primary indicators of effective classroom management practice include the lesson's effectiveness and a conducive classroom environment.

Key Theories as the Strategies to Achieve Effective CM Practice

Operant Conditioning Theory

The Skinner model requires teachers to direct students' behavior in order to achieve desired goals and successful management (Omomia & Omomia, 2014). Skinner's operant conditioning is built on the beliefs of reinforcement and punishment to established the desired behavior. Once the student follows the rules of the classroom, it indicates that they are exhibiting positive behavior,

which should be encouraged with a reward. Positive reinforcements, incentives, and rewards given during the learning process may influence students' willingness to study, and as a result their performances will be improved (Petrova, 2017). On the other hand, if the students disobey the rules, it means the behavior is undesirable and should be reinforced through punishment. By conducting this kind of activity, teachers can maintain students' behavior so that they can manage the learning environment to be more positive and effective.

Choice Theory

The primary principle behind this theory is that teachers cannot influence their students' behavior simply by telling them what to do, but can play an important role in assisting students in making decision, resulting in good behavioral changes (Glasser, 2001). The theory is based on the five fundamental principles of human needs. Glasser (1998) highlighted survival, belonging, freedom, power, and fun as the motivators for demonstrating desirable or undesirable behavior in the classroom.

Student Directed Learning Theory

Student-directed learning theory is a classroom management technique that may be highly beneficial in today's classrooms environment. This concept suggests that teachers manage classrooms by giving students appropriate rules, assignments, and opportunity to make decisions. Teachers can incorporate Kohn's techniques in the classroom by allowing students to study the topics that interest them the most. Kohn maintains that instructing students based on standards or test preparation is not an effective approach to education. Instead, he suggests that students should be encouraged to think, write, and explore freely, without the pressure of assessing their abilities (Kohn, 2004, p. 37).

Perception

Perception is the process by which a person interprets their surroundings. Perception is defined as the ability to see, hear, or become aware of something through the senses, as well as the manner in which something is regarded, understood, or interpreted (Oxford Dictionary, 2016). According to Lindsay and Norman (1977), perception is the process by which organisms interpret and organize sensations in order to form a meaningful experience of the world. In agreement with Sahrawi (2017), perception is the cognitive process of selecting, analyzing, organizing, interpreting, and integrating relevant stimuli from many sources. Hong (2003) stated that perception is what a person thinks about something they learn in order to determine their attitude

about employing anything, whether they agree or disagree with the approach or something they learn. In the context of education, teachers' perception has the same meaning as teachers' beliefs about the subject matter teachers teach, their roles of duty, their pupils, the curriculum, and their classroom (Pajares, 1992). From several definitions before it can be concluded that perception is a multifaceted process involving the interpretation and organization of sensations to form a meaningful understanding of the world.

METHODOLOGY

This research was conducted in the English Education Department of one of the universities in Central Java, Indonesia. Participants were selected through a purposive sampling method, guided by the research question and objective (Marshall, 1996). Therefore, three participants who are either students or graduates from the English education department and have done the teaching practice were chosen to involved in this study.

This study applied a qualitative research method with a narrative inquiry design and used the biographical approaches to explore and write another person's stories. The stories explored in this context focused on the perceptions of classroom management and the implementation during the teaching practice. According to Connelly and Clandinin (1990), narrative data could be obtained by a variety of methods, including interviews, questionnaires, narrative frames, observations, etc. The data in this research were gathered through the used of questionnaire, interview, document analysis, and observation.

In this research, the data analysis techniques used by the researcher were based on the three stages suggested by Miles, Huberman, and Saldana (2014), namely: 1) Data condensation which refers to the process of selecting, focusing, simplifying, abstracting, and/or transforming the data that appear in the full corpus (body) of written-up field notes, interview transcripts, documents, and other empirical materials. 2) Data display or organizing, compressing, and assembly of information that permits conclusion drawing and action. 3) Conclusion drawing or verification refers to stepping back activity to consider what the analyzed data mean and to assess their implications for the questions at hand.

RESULT

How is the pre-service English teachers' perception toward effective classroom management practices?

All of the participants stated that the term classroom management refers to how teachers manage the class both physically and emotionally so that the class remains conducive during the learning process. The findings indicated that most participants had an understanding that managing the physical classroom environment and managing students' discipline or behavior are equally important as the main things that need to be considered to achieve good classroom management practices. The participants had a positive perception toward two out of three theories that can be used as strategies to achieve effective classroom management practices.

