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Examining the Relationship Between Teachers' Classroom Management Competencies and Personality Traits*

*Öğretmenlerin Sınıf Yönetimi Yeterlikleri ve Kişilik Özellikleri Arasındaki İlişkinin İncelenmesi***

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Abstract: The main purpose of this quantitative study in the relational screening model is to examine the relationship between teachers' classroom management competencies and personality traits. The working population is 931 secondary school teachers working in Kırşehir province in Turkey in 2019-2020 academic year. The sample of study consists of 441 secondary school teachers selected by convenience sampling method. "Classroom Management Proficiency Scale" and "Adjectives Based Personality Scale" were used to collect data. In the research, it was determined that the classroom management proficiencies have a significant positive relationship with "extroversion," "openness," "agreeableness" and "conscientiousness", and a significant negative relationship with "neuroticism". It was found that the "providing physical order", instructional management", "time management", "organizing classroom relations" and "behaviour development and regulation" sub-proficiencies of classroom management have a significant positive relationship with "extroversion," "openness," "agreeableness" and "conscientiousness", and a significant negative relationship with "neuroticism". In the research, it was determined that teachers' perceptions about classroom management competencies were "at a very high level" across the scale and all sub-factors. It was understood that the teachers were a little suitable for neuroticism very suitable for extroversion, openness, agreeableness and conscientiousness. In addition, it was concluded that the variables of "perceptions regarding the facilities of the school teachers work at" and "professional broadcasting follow-up status" were variables that made a significant difference between the perceptions of teachers about their classroom management competencies and their perceptions of personality traits.

Structured Abstract: Introduction and purpose of the study Adequate teachers in classroom management plan teaching; organize the necessary resources for teaching; provide coordination among students; manage the communication between him and his students and with each other; control teaching activities and students' learning; measure and evaluate students' learning actions. Considering that the personality traits of teachers are an important factor among teacher qualities, it can be claimed that there may be a relationship between teachers' classroom management competencies and personality traits. It was pointed out that the personality factor is an important predictor of teacher effectiveness. Also personality traits of teachers; is effective on classroom management, therefore on the classroom atmosphere. The fact that a teacher has personality traits that are

* The study was carried out in the 2019-2020 academic year.

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perceived as positive by students can make it easier for them to be successful in classroom management and to achieve results. On the other hand, it is thought that these positive results in the classrooms will affect teachers' personalities in a positive way. To briefly state the relationship between proficiency in classroom management and the personality traits of teachers, it can be stated that the personality traits can affect the level of efficiency and effectiveness in classroom management, the developments that will occur in the classroom and classroom atmosphere due to competence in classroom management will positively reflect the personal traits of teachers and their personalities. Based on this claim, it can be said that studies examining the relationship between teachers' perceptions about classroom management competencies and personality traits are important. With this study, it was aimed to determine whether there is a statistically significant relationship between teachers' perceptions of classroom management competencies and personality traits.

Method

The study is in relational research model. 931 secondary school teachers working in secondary schools affiliated to Kırşehir (Turkey) Directorate of National Education in the 2019-2020 academic year constitute the universe of the research. The 441 teachers determined by the convenience sampling method. Classroom Management Proficiency Scale and Adjectives Based Personality Scale were used as data collection tools.

When the distribution of Levene homogeneity test is examined, it is concluded that the test variances of the score distribution according to Levene Statistics $p > .05$ are homogeneously distributed. It is seen that the distribution of the points obtained from the scales is continuous data and at the level of equally spaced scale. The fact that the two samples are independent from each other, the dependent variables are measured at the range or ratio scale level, the assumptions of normality and homogeneity meet the parametric test assumptions.

Findings

It is understood that there is a close to mid-level significant negative relationship between the overall Classroom Management Proficiency Scale and the "neuroticism" compared to $p < .05$, and a positive low level significant relationship between Classroom Management Proficiency Scale and other sub-factors of the Adjectives Based Personality Scale compared to $p < .05$. Other relationships detected are as follows:

There is a negative significant relationship between "providing physical order" and "neuroticism" compared to $p < .05$, and positive low level significant relationship between "providing physical order" and other sub-factors of Adjectives Based Personality Scale compared to $p < .05$.

