



The effect of preservice social studies teachers' pupil control ideologies on their classroom management beliefs

Ayten Kiriş Avaroğulları *Muğla Sıtkı Koçman University, Turkey, aytenkiris81@gmail.com*

ORCID: 0000-0002-7721-0853

Ozan Karpınar, *Muğla Sıtkı Koçman University, Turkey, ozankarpınar96@gmail.com*

ORCID: 0000-0001-5210-2592

Abstract. The purpose of this research is to set forth the impact of preservice social studies teachers' pupil control ideologies on their classroom management beliefs. The research was conducted via a correlational survey model, which is among quantitative research methods. The sample of the research consists of 221 preservice teachers who received their education during the 2018-2019 academic year in the Social Studies Teacher Education Program at Muğla Sıtkı Koçman University. In the research "Pupil Control Ideologies Scale" and "The Attitudes and Beliefs on Classroom Control (ABCC) Inventory" were used. In conclusion, it was determined that pupil control ideologies make a low degree impact in the positive direction on instructional management sub-dimension, and a low degree impact in the negative direction on people management sub-dimension, of classroom management beliefs.

Keywords: Preservice social studies teachers, pupil control ideologies, classroom management beliefs

Received: 03.07.2019

Accepted: 12.04.2020

Published: 15.09.2020

INTRODUCTION

A person is in a period of learning from her birth to death and the learning activities during this period continue sometimes in a formal and sometimes in an informal manner. If the education period is conducted in a planned and intentional manner, then the education concept becomes relevant (Görge, 2017). For ages, education was provided with different contents, via different methods and by different education institutions. The educational backgrounds of Y and Z generations, who are experienced in using information and information technologies (Muslu, 2017) still continue all over the world. And the states shape the direction of education programs in line with these generations' interests and needs. It is necessary to update the education system according to the requirements of the information society in order to achieve success in the area of education. Social studies education in Turkey expects from students not to be satisfied by only using the information, but to generate knowledge and obtain a questioning viewpoint, and to contribute to the society in this way (MEB, 2018). In light of the constructivist approach, social studies teachers strive to train good citizens with a high level of self-confidence who are effective and creative in their education and daily lives, and who can address events with their different dimensions and solve problems (Kaymakçı & Ata, 2012).

Besides conducting the education activities in their respective branches, teachers also assume tasks such as identifying students who do not continue the courses, controlling the in-classroom activities of students, organizing education materials and developing a classroom environment. With such auxiliary tasks, classroom management has become an inevitable part of the teaching profession (Erden, 2001). Classroom management is defined as the generation and maintenance of a learning environment in order to achieve education objectives by organizing the classroom's physical environment, setting out rules and processes, taking attention to the course and conducting academic activities (Arsal, 2014; Brophy, 1988). Pupil control ideologies are among the factors affecting many decisions of the teacher in a classroom. The fact that the ideologies espoused by teachers have an impact on their learning-teaching approaches and implementations was also put forward by other researchers (Baş & Beyhan, 2013).

Ideology is a concept related to the generation of ideas, values and beliefs and their representation by individuals and groups (McLaren, 2011). Ideology, which involves how people perceive the world and their worldviews coming out of such perception direct the ideas, thinking

and values being formed in every field of a person's life. According to Yılmaz (2011), the ideologies of teachers and preservice teachers have an impact on their pupil controls. Pupil control ideologies are conceptualized by Willover, Eidell and Hoy (1967) in two forms, being custodial and humanistic.

Custodial Pupil Control Ideology: This is a structure, affiliated with traditionalism, where student behaviors are controlled strictly and firmly, the reward-punishment method is implemented, the reasons for students' mistakes are not tried to be understood and a strong autocracy is present (Hoy, 2001). It may be said that according to the custodial approach, in a strict environment relying on a high level of control, teachers are of the opinion that those students they regard as undisciplined and irresponsible could be brought under control through scolding, ordering and punishing (Yılmaz, 2007).

Humanistic Pupil Control Ideology: This is a democratic structure, where interpersonal relations are close, sincere and friendly and the courses are conducted via cooperative methods, and which allows the students to determine their own futures (Hoy, 2001). In this approach, the teachers strive for generating a democratic classroom environment and try to communicate with students based on mutual friendliness and respect (Yılmaz, 2007) with the belief that students have a sense of responsibility (Turan & Altuğ, 2008). In short, the humanistic approach values the self-discipline of students (Rideout & Mortan, 2011).

Teachers' classroom management behaviors are affected by various factors such as their attitudes and beliefs (Sadık & Bulut Özsezer, 2015). Although they receive the same training, teachers' and preservice teachers' beliefs about classroom management differ from each other. In this respect, three different classroom management approaches were identified by Martin, Yin and Baldwin (1998).

Non-interventionist Classroom Management Approach: This classroom management approach is the least directive, supervisory and controlling (Martin, Yin & Mayall, 2008). Teachers who adopt a non-interventionist classroom management approach are advisors helping the learning process. Respect and trust between teachers and students are essential (Aksoy, 2001).