Participants' understanding about the implementation of Operant conditioning theory is varied slightly. One of them argued that this theory can shape students' positive behaviors, resulting in a more conducive classroom. On the other hand, two other participants thought that this theory does not always have a good impact. This theory is situational in nature so it must be adapted to the conditions of the students and the class.

Operant Conditioning theory can shape students' positive behavior, resulting in a more conducive classroom. (20/07/24-Gita)

I think this theory is more subjective, so as teachers we have to be more careful because it could be that students don't like us and, in the future, we will find it difficult to control them. (15/08/24-Yum)

In general, relying entirely on this theory is ineffective. So, it depends on the situation, because certain students are better when given reinforcement but there are also some who are discouraged when given punishment. (22/08/24-Far)

The three participants had diverse perceptions regarding the application of operant conditioning theory in classroom management. In general, they find it easier to apply the reinforcement aspect rather than punishment. There are some challenges in applying punishment, such as students' feelings of being burdened by punishment and difficulties in determining the right punishment for students' misbehavior. In conclusion, this theory is quite difficult to implement, especially in the aspect of punishment. On the other hand, the reinforcement aspect can be considered as one of the strategies to achieve effective classroom management practices.

The difficulty with this theory might be figuring out the appropriate punishment for student misbehavior, as I'm not sure how to decide on it. However, I believe reinforcement is quite useful for keeping the classroom atmosphere conducive to learning. (15/08/24-Yum)

Next, the data shows that all three participants believe Choice theory can improve the ability of the teacher to meet students' needs, involve students in learning decisions, and strengthen teacher-student relationships, so that students are more motivated and comfortable in learning.

Choice theory can help teachers meet the various needs of students, so students will be more comfortable when learning. (20/07/24-Gita)

This theory suggests that decision-making during the learning process should involve the opinions of the students. Teachers should give students the chance to make decisions on a regular basis. (15/08/24-Yum)

This theory can strengthen the bond between teachers and students. It makes them enjoy the lesson more, more willing to learn, to write, and to understand new material. (22/08/24-Far)

Participants considered that Choice Theory is effective in classroom management because it creates a comfortable and conducive classroom atmosphere. Interaction between students and teachers increases, students are more active, and teachers have more control over the class by giving students the opportunity to participate in decision-making. This theory is also considered flexible, with the important role of the teacher maintained, but students take part in various activities, strengthening emotional relationships and making classroom management easier.

Choice theory improves classroom atmosphere and facilitates positive interactions between teachers and students. Additionally, they take part in activities more actively. (20/07/24-Gita)

One method to make it easier to manage students is by frequently giving them the chance to make decisions. This will improve the emotional relationship between teachers and students, making it easier for the teacher to maintain a conducive classroom environment. (15/08/24-Yum)

For classroom management, this theory is the most effective in my opinion. So, in terms of more flexible learning, the teacher still plays an important role but, in some activities, students also take part. (22/08/24-Far)

On the contrary, participants had a negative perception toward student-directed learning theory. Participants agreed that this theory can reduce supervision and control within the classroom. This theory tends to make the students lose their focus in learning activities because they are not used to self-direction. Therefore, teachers need to monitor more and ensure the quality and credibility of the sources used by students. This highlights the importance of balancing students' independence with appropriate supervisory measures to maintain a structured and conducive environment.

Students are more enthusiastic to learn since they are allowed to select learning topics that they are interested in. However, sometimes because it is too free, some students may even do other activities outside the learning process. (20/07/24-Gita)

I think this theory is a bit difficult to apply, because our students are not used to directing themselves. They will find it difficult to find their own learning topics if they are not prepared or given directly by the teacher. (15/08/24-Yum)

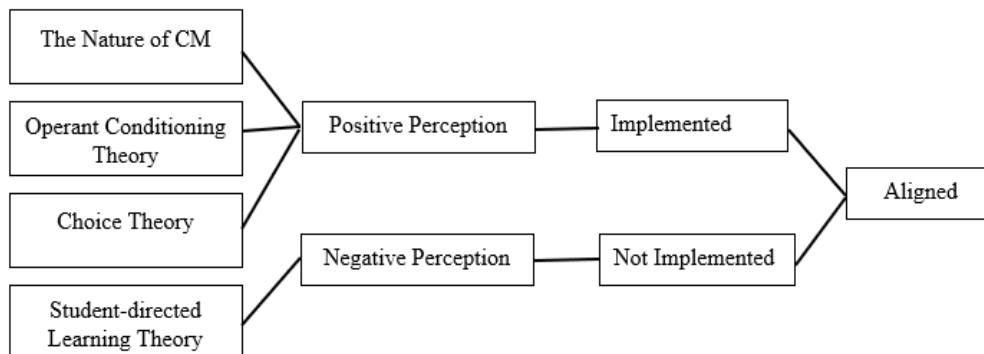
It will be harder, in my opinion, for teachers to regulate what their students learn. Thus, teachers not only need to aid but also keep an eye on students' accuracy and the reliability of the sources they use. (22/08/24-Far)