There is a negative significant relationship slightly above the low level between "instructional management" and "neuroticism" compared to $p < .05$, and and positive low level and just above the low level significant relationship between "providing physical order" and other sub-factors of Adjectives Based Personality Scale compared to $p < .05$.

There is a close to mid-level significant negative relationship between the "time management" and the "neuroticism", and a positive low level significant relationship between "time management" and "agreeableness", "openness" and "conscientiousness" compared to $p < .05$.

There is a negative mid-level significant relationship between "organizing classroom relations" and "neuroticism" compared to $p < .05$, and positive low level significant relationship between "organizing classroom relations" and "agreeableness", "openness" and "conscientiousness" compared to $p < .05$.

There is a negative low-level significant relationship between "behaviour development and regulation" and "neuroticism" compared to $p < .05$, and positive low level significant relationship between "behaviour development and regulation" and "agreeableness", "openness" and "extroversion" compared to $p < .05$.

Conclusion and suggestions

It was determined that the classroom management proficiencies have a significant positive relationship with "extroversion," "openness," "agreeableness" and "conscientiousness", and a significant negative relationship with "neuroticism". It was found that the "providing physical order", instructional management", "time management", "organizing classroom relations" and "behaviour development and regulation" sub-proficiencies of classroom management have a significant positive relationship with

“extroversion,” “openness,” “agreeableness” and “conscientiousness”, and a significant negative relationship with “neuroticism”.

In the research, it was determined that teachers' perceptions about classroom management competencies were “at a very high level” across the scale and all sub-factors. It was understood that the teachers were a little suitable for neuroticism very suitable for extroversion, openness, agreeableness and conscientiousness. In addition, it was concluded that the variables of “perceptions regarding the facilities of the school teachers work at” and “professional broadcasting follow-up status” were variables that made a significant difference between the perceptions of teachers about their classroom management competencies and their perceptions of personality traits.

Based on these results, the following are suggested:

“Adjectives Based Personality Test” and other tests with the same function can be applied to prospective teachers to make it easier for them to decide whether the teaching profession is suitable for them and to make an assessment of whether they can succeed in this profession or not. Again, in terms of the same result, among the qualities to be searched as teachers, the condition of positive personality traits, which is thought to affect the learning-teaching process and the relations with students, can be included.

Orientation to the teaching profession should start at an early age and be functional. For this reason, it can be started from secondary school or even primary school age to identify and develop some of the teacher qualities (emotional intelligence, intelligence type, intelligence level...) that are thought to have positive results in terms of education. Personality traits should also be included among these traits.

Keywords: Educational Administration, Classroom Management, Classroom Management Competencies, Personality Traits, Secondary School Teachers.

Öz: İlişkisel tarama modelindeki bu nicel araştırmanın temel amacı, öğretmenlerin sınıf yönetimi yeterlikleri ile kişilik özellikleri arasındaki ilişkiyi incelemektir. Çalışma evrenini, 2019-2020 Eğitim-Öğretim Yılı'nda Kırşehir il genelinde görev yapan 931 ortaokul öğretmeni oluşturmaktadır. Araştırmanın örneklemini, kolaylıkla bulunabilen örnekleme yöntemi ile seçilmiş 441 öğretmeninden oluşmaktadır. Veri toplama araçları olarak “Sınıf Yönetimi Yeterlik Ölçeği” ve “Sıfatlara Dayalı Kişilik Testi” kullanılmıştır. Araştırmada, sınıf yönetimi yeterliklerinin “dışa dönüklük”, “deneyime açıklık”, “yumuşak başlılık” ve “sorumluluk” kişilik özellikleriyle pozitif yönlü anlamlı ilişkisinin olduğu, “duygusal dengesizlik” kişilik özelliğiyle ise negatif yönlü anlamlı ilişkisinin olduğu tespit edilmiştir. Sınıf yönetimi “fiziksel düzeni sağlama”, “öğretim yönetimi”, “zaman yönetimi”, “sınıf içi ilişkileri düzenleme” ve “davranış geliştirme ve düzenleme” alt yeterliklerinin “dışa dönüklük”, “deneyime açıklık”, “yumuşak başlılık” ve “sorumluluk” kişilik özellikleriyle pozitif yönlü, “duygusal dengesizlik” kişilik özelliğiyle ise negatif yönlü anlamlı ilişkisinin olduğu belirlenmiştir. Araştırmada, öğretmenlerin sınıf yönetimi yeterliklerine ilişkin algılarının “çok yüksek düzeyde olduğu”; öğretmenlerin kişilik özelliklerinden duygusal dengesizliğe biraz uygun oldukları; dışa dönüklüğe, deneyime açıklığa, yumuşak başlılığa oldukça uygun oldukları ve sorumluluğa çok uygun oldukları saptanmıştır. Ayrıca “görev yapılan okulun imkânları durumuna ilişkin algı” ve “mesleki yayın takip etme durumu” değişkenlerinin öğretmenlerin sınıf yönetimi yeterliklerine ilişkin algıları ile kişilik özelliklerine ilişkin algıları arasında anlamlı farklılık yaratan değişkenler olduğu sonucuna ulaşılmıştır.