Interventionist Classroom Management Approach: The foundations of this approach may be traced back to traditional and behaviorist philosophies. Teachers who adopt this approach control student behavior at a high level and keep the student under pressure. When necessary, they make use of practices such as reward or punishment (Aksoy, 2001; Martin et al., 2008).

Interactionist Classroom Management Approach: Teachers who adopt this approach maintain that there should be discipline in the class and set out the rules not by themselves but together with their students (Aksoy, 2001). In students' behaviors, teachers seek solutions acceptable to both themselves and the students and implement some methods of the other two approaches in their own ways (Martin et al., 2008).

When the body of literature is examined, it is seen that, although they are few in numbers, there are some researches on classroom management beliefs and pupil control ideologies. In some research conducted on teachers' classroom management beliefs according to gender variables, it is determined that female teachers adopt a more interventionist management style than male teachers (Okut & Öntaş, 2015; Okut, 2011). However, a significant difference has not been found between male and female preservice teachers in some other researches (Ekici, 2008; Sadık & Bulut Özsezer, 2015). In researches covering preservice teachers, the differences emerging in classroom management beliefs according to grade level were also examined. It was observed that first-grade preservice teachers are more interventionist than fourth-grade preservice teachers (Keleş & Yaşar, 2016). In a research where the impact of classroom management courses on classroom management attitudes was tried to be identified, no significant difference was discovered, in other words, classroom management course has not affected preservice teachers' classroom management approaches (Ekici, 2008).

In research inquiring teachers' pupil control ideologies, teachers were not found totally humanistic or custodial (Yılmaz, 2007). In another study conducted by Yılmaz (2011), preservice teachers' ideologies were found to be custodial. In a study made by Gürşimşek (2014), the differences between pupil control ideologies were handled according to gender, and custodial control ideologies of female preservice teachers were found to be at a lower level than the

custodial control ideologies of male preservice teachers. In a study conducted by Bař and Beyhan (2013), an interpretation was made that teaching-learning approaches of control ideologies are significant precursors of pupil control ideologies and that as preservice teachers adopt constructivist teaching-learning approach they tend to become closer to humanistic pupil control ideologies, and as they adopt traditional teaching-learning approaches to custodial pupil control ideologies. A study conducted by Knowles (2017) revealed that social studies teachers' citizenship education ideologies have a relationship with the educational practices they determine on their own.

However, in none of the researches, the impact of pupil control ideologies on classroom management beliefs were measured. Moreover, among the conducted analyses, no single research was found that was made with social studies teaching preservice teachers. The researchers made a study in this direction, as they wanted to fill in such a gap in the field. Moreover, it was regarded necessary to conduct a study with Social Studies preservice teachers in this context since the graduate program of social studies teaching has, as distinct from other branches, the courses involving the culture of democracy, such as Human Rights and Democracy Education, Citizenship Education, in its subject area. The purpose of this research is to put forth the impact of social studies preservice teachers' pupil control ideologies on their classroom management beliefs. In this framework, this study is looking for answers to the following research questions:

1. What is the impact of social studies preservice teachers' pupil control ideologies on their classroom management beliefs?
2. What is the level of Social Studies preservice teachers' pupil control ideologies and classroom management beliefs?
3. Do the pupil control ideologies of social studies preservice teachers vary according to;
 - a. Gender
 - b. Grade level?
4. Do the classroom management beliefs of social studies preservice teachers vary according to;
 - a. Gender,
 - b. Grade level,
 - c. Their situation of taking the classroom management course?

METHODS

Research Model

The correlational survey model, which is among quantitative research methods, was used in this research. The survey model aims to depict a situation as it is, regardless of it being present in the past or currently. In correlational survey model, which takes place in the survey model, one tries to determine whether two or more variables vary together, and the level of relationship between them (Karasar, 2011). In this research, the impact of social studies preservice teachers' pupil control ideologies on their classroom management beliefs were tried to be explained by utilizing a correlational survey model. In other words, it was aimed to determine the relationship between preservice teachers' pupil control ideologies and their classroom management beliefs. For determining such a relationship, it was deemed appropriate to use correlational survey model.

Sample

The sample of the research consists of preservice teachers who received their education during the 2018-2019 academic year in the undergraduate program of Social Studies Teaching at Muęla Sıtkı Koçman University's Faculty of Education. In the research, convenience sampling was utilized. The research was conducted with 221 preservice teachers. Wrongly or insufficiently filled ones among data collection tools were excluded from the research. 122 (50.7%) of the

preservice teachers who participated in the research are female and 109 (49.3%) of them are male. 58 (26.2%) of the preservice teachers are first grade, 47 (21.3%) are second grade, 57 (25.8%) are third grade and 59 (26.7%) are fourth-grade students.

Data Collection Tools

The “Pupil Control Ideologies Scale” which was developed by Willower et al., (1967) and adapted to the Turkish language by Yılmaz (2007) as well as the “The Attitudes and Beliefs on Classroom Control (ABCC)” which was developed by Martin et al., (1998) and adapted to Turkish language by Savran (2002), were utilized as data collection tools in this research.