The conclusion from the three participants' perspectives shows that implementing student-directed learning theory as a classroom management strategy is challenging. The participants agreed that this theory tends to make classroom management difficult as students who are too independent can reduce supervision and control from the teacher. The theory is considered more difficult to implement as teachers face challenges in maintaining classroom control and ensuring consistent student participation.

How do the pre-service English teachers implement their perceptions toward effective classroom management in their teaching practice?

Participants	Theory		
	Operant Conditioning	Choice	Student-directed
Gita	Giving Reinforcement during the quiz.	Ensuring comfortable classroom conditions	-
Yum	Giving compliments to students.	Giving freedom and implementing gamification	-
Far	Praising students with good words.	Fulfilling students' need for affection and belonging	-

To what extent do the perspectives of pre-service English teachers regarding effective classroom management align with the implementation in their real-situation?



Participants believed that classroom management is how a teacher keeps the classroom conducive both physically and emotionally. They also agreed that the main point in implementing classroom management is to manage the physical environment of the classroom as well as managing students' discipline and behavior. This is in line with what they implemented during their teaching practice. They applied several theories to ensure that their classrooms are in good condition and students' behavior is always under control.

All three participants had positive perceptions towards the operant conditioning theory, and their opinions were aligned with their teaching practicum experiences. They not only

comprehended the theory, but also actively implemented it in their teaching activities, demonstrating the link between theoretical knowledge and field practice. However, because they tend to view the reinforcement aspect of this theory more positively, they focus mainly on that during the teaching practice.

They also had a positive view of choice theory. They not only grasped the concept, but also demonstrated alignment between their perceptions and the theory's application throughout the teaching practicum, as seen by the way they taught and managed the class. However, not all participants applied it as a whole, they adjusted it more to the class conditions at that time.

On the contrary, the participants had a negative perception of student-directed learning theory. Therefore, they rarely or even did not apply this theory at all during the teaching practicum. This shows that their perceptions are in line with what they do during their teaching activity.

DISCUSSION

How is the pre-service English teachers' perception toward effective classroom management practices?

The findings indicated that pre-service English teachers viewed classroom management as the teacher's ability to maintain a conducive learning environment, both physically and emotionally. They also agree that effective classroom management requires a focus on two main factors: the physical setting of the classroom and managing students' behavior and discipline. Those beliefs are in line with Gokalp & Can (2021) who said that the primary purpose of classroom management is to create discipline in the classroom.

The second finding is about the strategies to achieve an effective classroom management by implementing three theories, namely operant conditioning theory, choice theory, and student-directed learning theory. As stated by Egeberg et al. (2020), actively involve students in learning can increase the effectiveness of classroom management. Most participant were very optimistic, arguing that operant conditioning theory could effectively shape students' positive behavior, which results in a more conducive classroom environment. They believe that using reinforcement such as rewards for good behavior will make students more motivated to engage positively, resulting in a more productive and harmonious classroom atmosphere. However, they argued that it doesn't always work the same in every situation. They agreed that reinforcement often works well, but punishment can sometimes have negative effects, depending on how it is used and how students

respond to it. They believe that this theory should be adapted to the different behaviors and needs of students.

The data also demonstrated that Pre-service English teachers held positive perception of choice theory as a strategy to achieve effective classroom management practice. All three participants believed that choice theory has the potential to improve various aspects of teaching and learning. Choice Theory can encourage students to take an active role in learning decisions. By involving students in the decision-making process, teachers can foster a collaborative environment where students feel that their voices are valued, which can lead to increased engagement and commitment to learning. Moreover, participants highlighted that choice theory can help strengthen the teacher-student relationship. Effective classroom managers should build positive relationships with their students (Egeberg et al., 2020), so they can create a safe and supportive classroom environment where students feel motivated, enjoy learning and feel comfortable to actively participate, all of which contribute to a constructive and positive learning atmosphere.