Anahtar Kelimeler: Eğitim Yönetimi, Sınıf Yönetimi, Sınıf Yönetimi Yeterlikleri, Kişilik Özellikleri, Ortaokul Öğretmenleri.

Introduction

Classroom management is a rational action to raise the efficiency of teaching-learning activities. This action means an effort to create a classroom environment that provides and supports more learning and to achieve teaching goals (Brophy, 1988; Demirel, 2006).

The teacher as a classroom manager is the person who facilitates teaching and thus enables students to reach the goals of education. In addition, they should try to achieve goals such as creating

and maintaining a positive classroom atmosphere, preventing students' negative behaviors, and providing favorable conditions for increasing positive behaviors (Sadık, 2000). The focus of the teacher when managing the classroom should be the quality of learning and student behavior.

Adequate teachers in classroom management plan teaching; organize the necessary resources for teaching; provide coordination among students; manage the communication between him and his students and with each other; control teaching activities and students' learning; measure and evaluate students' learning actions (Başaran, 2005). Considering that the personality traits of teachers are an important factor among teacher qualities (Hamachek, 1972; Küçükahmet, 1987; Cruickshank, Bainer, & Metcalf, 1995; Cochran-Smith, 2001; Loughran, 2006; Erden, 2007; Oktar & Yazçayır, 2008; Harper & Dunkerly, 2009), it can be claimed that there may be a relationship between teachers' classroom management competencies and personality traits.

The most influential factor on the quality of education is teachers. If it is desired to ensure and increase the quality of education, it is necessary to focus on teacher qualifications and to develop these qualities. Personality traits have a very important place among teacher traits. Studies about the qualifications of teachers play an important role in the education and training process (Sevim & Varışoğlu, 2012).

Teachers are those who have a direct influence on students' daily learning experiences (Harper & Dunkerly, 2009). Willingness, tolerance, relevance, warmth, applying to humor, reliability, high expectation of success, supportiveness, systematicity, flexibility and wisdom were determined as the personality traits of effective teachers (Hamachek, 1972; Cruickshank, Bainer & Metcalf, 1995).

It was pointed out that the personality factor is an important predictor of teacher effectiveness (Guba & Getzels, 1955). Also personality traits of teachers; is effective on classroom management, therefore on the classroom atmosphere (Küçükahmet, 1987; Özdemir, 2007; Erdoğan, 2010). Personality traits, which are evaluated as an important teacher qualification, will be reflected in classroom management. With the positive reflection of positive personality traits on classroom management, the developments in students' learning levels and behaviors will affect quality perception as well as quality in education. Based on this claim, it is important to determine how teachers' personality traits relate to proficiency in classroom management.

The fact that a teacher has personality traits that are perceived as positive by students can make it easier for them to be successful in classroom management and to achieve results. Because such teachers can provide good relationships between students in the classroom, create an efficient learning environment, and can help students gain positive behaviors. On the other hand, it is thought that these positive results in the classrooms will affect teachers' personalities in a positive way. Because personality traits can change by being affected by environmental factors and the group (Şimşek, Akgemci & Çelik, 2001; Başaran, 2008).

To briefly state the relationship between proficiency in classroom management and the personality traits of teachers, it can be stated that the personality traits can affect the level of efficiency and effectiveness in classroom management, the developments that will occur in the classroom and classroom atmosphere due to competence in classroom management will positively reflect the personal traits of teachers and their personalities. Based on this claim, it can be said that studies examining the relationship between teachers' perceptions about classroom management competencies and personality traits are important. In the literature, there are not enough studies addressing the relationship in question. With this study, it was aimed to determine whether there is a statistically significant relationship between secondary school teachers' perceptions of classroom management competencies and personality traits. Depending on this purpose, the hypothesis of the research was formed as "There is a significant relationship between the classroom management competencies of the secondary school teachers and their personality traits."