Pupil Control Ideologies Scale

The original format of the scale, which was developed by Willower et al., (1967), consists of 20 likert-type items. Following Yılmaz’s (2007) adaptation of it into the Turkish language, it consisted of 10 items. The scale was graded in a likert form with 5 options ranging from 1-I totally don’t agree to 5-I totally agree. The increase in points obtained from the scale indicates custodial control ideology whereas a decrease shows humanistic control ideology. The scale is one-dimensional and the total variation whereby this one dimension is explained is 31%. The factor load values of the items that are within the scale are .46 and .60; total correlations of the items vary between 0.33 and 0.44. The Cronbach Alpha reliability coefficient of the scale is .73 (Yılmaz, 2007). The Cronbach Alpha reliability coefficient was recalculated for this research and it was found as .80. Moreover, confirmatory factor analysis was performed in order to determine the scale’s construct validity within the framework of this research. According to the results obtained from the confirmatory factor analysis conducted, model fit indexes were determined to be compatible ($\chi^2/sd=1,76$, CFI=.93, GFI=.94, AGFI= .91, IFI=.93, RMSA=.059, SRMR=.069). Kline (2016) proposed that in confirmatory factor analysis studies, at least RMSEA and 90% reliability range, χ^2 value, CFI and SRMR values should be reported (Koyuncu & Kılıç, 2019). Pupil Control Ideologies Scale’s construct validity has been ensured with the confirmatory factor analysis performed.

The Attitudes and Beliefs on Classroom Control (ABCC) Inventory

The original format of the inventory was developed by Martin et al., (1998) with teachers as its sample. However, in many types of research it was applied to preservice teachers as well (Arsal, 2014; Savran Gencer & Çakiroğlu, 2007). The scale consists of 26 items, which are graded, in 4-point likert type. The scale covers three sub-dimensions, being instructional management, people management, and behavior management. In each of the sub-dimensions, teachers’ interventionist, non-interventionist and interactionist approaches were addressed. According to the responses given, high points reflect the interventionist approach, whereas low points represent the non-interventionist approach. The total variance of the scale is 40.00%. Having adapted to the Turkish language by Savran (2002), the scale was transformed into a two-factor form. The total variance whereby the scale, which consists of two sub-dimensions, is explained is 29.60% (Savran, 2002). Factor load values of instructional management sub-dimension vary between .33 and .64, and factor load values of people management sub-dimension between .46 and .58. The instructional management sub-dimension Cronbach Alpha coefficient is .71 and Cronbach Alpha coefficient of people management sub-dimension is .73. Both sub-dimensions’ Cronbach Alpha coefficients were recalculated within the framework of this research; Cronbach Alpha coefficient of instructional management sub-dimension was found as .80 and Cronbach Alpha coefficient of people management sub-dimension as .79. Moreover, confirmatory factor analysis was performed in order to determine the scale’s construct validity within the framework of this research. According to the results obtained from the confirmatory factor analysis performed ($\chi^2/sd=1,83$, CFI=.80, GFI=.83, AGFI= .80, IFI=.81, RMSA=.062, SRMR=.053), model fit indexes were determined to be within an acceptable range. The construct validity of the

Attitudes and Beliefs on Classroom Control (ABCC) Inventory has been ensured with the confirmatory factor analysis performed.

Data Analysis

As the sample size was over 50, Kolmogorov-Smirnov normality test was performed first of all for data analysis. The responses given by preservice teachers for “Pupil Control Ideologies Scale” and “Scale for Classroom Management Attitude and Belief” were found significant ($p=.000$), but skewness and kurtosis values were also taken into account. The skewness and kurtosis values for “Pupil Control Ideologies Scale” were found as .896 and -1.091 respectively. The skewness and kurtosis values for “Scale for Classroom Management Attitude and Belief”, on the other hand, are -1.671 and 3.236 respectively. According to Tabachnick and Fidell (2013), if the skewness and kurtosis values are between +1.5 and -1.5, the test results may be accepted as having displayed normal distribution. Unpaired (Independent) t-Test was applied for the purpose of handling the data which displayed normal distribution for Pupil Control Ideologies Scale according to gender variable, and One-Way Analysis of Variance (ANOVA) was performed in order to set forth whether the responses of preservice teachers vary according to a class-level variable.

Mann-Whitney U Test was applied for the analysis of data that did not display normal distribution values for the “Scale for Classroom Management Attitude and Belief” according to gender variable, and Kruskal-Wallis H Test was performed to determine whether there is a difference according to grade level. Moreover, in order to determine the relationship between the responses given to both scales, Simple Linear Regression Analysis was utilized. In the analysis of this research’s data, SPSS (Statistical Package for the Social Sciences) program was used. In order to determine the validity of the scales used within the framework of the research, AMOS program was utilized and confirmatory factor analysis was performed on the program. The data obtained were presented and interpreted as tables.