In contrast to the previous theories, pre-service English teachers tend to have a negative perception toward student-directed learning theory as a strategy to achieve effective classroom management practices. The participants agreed that this theory tends to make classroom management difficult as students are too independent. One of the challenges in classroom management according to research from Muhammad, Dollah, & Weda (2022) is that students do not pay attention and disrespect their teachers. This can happen when students are given a high degree of freedom, often resulting in less teacher control and supervision. This independence can sometimes cause disruptions in maintaining a structured learning environment and make it difficult for teachers to ensure active and consistent participation from all students.

How do the pre-service English teachers implement their perceptions toward effective classroom management in their teaching practice?

The implementation of Operant Conditioning Theory.

During teaching practice, all three participants applied positive reinforcement more often than punishment to shape students' behavior. They believe that positive reinforcement, more than punishment, can result in lasting behavior change, as students are more likely to remember and

repeat actions that receive positive feedback. Participants considered positive reinforcement not only as a motivational tool, but also as a means to foster self-confidence and enthusiasm for learning. The implementation of operant conditioning theory by the participants during the teaching practice included: (1) Providing reinforcement during quizzes by giving rewards to students; (2) Giving compliments to students; and (3) Praising students with good words. This is in line with the opinion conveyed by Petrova (2017), “Positive reinforcement, incentives, and rewards given during the learning process can affect students' willingness to learn, and as a result their performance will improve”.

The implementation of Choice Theory.

The three participants applied choice theory in different ways according to their respective classroom conditions. Some of these implementations are: (1) Ensuring comfortable classroom conditions. As stated by Glasser (2001) that to manage a classroom effectively, a teacher must organize lighting, seating, air circulation, and other factors that can make the classroom more conducive. Based on the observations, participants begin the teaching and learning process by ensuring that the classroom is comfortable, clean, and students are ready to learn. By ensuring that students feel safe and happy, participants build a learning atmosphere that supports students without overwhelming them. (2) Giving freedom and implementing gamification as it is important to make the learning more enjoyable (Glasser, 2001). The second participant applied a more practical approach to the choice theory by involving students directly in decision-making. These involved students deciding on their own group formation and setting deadlines for assignments. (3) Fulfilling students' need for affection and belonging as it is the responsibility of teachers to ensure that students are loved and cared in the classroom (Glasser, 1998). The third participant applied choice theory with a focus on meeting students' need for belonging, recognizing that a sense of connection and acceptance is fundamental to student engagement. This was implemented by creating an environment where students felt comfortable sharing their knowledge and opinions freely, without fear of judgment or criticism.

The implementation of Student-directed Learning Theory.

All three participants expressed their hesitation towards the implementation of student-directed learning theory as a strategy to achieve effective classroom management during their teaching practice. In reality, all of the participants did not agree with Kohn's suggestion that

students should be encouraged to think, write, and explore freely, without pressure to assess their abilities (Kohn, 2004, p. 37). Some of their reasons include (1) Giving students too much independence might lead to a lack of focus or discipline, making it difficult to maintain control over the classroom environment; (2) The unbalanced role between teachers and students results in students becoming more easily distracted during the learning process.

To what extent do the perspectives of pre-service English teachers regarding effective classroom management align with the implementation in their real-situation practice?

In this section, the researcher divided it into 4 main points, which is the alignment between perception and implementation carried out by participants related to the nature of classroom management, operant conditioning theory, choice theory, and student-directed learning theory.

Participants agreed that effective classroom management relies on two main aspects: managing the physical environment and maintaining students' discipline and behavior. Both of these are ways to create a conducive learning environment and are the basis for creating a space where students feel safe, engaged and ready to learn. This perception is in line with what they have implemented during their teaching practice. They tried to ensure that their classroom environment was safe and comfortable for learning as well as implementing several theories that could maintain students' positive behavior so that the teaching and learning process was always conducive.

Pre-service English teachers' perception of operant conditioning theory is aligned with what they applied during their teaching practice. They had a positive perception of the reinforcement aspect of the theory, so their main strategy in managing the classroom was to provide reinforcement to students. This included offering rewards, giving compliments, and using supportive language to encourage positive behavior, which helped maintain a conducive classroom environment. On the contrary, because they had a negative perception of the punishment aspect, they rarely applied this point to students. They also admitted that they still have difficulty determining the appropriate punishment that wouldn't be overly burdensome for students. As a result of this difficulty, they tend to avoid using punishment in their classroom management strategy. Therefore, they need additional support and clearer expectations before conducting the teaching practice (Cooper et al., 2018).