Classroom Management

Classroom is the environment where the teacher and the student share their knowledge and experiences that they have in order to reach their education and training outcomes (Başar, 2004). Successful classroom management creates an environment that enables students to experience high levels of learning (Austin & Omomia, 2014). Therefore, successful classroom management is an important tool for a qualified education (Oliver & Reschly, 2007; Çakmak, Kayabaşı & Ercan, 2008).

Classroom management has been defined in various ways because of being a complex concept with many dimensions (Fries & Cochran Smith, 2006; Martin & Sass, 2010; Sun, 2015; Kwok, 2017). Classroom management has been defined as a set of actions to create an effective environment for academic development, to communicate positively with students, to support the social and emotional development of students, and to prevent negative student behavior (Evertson & Weinstein, 2006). According to the definitions, the main purpose in classroom management is to create a positive and efficient learning environment so that students achieve their teaching goals.

It can be said that an effective classroom management is at the center of all the features that an effective teacher should have (Okutan, 2006). Effective and successful classroom management depends on the teacher being competent in classroom management (Demirtaş, 2009). Competence means the power to perform the task (TDK, 2020). It can be said that the basic classroom management competencies that teachers should have are to organize the classroom environment and manage student behaviors so that students experience high levels of learning and gain positive behaviors. These competencies are very important to achieve positive educational outcomes (Hattie, 2002; Oliver & Reschly, 2007).

Personality Traits Based on Five Factor Theory

Personality includes the equipment that the individual has since the birth and acquired later. Inherent possessions express the biological content of the individual's psychosocial existence, while subsequent enhancements explain the social dimension of the personality. The unique attitudes and behaviors exhibited by the individual are expressed as the processes produced by these equipment as a whole (Akyıldız, 2006).

Many opinions about personality have been put forward. The Five Factor Personality Theory seems to have integrated these different views under one roof. Studies have shown that personality studies can be compiled on five factors. These factors have been confirmed in many intercultural studies such as neuroticism, extroversion, openness, agreeableness, conscientiousness (Tatlılioğlu, 2013).

Neuroticism: It refers to anxiety, anger, distress, acting without thinking, insecurity and depression experienced by a person. These people often express their emotional conflicts by physical means. Such character traits can cause individuals to experience more conflict in work and family life, and therefore more stress (Mete, 2006).

Extroversion: This dimension shows how social, active, determined, talkative and sociable people are, how much they love people (Aktaş, 2006). Extroverted people are active, talkative, cheerful, optimistic and energetic; they like fun and movement (Mete, 2006).

Openness: It includes features such as being sensitive, flexible, creative, cultured, intellectual and artistic thinking in general. Individuals with these characteristics provide very functional benefits with their creativity, especially in organizations that experience change (Burger, 2006).

Agreeableness: People with this feature behave friendly, like working together, are polite, tolerance is broad, reassuring and soft-hearted (Burger, 2006).

Conscientiousness: Planability, patience, motivation, organization and success in a targeted behavior are concepts associated with this factor. People with this feature are purposeful, strong and determined (Mete, 2006).

Method

Model of Research

The study is in relational research model. Relational studies are studies in which the relationship between two or more variables is examined without any interference to these variables and the relationship is generally described (Büyüköztürk, Çakmak, Akgün, Karadeniz, & Demirel, 2012; Fraenkel, Wallen & Hyun, 2012).

Universe and Sampling

931 secondary school teachers working in secondary schools affiliated to Kırşehir Directorate of National Education in the 2019-2020 academic year constitute the universe of the research. The 441 teachers determined by the convenience sampling method. Frequency and percentage distributions regarding teachers' demographic features are shown in Table 1.

Table 1: Teachers' Demographic Features

	Categories	F	%
Gender	Female	230	52,15
	Male	211	47,85
Total		441	100,0

Data Collection Tools

Classroom Management Proficiency Scale (CMPS): A 5-item Likert format measurement tool with 47 items was developed by Çetin (2012) in order to reveal the classroom management behaviors of the teaching staff working in the education faculties developed by Çetin (2012). The sub-dimensions of the measurement tool, which are handled in five sub-dimensions, are “Providing Physical Order”, “Instructional Management”, “Time Management”, “Organizing Classroom Relations” and “Behavior Development and Regulation”.