RESULTS

In this section, solutions were sought to problems that arose within the framework of the purpose of the research. Among these problems, first of all, the impact of social studies preservice teachers’ pupil control ideologies on their classroom management beliefs were tried to be determined, and then the levels of preservice teachers’ pupil control ideologies and classroom management beliefs were determined. Finally, it was determined whether preservice teachers’ pupil control ideologies and classroom management beliefs vary according to variables of gender, grade level and status of having taken the classroom management course.

In order to determine the status of regression for instructional management and people management sub-dimensions of social studies preservice teachers’ pupil control ideologies, simple linear regression analysis was performed and presented in Table 1.

Table 1. Results of regression analysis made on instructional management and people management for social studies preservice teachers’ pupil control ideologies

	B	Std. Error	β	t	p	R	R ²
Instructional management	,018	,004	,296	4,582	,000	,296	,087
People management	-,009	,004	-,151	-2,254	,025	,151	,023

In order to determine the impact of pupil control ideologies on instructional management sub-dimension, simple linear regression analysis was performed, and they were found out to be $R=,296$, $R^2=,087$ according to the results obtained. Social studies preservice teachers’ pupil control ideologies explain their classroom management beliefs’ instructional management sub-dimension with a variance rate of 8%, at a low level and in a positive direction ($\beta=,296$; $p<.005$).

According to the finding discovered, it may be said that, despite at a low level, preservice teachers' pupil control ideologies significantly affect instructional management sub-dimension.

In order to determine the impact of pupil control ideologies on people management sub-dimension, simple linear regression analysis was performed, and they were found out to be $R=,151$, $R^2=,023$ according to the results obtained. Social studies preservice teachers' pupil control ideologies explain the classroom management beliefs' people management sub-dimension with a variance like 2%, at a low level and in the negative direction ($\beta=,151$; $p<.05$). According to the findings obtained, it was determined that preservice teachers' pupil control ideologies do not have a significant impact in terms of people management sub-dimension.

In this section, the point averages of the responses given by Social studies preservice teachers to pupil control ideologies and classroom management scales will be addressed. First, the responses they gave to pupil control ideologies scale are presented in Table 2.

Table 2. Point averages of the responses given by social studies preservice teachers to pupil control ideologies scale

	n	\bar{X}
Responses given to Pupil Control Ideology scale	221	26,57

According to the findings obtained from the responses given by preservice teachers to the Pupil Control Ideology scale ($\bar{X}= 26,57$; $n= 221$), it appeared that social studies preservice teachers mostly adopt humanistic control ideologies.

Point averages of the responses given by social studies preservice teachers to classroom management scale are presented in Table 3.

Table 3. Point averages according to sub-dimensions of the responses given by social studies preservice teachers to classroom management scale

	n	\bar{X}
Instructional management	221	2,91
People management	221	3,05

According to Table 3, preservice teachers manifested their interventionist approaches in instructional management sub-dimension ($\bar{X}= 2,91$; $n= 221$) and in people management sub-dimension ($\bar{X}= 3,05$; $n=221$), which are among the classroom management sub-dimensions.

The findings obtained on whether social studies preservice teachers' pupil control ideologies vary according to gender variable, is presented in Table 4.

Table 4. T-test results of social studies preservice teachers' pupil control ideologies according to gender variable

	Gender	n	\bar{X}	S_s	df	t	Sig. (2-tailed)
Pupil Control Ideologies	Female	112	24,5179	6,90473	219	-4,447	,000
	Male	109	28,6881	7,03654	218,534	-4,446	,000

Social studies preservice teachers' pupil control ideologies significantly vary in statistical terms according to gender [$t(221)= -4,447$; $p<.05$]. When the averages of preservice teachers are examined, it was seen that male preservice teachers had a higher average than female preservice teachers. It appears that male preservice teachers are more custodial than female preservice teachers and those female preservice teachers are more humanistic than male preservice teachers.

The ANOVA results displaying whether preservice teachers' pupil control ideologies vary according to grade level, is presented in Table 5.

Table 5. ANOVA results of social studies preservice teachers' pupil control ideologies according to grade level variable

	Grade level	n	\bar{X}	F	p
Pupil Control Ideologies	First Grade	58	25,2759	,937	,424
	Second Grade	47	26,5532		
	Third Grade	57	27,1930		
	Fourth Grade	59	27,2712		

According to the results of the One-Way Variance Analysis (ANOVA) Test conducted, social studies preservice teachers' pupil control ideologies do not vary significantly according to grade level [$F(3:217) = ,937$; $p > .05$], however, when the averages of the responses given to pupil control ideologies scale according to grade level are examined, it appears that social studies preservice teachers slowly gave up the humanistic ideology, which is among pupil control ideologies, as the grade level increases.

The findings obtained on whether social studies preservice teachers' classroom management beliefs vary according to gender variables are presented in Table 6.