All of the pre-service English teachers had a positive view of the choice theory. They not only understood the theoretical concepts, but also demonstrated the alignment between their

perception of the theory and its implementation during the teaching practicum. This is evident from their teaching techniques and classroom management strategies, where they actively used elements of the theory to engage students and maintain a conducive learning environment. However, rather than applying the theory in a rigid or blanket way, the participants showed flexibility, adjusting the use of the theory to suit their classroom situation and needs at any given moment.

The last point also indicated the congruence between pre-service English teachers' perceptions of student-directed learning theory and their implementation during the teaching practice. They held a negative perception of this theory, which strongly influenced their teaching practices. Due to this perception, they rarely or even never applied the elements of the theory in their teaching and learning activities, preferring other methods that are more in line with their beliefs about effective classroom management strategies. The implementation of classroom management theory is not perfectly done by pre-service English teachers because in any case classroom management is taught too abstractly or needs to be covered more in their courses (Hammerness, 2011).

CONCLUSION

This research focused on three main research questions, including pre-service English teachers' perceptions of effective classroom management, the implementation of these perceptions, and the alignment between the two. The findings of this research could be summarized as follows.

The participants had a positive perception toward operant conditioning theory because they believed that this theory, especially in the aspect of reinforcement, could increase students' motivation to have positive behavior and be actively involved in the learning process. The same goes for choice theory, they are convinced that it can increase students' engagement and commitment to learn. It can also help to strengthen the teacher-student relationship and as a result they can create a safe and supportive classroom environment where students feel motivated, enjoying their learning activities and feel confident to actively participate, all of which contributes to a conducive and positive learning atmosphere. On the contrary, they had a negative perception toward student-directed learning theory. They argued that this theory tends to make classroom management more difficult because students are too independent. As a result, the teacher's role to control and supervise students will be reduced, which sometimes causes disruption in maintaining

a structured learning environment and making it difficult for teachers to ensure active and consistent participation from all students.

For operant conditioning theory, since they have a positive perception of only on the reinforcement, they just focus on applying this specific aspect of the theory. Some of these implementations included (1) Providing reinforcement during quizzes by giving rewards to students; (2) Giving compliments to students; and (3) Praising students with good words. For the choice theory, they did not apply all the elements as a whole. They only applied them in accordance with the situation and needs of the students in their class. What they have implemented are (1) Ensuring comfortable classroom conditions; (2) Giving freedom and implementing gamification; and (3) Fulfilling students' need for affection and belonging. Lastly, they did not implement student-directed learning theory at all because they had a negative perception toward this theory especially when it is used as a strategy to achieve effective classroom management practices.

The last research question is about the alignment between the perception and implementation. Based on the research findings above, it can be concluded that what the pre-service English teachers have implemented during their teaching practice are aligned with their perceptions. However, they have not implemented it optimally. This was because they felt that theories related to classroom management were not specifically taught so that their knowledge of how to implement good classroom management was less imprinted. The participants hoped to be given a real and specific picture of good classroom management during the course as a provision for teaching practice.

The findings of this research have significant implications for Pre-service English teachers, especially in determining the most effective strategy to achieve the best practice of classroom management during the teaching practicum. Based on the results of the study, pre-service English teachers still have difficulty to understand classroom management properly before carrying out the teaching practice, especially on the theories that they can apply, hence they are more likely to manage the classroom in a situational way. With this research, it is expected that they can apply some of the above theories to be used as strategies to manage the class to remain conducive and can learn how to implement these theories before teaching activity begins.