Based on the data collected by the researcher by applying it to the academic staff and final year students, comparisons were made with the average parametric test methods regarding the overall dimensions of the measurement tool, but there was no evidence of validity and reliability analysis of the measurement tool. In this study, validity and reliability analyzes were carried out regarding whether the structures defined by the data collected from secondary school teachers were working. confirmatory factor analysis (CFA) regarding the validity of the previously defined structure and Cronbach Alpha reliability analysis on reliability were examined.

When the results of the CFA conducted to test whether the structure of 47 items with 5 factors belonging to “Classroom Management Proficiency Scale” were verified, it was understood that each item was collected in its own sub-dimensions. When the t values of the 31st and 36th items belonging to the sub-factor of “Organizing Classroom Relations” were examined, it was found that they did not comply. However, the remaining items seem to be compatible with the defined sub-factors. As a result of the CFA analysis, 2 items were removed and the five-factor structure was tested again. The fit index values obtained are given in Table 2.

Table 2: Compliance Index Values of CFA Model Regarding Classroom Management Proficiency Scale

Compliance Index	Structural Equation Model	Excellent Compliance Criteria	Acceptable Compliance Criteria
$\chi^2/ (sd)$	3672,21/(934)= 3,93	$0 \leq \chi^2 \leq 3$	$3 < \chi^2 \leq 5$
RMSEA	0.074	$0 \leq RMSEA \leq 0,05$	$0,05 < RMSEA \leq 0,08$
TLI/ NNFI	0.95	$0,97 \leq TLI \leq 1,00$	$0,95 \leq TLI < 0,97$
CFI	0.96	$0,97 \leq CFI \leq 1,00$	$0,95 \leq CFI < 0,97$
NFI	0.92	$0,95 \leq NFI \leq 1,00$	$0,90 \leq NFI < 0,95$
AGFI	0,86	$0,90 \leq AGFI \leq 1,00$	$0,85 \leq AGFI < 0,90$
GFI	0,91	$0,95 \leq GFI \leq 1,00$	$0,90 \leq GFI < 0,95$

Table 2 shows that the all of the fit index values are acceptable (Byrne, 2013; Schermelleh-Engel, Moosbrugger & Müller, 2003). It appears that the model has been verified.. The diagram of the 45-item CFA model, which is established at the 1st level with the data collected from secondary school teachers, is shown in Figure 1.