Table 6. Mann-Whitney U test results of social studies preservice teachers' classroom management beliefs according to gender variable

		Gender	n	\bar{X}	U	Z	Sig. (2-tailed)
Classroom Management Perceptions	Instructional Management	Female	112	110,44	6041,500	-,132	,895
		Male	109	111,57			
	People Management	Female	112	123,79	4671,500	-3,020	,003
		Male	109	97,86			

According to the results of Mann-Whitney U test, which is among non-parametric calculation methods, social studies preservice teachers' classroom management beliefs do not significantly vary according to gender variable in instructional management sub-dimension ($Z = -,132$; $p > .05$). In the people management sub-dimension of the scale, on the other hand, a significant difference was found according to the gender variable ($Z = -3,020$; $p < .05$). In people management sub-dimension, the average of responses given by female preservice teachers is higher than the average of responses given by male preservice teachers. In other words, in people management sub-dimension, female social studies preservice teachers adopt a more interventionist approach than male social studies preservice teachers.

The results obtained from Kruskal-Wallis H test of social studies preservice teachers' classroom management beliefs according to a class-level variable are presented in Table 7.

Table 7. Kruskal-Wallis H test results of social studies preservice teachers' classroom management beliefs according to grade level variable

		Grade Level	n	Mean Rank	X^2	p	Significant Difference
Classroom Management Perceptions	Instructional Management	First		93,78	9,801	,020	1-2
		Second	58	127,01			
		Third	47	122,64			
		Fourth	57	103,92			
	People Management	First	58	93,48	8,581	,035	1-2
		Second	47	128,97			
		Third	57	116,39			
		Fourth	59	108,69			

When Table 7 is examined, it is seen that social studies preservice teachers' classroom management beliefs display a significant difference in instructional management sub-dimension

according to a class-level variable [$X^2(3) = 9,801; p < .05$]. According to the results of the Games-Howell test, which was made in order to understand the reason for such difference, a significant difference was found between the first and second grades in favor of the second grades. When the mean rank is examined, it is seen that the second grades' average is the highest, and the first grades' average is the lowest. In people management sub-dimension, a significant difference was also found in statistical terms according to a class-level variable [$X^2(3) = 8,581; p < .05$]. According to the results of the Games-Howell test, which was made in order to understand the reason for such difference, a significant difference was found between the first and second grades in favor of the second grades.

The results of the analysis which was made in order to determine whether social studies preservice teachers' classroom management beliefs vary according to the variable of taking a classroom management course are presented in Table 8.

Table 8. Mann-Whitney U test results of social studies preservice teachers' classroom management beliefs according to the variable of taking a classroom management course

		Classroom Management Course	n	Mean Rank	U	Z	Sig. (2-tailed)
Classroom Management Perceptions	Instructions Management	I have taken	116	113,12	5844,000	-,519	,604
		I haven't taken	105	108,66			
	People Management	I have taken	116	112,48	5918,500	-,362	,717
		I haven't taken	105	109,37			

According to Mann-Whitney U test results, social studies preservice teachers' statuses of having or not having taken classroom management courses do not lead to a significant difference in instructional management sub-dimension of classroom management beliefs ($Z = -0.519; p > .05$). Similarly, this variable does not cause a significant difference in people management sub-dimension either ($Z = -0.362; p > .05$). In other words, according to the results of this research, whether preservice teachers take a classroom management course or not affect their classroom management perceptions.

DISCUSSION and CONCLUSIONS

Within the framework of the research, the impact of social studies preservice teachers' pupil control ideologies on their classroom management beliefs were presented. Simple linear regression analysis was performed in order to determine the impact of social studies preservice teachers' pupil control ideologies on their classroom management beliefs. According to the responses given by preservice teachers to both measuring instruments, it was found that pupil control ideologies make a low-degree impact in the positive direction to the instructional management sub-dimension of classroom management beliefs with 8% variance. Considering the fact that pupil control ideologies are an important factor in determining the quality of life within the classroom (Turan & Altuğ, 2008), they should already be expected to be one of the factors that affect teachers' and preservice teachers' classroom management beliefs. However, it was found that pupil control ideologies make a low-degree impact in the negative direction to people management sub-dimension with 2% variance. Hence, this low rate led to the interpretation that pupil control ideologies do not dominantly affect people management sub-dimension. The reason for this situation may be explained by the limitations of the research. The low number of samples and limitations of the data to only one university might have led to this situation. Moreover, it was put forward by other researchers that beliefs about education are an important precursor of pupil control ideologies (Rideout & Morton, 2010) and that there is a significant relationship

between beliefs about education and beliefs about classroom management (Okut, 2011). Therefore, also social studies preservice teachers' beliefs on education might have affected this result. In this context, undergraduate programs of education faculties and approaches and practices of faculty members should be reviewed.

According to the findings obtained as a result of the research, it was concluded that preservice teachers are closer to humanistic pupil control ideology. As opposed to the result of this research, in a study made by Yılmaz (2011), preservice teachers' ideologies were found to be custodial. In a study made by Turan and Altuğ (2008), on the other hand, it was determined that a clear majority of classroom teachers adopt custodial control ideology.