REFERENCES

- Adams Gerald R. and Schvaneveldt, Jay D. (1985). *Understanding Research Methods*. New York and London: Longman. pp. 197 –229.
- Brophy, J. (2006). *History of research on classroom management*. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of Classroom Management: Research, Practice, and Contemporary Issues* (pp. 17-43). Lawrence Erlbaum Associates Publishers.
- Connelly, F. M., & Clandinin, D. J. (1990). Stories of Experience and Narrative Inquiry. *Educational Researcher*, 19(5), 2–14. <https://doi.org/10.3102/0013189x019005002>
- Cooper, J. T., N. A. Gage, P. J. Alter, S. LaPolla, A. MacSuga-Gage, and T. M. Scott. 2018. *Educators' self-reported training, use, and perceived effectiveness of evidence-based classroom management practices*.
- Esterberg, K. G. (2002). *Qualitative methods in social research*. New York: Mc Graw Hill
- Evans, E. D., & Tribble, M. (1986). Perceived teaching problems, self- efficacy, and commitment to teaching among preservice teachers. *The Journal of Educational Research*, 80(2), 81–85. <https://doi.org/10.1080/00220671.1986.10885728>
- Evertson, C. M., & Weinstein, C. S. (2006). *Classroom management as a field of inquiry*. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 3-16). Mahwah, NJ: Lawrence Erlbaum Associates.
- Gokce Gokalp & Iclal Can (2021): *Evolution of Pre-service Teachers' Perceptions about Classroom Management and Student Misbehavior in an Inquiry-based Classroom Management Course, Action in Teacher Education*, DOI: 10.1080/01626620.2021.1939194
- Glasser, W. (1998). *Choice theory in the classroom*. New York, NY: HarperCollins.
- Glasser, W. (2001). *Counseling with choice theory*. California: Harper Perrenial.
- Greenberg, J., Putman, H., & Walsh, K. (2014). *Training our future teachers: Classroom management*. Washington, DC: National Council on Teacher Quality.
- Hammerness, K. (2011). Classroom management in the United States: A view from New York City. *Teaching Education*, 22(2), 151–167. <https://doi.org/10.1080/10476210.2011.567844>
- Hardman, E., & Smith, S. W. (1999). *Promoting Positive Interactions in the Classroom*. *Intervention in School & Clinic*, 34, 178-201. <http://dx.doi.org/10.1177/105345129903400311>
- Harper Collins. Glasser, W. (1998). *Choice theory: a new psychology of personal freedom*. New York, NY: Harper. Glasser, W. (2001). *Counseling with choice theory*. California: Harper

- Perrenial. Glickman, C. D., & Tamashiro, R. T. (1980). Clarifying teachers' beliefs about discipline. *Educational Leadership*, 37, 459-464.
- Hong, K-S., Ridzuan, A. A., & Kuek, M-K. (2003). Students' attitudes toward the use of the Internet for learning: A study at a university in Malaysia. *Educational Technology & Society*, 6(2), 45-49.
- Jones, F. H. (2007). *Tools for Teaching: Discipline, Instruction, Motivation*. Fredric H. Jones & Associates, Inc.
- Kaihoi, C. A., Braun, S. S., Bottiani, J. H., & Bradshaw, C. P. (2023). *Contextual factors contributing to variability within middle school teachers' observed classroom management and student engagement*. *Psychology in the Schools*, 60, 4117–4142.
- Kohn, A. (2006). *Beyond discipline: From compliance to community*. Alexandria, VA: ASCD.
- Kounin, J. S. (1970). *Discipline and Group Management in Classrooms*. New York: Holt, Rinehart and Winston.
- Lindsay P, Norman DA (1977). *Human information processing: An Introduction to Psychology*. Academic Press.
- Marzano, R. J., Marzano, J. S., & Pickering, D. J. (2003). *Classroom Management That Works: Research-Based Strategies for Every Teacher*. ASCD.
- Melissa K. Shank & Lilia Santiago (2022) *Classroom Management Needs of Novice Teachers*, *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 95:1, 26-34, DOI: 10.1080/00098655.2021.2010636
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative Data Analysis: An Expanded Sourcebook*. Thousand Oaks, CA: Sage Publications.
- Omomia, T.A. (2014). Relevance of Skinner's theory of reinforcement on effective school evaluation and management. *European Journal of Psychological Studies*, 4 (4), 174- 180. doi:10.13187/ejps.2014.4.174
- Oxford University Press. (2016). *Oxford dictionary*. Oxford University Press.
- Pajares, M. F. (1992). Teachers Beliefs and Pedagogical Research: Cleaning up a Messy Construct. *Review of Pedagogical Research*, 62, 307-332.
- Petrova, E. (2017). The influence of positive reinforcements on motivation for education and training activities. *Journal of Economic Development, Environment and People*, 6(3), 6-15.
- Sahrawi. (2017). *Students' and teacher's perception of task-based language teaching and the implementation in listening class*. *Jurnal Pendidikan Bahasa*, 6(2)
- Skinner, B. F. (1963). Operant Behavior. *American Psychologist*, 18, 503-515. <http://dx.doi.org/10.1037/h0045185>

Tom Adams, Bob Koster & Perry Den Brok (2022) *Student teachers' classroom management during the school internship*, European Journal of Teacher Education, 45:5, 727-745, DOI: 10.1080/02619768.2020.1860011.

Wong, H. K., & Wong, R. T. (1998). *The first days of school: how to be an effective teacher*. 2nd ed. Mountainview, CA, Harry K. Wong Publications.