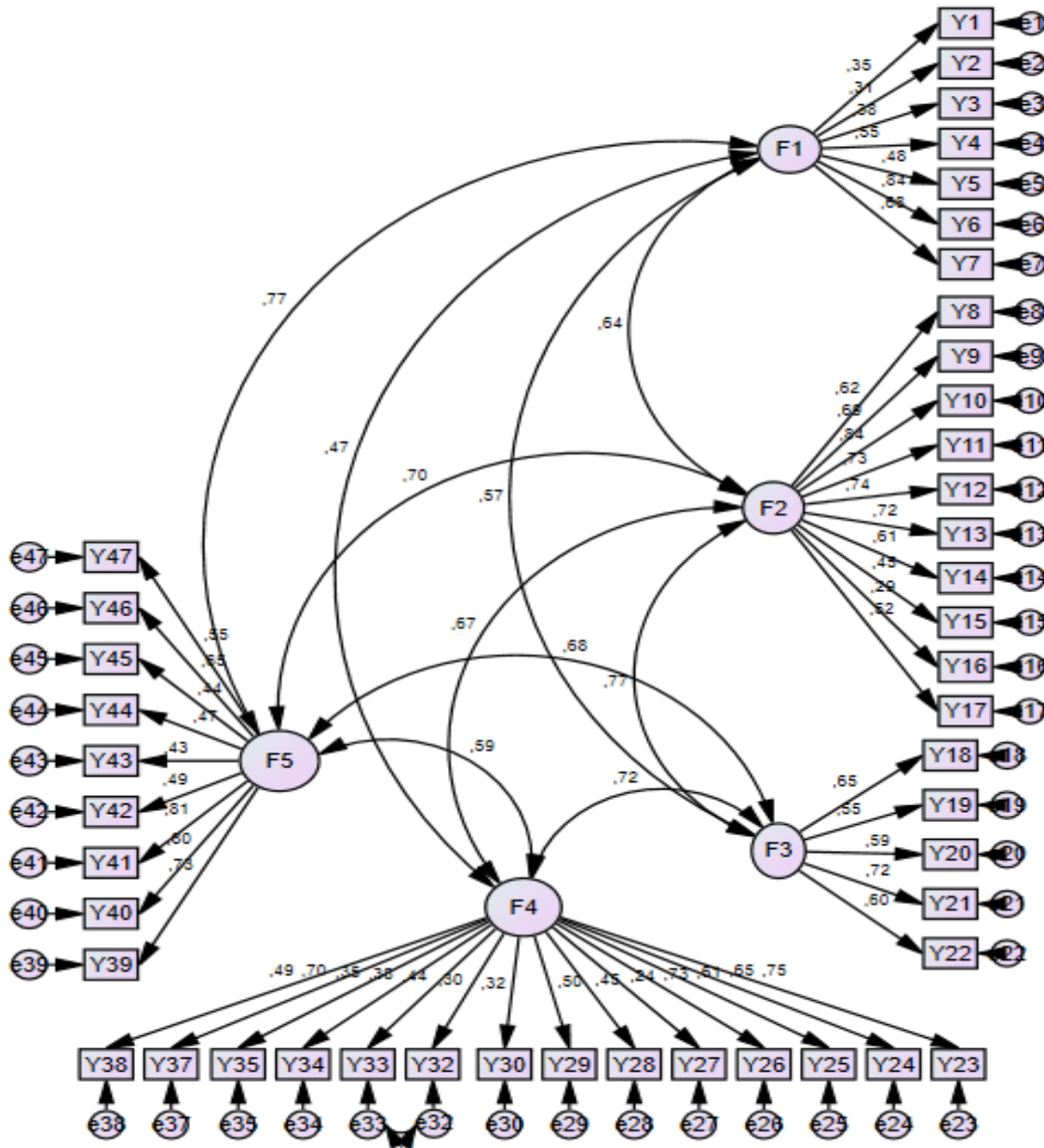


Figure 1: First Level Five Factor CFA Model Related to Classroom Management Proficiency Scale

Cronbach Alpha reliability analysis results of “Classroom Management Proficiency Scale” are shown in Table 3.

Table 3: Cronbach Alpha Reliability Coefficient Results for Classroom Management Proficiency Scale

Classroom Management Proficiency Scale	Item Number	Cronbach α
Providing Physical Order (F1)	7	0,70
Instructional Management (F2)	10	0,86
Time Management (F3)	5	0,76
Organizing Classroom Relations (F4)	14	0,81
Behaviour Development and Regulation (F5)	9	0,84
Overall Scale	45	0,93

Adjectives Based Personality Scale (ABPS): The scale based on the five-factor personality theory was developed by Bacanlı, İlhan and Aslan (2009). It consists of pairs of adjectives to reveal the personality traits of individuals. In order to determine the factor structure of the test, direct obliminal rotation and principal components analysis method was used. The Sociotropy Scale, Response to Conflict Scale, Negative-Positive Emotion Scale, Trait Anxiety Inventory were used to test the vehicle's compliance validity. The scale, which measures extroversion, agreeableness, conscientiousness, neuroticism and openness, consists of 40 items. 1-7 likert type scale has two ends. Internal consistency coefficients of the sub-factors were calculated as ,73 for neuroticism, ,89 for extroversion, ,89 for openness, ,80 for agreeableness, 87, and for conscientiousness ,88 (Bacanlı, İlhan & Aslan, 2009).

Since the validity and reliability analyzes were carried out in detail, the validity and reliability analyzes of the test were not repeated by referring to the study conducted in order not to spoil the structure of the Adjective Based Personality Scale.

Data Analysis

The collected data were processed in SPSS-21 package program. Firstly, the distributions of the data were examined, and it was understood that there were no missing data and extreme data. Normality and Levene homogeneity tests were conducted to determine whether the data distribution was parametric or nonparametric before looking at the difference between the mean scores received by the teachers' data collection tools and the relationship between the scales. The skewness and kurtosis values calculated to test the normal distribution assumption of the scores for the overall and sub-factors of the scale of the data obtained from the scale are given in Table 4.