It is considered that teachers with humanistic pupil control ideology would generate a democratic atmosphere in their classes (Hoy, 2001). In a study made by Yazıcı (2011), it was determined that the social studies preservice teachers who participated in the research had a high level of democratic values. In fact, democratic values are emphasized in the education program of social studies course in Turkey (MEB, 2018). It is significant to put into practice democratic principles in education environments for the generation of a democratic education environment and exhibition of a democratic attitude. Moreover, if the teachers exhibit democratic values in a democratic education environment, this would contribute to students' attainment of these values (Demircioğlu, Mutluer & Demircioğlu, 2011), and generate a positive attitude towards the school and course (Yazıcı, 2011). In addition to this situation, it is considered that teachers with humanistic pupil control ideologies design works depending on cooperation in the classroom environment and that they are close to a constructivist approach (Hoy, 2001). In the study of Baş and Beyhan (2013), a significant relationship was found between preservice teachers' humanistic pupil control ideologies and constructivist education-training approaches. Besides, the constructivist approach has been emphasized since 2004 in social studies education. According to the finding obtained, adoption of humanistic pupil control ideology by preservice teachers complies with the requirements of the social studies program.

According to the results of the analysis made in order to determine classroom management beliefs, it was found that preservice teachers adopted the interventionist approach in both instructional management and people management sub-dimensions. Actually, it is an interesting result to find social studies preservice teachers, who were determined to have more humanistic ideology in the issue of education, as adopting the interventionist approach in the issue of classroom management. This result of the study is supported by Keleş and Yaşar's (2016) study, which determined preschool teachers' beliefs as an interventionist approach in both sub-dimensions. Additionally, a study by Yılmaz (2009) indicated that preservice secondary science and mathematics teachers have an interventionist style in the instructional management dimension, whereas they have a non-interventionist style in the people management dimension. However, it was found in Reçepoğlu and Ergün's (2017) study that social studies preservice teachers have a high-level perception of exhibiting a democratic attitude in terms of their classroom management skills. In this context, for the generation of a democratic education environment, it is important that teachers and preservice teachers adopt an interactional classroom management approach rather than an interventionist approach.

The fact that social studies preservice teachers have professional concerns in many aspects might have led their preference for a more dominant classroom management approach. It is considered that this result is especially an outcome of their concern about communication skills, which is an important skill in classroom management (Uygun, Avaroğulları & Oran, 2016) and their anxiety of not being able to preserve discipline. In a study conducted by Yenen and Durmaz (2019), social studies preservice teachers' readiness for the teaching profession was found at a low level. Therefore, it is essential to have more effective and more efficient teaching practice courses, to generate concrete experiences, to realize microteaching practices (Arsal, 2014) and to

have students achieve real experiences in terms of classroom management in their preparation process for the profession (Savran Gencer & Çakıroğlu, 2007).

In the study, it is determined that pupil control ideologies vary according to the gender variable and those female preservice teachers are more humanistic than male preservice teachers. In other words, male preservice teachers have a more custodial pupil control ideology. In a study made by Gürşimşek (2014), custodial control ideologies of female preservice teachers were found to be at a lower level than custodial control ideologies of male preservice teachers. When the results of the analysis made in order to determine whether social studies preservice teachers' pupil control ideologies vary according to the grade level variable, it is seen that preservice teachers' pupil control ideologies do not vary significantly according to grade level.

According to the findings of the analysis made within the framework of the research for the purpose of determining whether social studies preservice teachers' classroom management beliefs vary according to gender variable, no significant difference was found between female preservice teachers and male preservice teachers in the instructional management sub-dimension. However, a significant difference was found according to the responses given by preservice teachers in people management sub-dimension. With regard to this difference, the average of responses given by female preservice teachers is higher than the responses given by male preservice teachers. In other words, in people management sub-dimension, female social studies preservice teachers adopt a more interventionist approach than male social studies preservice teachers. As opposite to this finding, in studies made by Şahin and Altunay (2011) and Okut (2011) with teachers, no significant difference was found in teachers' classroom management behaviors according to gender. Although the concept of classroom management has various dimensions, especially the discipline dimension and teacher authority dimension stand out (Akar, Tantekin Erden, Tor & Şahin, 2010). Female preservice teachers' concerns about not being able to maintain sufficient control over students might have affected this outcome.

According to the results obtained with regard to whether preservice teachers' classroom management beliefs vary according to the grade level variable, a significant difference was determined in both instructional management and people management sub-dimensions. The significant difference obtained is between the first and second grades. Preservice teachers who study in the first grade adopt a more interventionist approach than the preservice teachers who study in the second grade. The averages of both sub-dimensions according to grade level rise as first grade, fourth grade, third grade, and second grade respectively. In other words, in the adoption of a non-interventionist classroom management approach by preservice teachers, a positive development was observed during the passage from first to second grade. However, a downturn in negative direction was experienced in subsequent grades. It might be said that this situation arises from the fact that pupils, who experience university/faculty life after secondary education, have more self-confidence initially in this direction. As a result of the analysis made in order to determine the relationship between preservice teachers' classroom management beliefs and classroom management courses, it is concluded that whether preservice teachers take a classroom management course or not does not affect classroom management beliefs in both sub-dimensions. This situation was manifested in Ekici's (2008) study as well. According to the results of both Ekici's (2008) study and the results of this research, the classroom management course does not affect classroom management beliefs.

In conclusion; social studies preservice teachers' pupil control ideologies and classroom management beliefs were analyzed in this research, and the impact of pupil control ideologies on classroom management beliefs was determined. These findings as follow: 1) It was determined that social studies preservice teachers' pupil control ideologies make a low-degree, significant impact on classroom management beliefs' instructional management sub-dimension, and do not make an impact on people management sub-dimension. 2) It was concluded that preservice teachers are closer to humanistic pupil control ideology. 3) It was found that preservice teachers

adopted the interventionist approach in both sub-dimensions. 4) It is determined that pupil control ideologies vary according to the gender variable. But it is seen that preservice teachers' pupil control ideologies do not vary significantly according to class level. 5) Another finding of the study was that the social studies preservice teachers' classroom management beliefs did not differ significantly in the instructional management sub-dimension depending on gender variable. However, a significant difference was found according to the responses given by preservice teachers in people management sub-dimension. 6) The preservice social studies teachers' classroom management beliefs were found to differ depending on grade level in both sub-dimensions. Lastly, it is concluded that whether preservice teachers take a classroom management course or not does not affect classroom management beliefs in both sub-dimensions.

This study has some limitations. It should be carried out with more sample groups. Also this study may be conducted in different regions by using various variables and being supported by qualitative data with a wider sample group involving social studies preservice teachers and social studies teachers continuing their professional lives. In the light of the results obtained from this study, it may be suggested to do more applied courses at the undergraduate programs of social studies teacher training. Especially within the scope of the courses such as School Experience and Teaching Practice should be conducted be effectively. By this means, the students may be ensured to develop reflective thinking skills.

REFERENCES

- Aksoy, N. (2001). Sınıf yönetimi ve disiplin modellerinin dayandığı temel yaklaşımlar. *Kuram ve Uygulamada Eğitim Yönetimi*, 25: 9-20.
- Akar, H., Tor, D., Tantekin-Erden, F., ve Şahin, İ.T. (2010). Study on teachers' classroom management approaches and experiences. *Elementary Education Online*, 9(2), 792-806. <http://ilkogretim-online.org.tr/index.php/io/article/view/1826>
- Arsal, Z. (2014). The effect of microteaching on prospective teachers' classroom management attitude and beliefs. *Mersin University Journal of the Faculty of Education*, 10(3): 137-150.
- Baş, G. & Beyhan, Ö. (2013). Correlation between pre-service teachers' teaching-learning conceptions and their student control ideologies. *Hacettepe University Journal of Education Special issue* (1), 14-26.
- Demircioğlu, İ.H., Mutluer, C. & Demircioğlu, E. (2011). The perceptions of the social studies student teachers about democratic teacher. *Kastamonu Education Journal*, 19(2): 577-586.
- Ekici, G. (2008). Effects of classroom management lesson on pre service teacher' attitudes and beliefs on *Journal of Çukurova University Social Sciences Institutes*, 17(3): 167-182.
- Erden, M. (2001). Classroom management. İstanbul: Alkım publishing.
- Görgeç, İ. (2017). Program geliştirmede temel kavramlar. H. Şeker (Ed.), *Eğitimde program geliştirme kavramlar ve yaklaşımlar* (1-18). Ankara: Anı Publishing
- Gürşimşek, A.I. (2014). Preschool teacher candidates' pupil control ideology and educational beliefs. *Journal of Education and Sciences*, 39(171): 436-447.
- Hoy, W. K. (2001). Pupil control studies: A historical, theoretical, and empirical analysis. *Journal of Educational Administration*, 39 (5), 424-441
- Karasar, N. (2011). Scientific research methods. Ankara: Nobel Publishing.
- Kaymakçı, S. & Ata, B. (2012). Social studies teachers' perceptions about the nature of social studies. *Journal of Social Studies Education Research*. 3 (1), 35-64.
- Keleş, O. & Yaşar, M. (2016). Okul öncesi öğretmen adaylarının ve öğretmenlerinin sınıf yönetimine ilişkin tutum ve inançlarının incelenmesi. Ş. Çınkır (Ed.), *IIIrd International Eurasian Educational Research Congress proceedings* (ss. 375-382). Ankara: Anı Yayıncılık.
- Knowles, R.T. (2017). Teaching who you are: Connecting teachers' civic education ideology to instructional strategies. *Theory & Research in Social Education*, 42(1): 1-42.
- Koyuncu, İ. & Kılıç, A. F. (2019). The use of exploratory and confirmatory factor analyses: A document Analysis. *Education and Science*, 44 (198): 361-388.
- Martin, N.K., Yin, Z. & Baldwin, B. (1998). Construct validation of the attitudes and beliefs on classroom control theory. *Journal of Classroom Interaction*, 33(2): 6-15.