Table 4: Skewness and Kurtosis Values Regarding the Normality of Teachers' Scores from Scales

			Skewness	Kurtosis
Classroom Management Proficiency Scale		Providing Physical Order (PPO, F1)	-,774	,450
		Instructional Management (IM, F2)	-,634	-,951
		Time Management (TM, F3)	-,763	,458
		Organizing Classroom Relations (OCR, F4)	-,691	-,464
		Behaviour Development and Regulation (BDR, F5)	-,891	,746
		Overall Scale (CMPS)	-,489	-,774
Adjective Based Personality Scale		Neuroticism	,785	,248
		Extroversion	-,740	,380
		Openness	-,935	,081
		Agreeableness	-,994	,356
		Conscientiousness	-,641	-,094

The Kolmogorov-Smirnov test is a non-parametric method that compares the sample distribution with the unit normal distribution and gives information about whether the sample distribution is normal or not, based on the hypothesis testing (Baykul & Güzeller, 2014). In this context, in testing the normality assumption, besides considering the comments based on Kolmogorov-Smirnov statistics, it is also necessary to consider the statistics that directly reflect the data itself, such as skewness and kurtosis. In Table 4, it is seen that the skewness and kurtosis values examined to test the normality assumption varies between -1 and +1. It is stated that the coefficient of skewness and kurtosis can be accepted as a measure of normality assumption in the range of -1 to +1 (Morgan, Leech, Gloeckner & Barrett, 2004). When the distribution of Levene homogeneity test is examined, it is concluded that the test variances of the score distribution according to Levene Statistics $p > ,05$ are homogeneously distributed. It is seen that the distribution of the points obtained from the scales is continuous data and at the level of equally spaced scale. The fact that the two samples are independent from each other, the dependent variables are measured at the range or ratio scale level, the assumptions of normality and homogeneity meet the parametric test assumptions (Köklü, Büyüköztürk, & Bökeoğlu, 2007).

The difference between the scores of the teachers according to the variable of “perceptions of the opportunities of the school they work at” was examined by Independent-Sample T-Test analysis. According to the variable of “professional broadcasting follow-up”, the significant difference between the points that the teachers got from the scales was analyzed by One-Way ANOVA analysis. The relationship between teachers' scores on scales was examined by Pearson Correlation analysis. Descriptive statistics (mean, standard deviation, minimum value and maximum value) regarding the distribution of the points received by the teachers were examined. Confirmatory factor analysis related to the validity analysis performed to see if the previously defined structure of the “Classroom Management Proficiency Scale” is working on secondary school teachers was analyzed using the AMOS-21 package program. Cronbach Alpha reliability analysis was performed to test the reliability of the scale. The criteria determined by Byrne (2013) and Schermelleh-Engel, Moosbrugger and Müller (2003) were taken into consideration in order to evaluate the goodness of fit indices obtained as a result of the Confirmatory factor analysis of the “Classroom Management Proficiency Scale”.

Findings

The Relationship Between Teachers' Perceptions of Classroom Management Competencies and Personality Traits

Results of pearson correlation analysis are given in Table 5.

Table 5: Results of Pearson Correlation Analysis Related to the Relationship Between Classroom Management Competencies and Personality Traits in Teachers

	Neuroticism	Extroversion	Openness	Agreeableness	Conscientiousness
PPO	-,24(*) ,001	,13(*) ,037	,18(*) ,006	,24(*) ,000	,19(*) ,004
IM	-,34(*) ,000	,35(*) ,000	,32(*) ,000	,24(*) ,000	,31(*) ,000
TM	-,36(*) ,000	,08 ,145	,20(*) ,003	,28(*) ,000	,28(*) ,000
OCR	-,42(*) ,000	,10 ,076	,17(*) ,011	,23(*) ,001	,27(*) ,000
BDR	-,18(*) ,007	,17(*) ,010	,28(*) ,000	,18(*) ,008	,09 ,107
CMPS	-,37(*) ,000	,21(*) ,002	,28(*) ,000	,28(*) ,000	,28(*) ,000

*p<,05

When Table 5 is analyzed it is understood that there is a close to mid-level significant negative relationship between the overall CMPS and the “Neuroticism” compared to $p < ,05$, and a positive low level significant relationship between CMPS and other sub-factors of the ABPS compared to $p < ,05$. Other relationships detected are as follows:

There is a negative low-level significant relationship between “PPO” and “Neuroticism” compared to $p < ,05$, and positive low level significant relationship between “PPO” and other sub-factors of ABPS compared to $p < ,05$.