- Martin, N.K., Yin, Z. & Mayall, H. (2008). The attitudes & beliefs on classroom control inventory revised and revisited: A continuation of construct validation. *Journal of Classroom Interaction*, 42(2): 11-20.
- Mclaren, P. (2011). Okullarda yaşam eleştirel pedagojiye giriş. (Çev. Ed. M. Y. Eryaman ve H. Arslan). Ankara: Anı Yayıncılık.
- Milli Eğitim Bakanlığı (MEB) (2018). Sosyal bilgiler dersi öğretim programı, İlkokul ve ortaokul 4, 5, 6 ve 7. sınıflar (Internet: <http://mufredat.meb.gov.tr> – 21.04.2019 tarihinde alınmıştır).
- Muslu, A. (2017) Y kuşağının iş motivasyonunu artırmak için sürdürülebilir yöntemler. *III. Uluslararası Girişimcilik, İstihdam ve Kariyer Kongresi* 12-15 Ekim 2017 Muğla, 481-484.
- Okut, L. (2011). İlköğretim Fen ve Teknoloji, Matematik öğretmenlerinin eğitime ve sınıf yönetimine ilişkin inançları arasındaki *Pegem Eğitim ve Öğretim Dergisi*, 1(4): 39-51.
- Okut, L. & Öntaş, T. (2015). İlköğretim Matematik ve Fen ve Teknoloji öğretmenlerinin sınıf yönetimine ilişkin inançları. *Karaelmas Journal of Educational Sciences*, 3 (2): 117-125.
- Rideout, G. W., & Morton, L. L. (2010). Pre-service teachers' beliefs and pupil control ideology: The custodializing practicum. *Journal of Educational Administration*, 48, 64-88.
- Recepoğlu, S. & Ergün M. (2017). Sosyal bilgiler öğretmen adaylarının sınıfı yönetebilme becerilerine ilişkin algıları, *Kastamonu Eğitim Dergisi*, 25(4), 1337-1352.
- Sadık, F. & Bulut Özsezer, M. S. (2015). Öğretmen adaylarının sınıf yönetimine yönelik tutum ve inançlarının incelenmesi (Çukurova Üniversitesi örneği). *Turkish Studies*, 10(15): 749-770.
- Savran, A. (2002). Pre-service science teachers' efficacy beliefs regarding science teaching and their classroom management beliefs (Yayımlanmamış doktora tezi). Ortadoğu Teknik Üniversitesi, Ankara.
- Savran Gencer, A. & Çakıroğlu, J. (2007). Turkish preservice science teachers' efficacy beliefs regarding science teaching and their beliefs about classroom management. *Teaching and Teacher Education*, 23: 664-667.
- Şahin, İ. & Altunay, U. (2011). İlköğretim okulu öğretmenlerinin sınıf yönetimi davranışları. *Elementary Education Online*, 10(3), 905-918.
- Tabachnick, G. & Fidell L.S. (2013). Using multivariate statistics. Boston: Pearson.
- Turan, S. & Altuğ, S.C. (2008). Öğretmenlerin öğrenci kontrol ideolojileri. *Uşak Üniversitesi Sosyal Bilimler Dergisi*, 1 (1), 95-113.
- Uygun, K., Avaroğulları, M. & Oran, M. (2016). Sosyal bilgiler öğretmen adaylarının mesleki kaygı düzeylerinin incelenmesi, *Turkish Studies, International Periodical for the Languages, Literature and History of Turkish or Turkic*, 11(21), 417-436. DOI Number: <http://dx.doi.org/10.7827/TurkishStudies.11296>
- Willover, D. J., Eidell, T. L. & Hoy, W. K. (1967). The school and pupil control ideology. *University Park: Pennsylvania State University Press*.
- Yazıcı, K. (2011). Sosyal bilgiler öğretmen adaylarının demokratik değerlerinin çeşitli değişkenler açısından incelenmesi. *Eğitim ve Bilim Dergisi*, 36(159): 165-178.
- Yenen, E. T. & Durmaz, A. (2019). Öğretmen adaylarının öğretmenlik mesleğine yönelik hazırbulunuşluk düzeylerinin incelenmesi. *Uluslararası Toplum Araştırmaları Dergisi*, 13(19), 922-940. DOI: 10.26466/opus.594671
- Yılmaz, K. (2007). İlköğretim okulu öğretmenlerinin okul yöneticilerinin liderlik davranışları ve öğrenci kontrol ideolojilerine ilişkin görüşleri. *Eğitim ve Bilim Dergisi*, 32(146): 12-23.
- Yılmaz, K. (2009). Pre-service secondary science and mathematics teachers' classroom management styles in Turkey. *Asia-Pacific Forum on Science Learning and Teaching*, 10(2), 1-15.
- Yılmaz, K. (2011). Öğretmen adaylarının demokratik değerler ile öğrenci kontrol ideolojilerine ilişkin görüşleri arasındaki ilişki. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 24(2): 297-315.