There is a negative significant relationship slightly above the low level between “IM” and “Neuroticism” compared to $p < ,05$, and positive low level and just above the low level significant relationship between “PPO” and other sub-factors of ABPS compared to $p < ,05$.

There is a close to mid-level significant negative relationship between the “TM” and the “Neuroticism”, and a positive low level significant relationship between “TM” and “Agreeableness”, “Openness” and “Conscientiousness” compared to $p < ,05$.

There is a negative mid-level significant relationship between “OCR” and “Neuroticism” compared to $p < ,05$, and positive low level significant relationship between “OCR” and “Agreeableness”, “Openness” and “Conscientiousness” compared to $p < ,05$.

There is a negative low-level significant relationship between “BDR” and “Neuroticism” compared to $p < ,05$, and positive low level significant relationship between “BDR” and “Agreeableness”, “Openness” and “Extroversion” compared to $p < ,05$.

Teachers' Classroom Management Competencies and Personality Traits

Descriptive statistics concerning teachers' classroom management competencies are given in Table 6.

Table 6: Descriptive Statistics Concerning Teachers' Classroom Management Competencies

CMPS	N	Number of Item	Minimum	Maximum	Theoretical Average	$\bar{X}$ (Average)	S
PPO	441	7	22,00	35,00	21,00	30,27(4,32)	2,82
IM	441	10	38,00	50,00	30,00	46,29(4,63)	3,57
TM	441	5	16,00	25,00	15,00	22,58(4,52)	2,01
OCR	441	14	55,00	70,00	42,00	65,18(4,66)	3,90
BDR	441	9	29,00	45,00	27,00	41,11(4,57)	3,46
Overall Scale	441	45	177,00	225,00	135,00	205,43(4,57)	13,00

Ranges (5-1)/5=0,80 Criterion: 1,00-1,79=Very Low; 1,80-2,59=Low; 2,60-3,39=Medium; 3,40-4,19=High; 4,20-5,00=Very High

When Table 6 is examined it is seen that teachers perceive that they are at a very high level competent in “classroom management proficiency” and in all “classroom management proficiency sub-factors”.

The descriptive statistics concerning teachers' adjectives based personality traits are given in Table 7.

Table 7: Descriptive Statistics Concerning Teachers' Adjectives Based Personality Traits

APPS	N	Number of Item	Minimum	Maximum	Theoretical Average	$\bar{X}$ (Average)	S
Neuroticism	441	7	11,00	43,00	28,00	21,93(3,13)	6,90
Extroversion	441	9	18,00	63,00	36,00	48,82(5,43)	9,55
Openness	441	8	26,00	56,00	32,00	45,80(5,73)	7,51
Agreeableness	441	9	33,00	63,00	36,00	53,88(5,99)	7,85
Conscientiousness	441	7	32,00	49,00	28,00	42,25(6,04)	4,17

Ranges (7-1)/7=0,86

Criteria

Negative (1-1,86=Very Suitable; 1-87-2,73=Quite Suitable; 2,74-3,60=A little Suitable)

Neutral (3,61-4,20)

Positive (4,21-5,07=A little Suitable; 5,08-5,94=Quite Suitable; 5,95-7=Very Suitable)

When Table 7 is analyzed it is understood that the teachers were a little suitable for neuroticism (This means that neuroticism exists in teachers, and the level of it is somewhat.). It is understood that they are quite suitable for extroversion and openness, and that they are very suitable for agreeableness and conscientiousness.

Teachers' Classroom Management Competencies and Personality Traits According to Some Variables

Independent-Samples T-Test results of the difference between teachers' classroom management competencies according to their perceptions regarding the facilities of the school in which they work at are given in Table 8.

Table 8: Independent-Samples T-Test Results of the Difference Between Teachers' Classroom Management Competencies According to their Perceptions Regarding The Facilities of the School in Which They Work at

	Perception About the Facilities of School	N	$\bar{X}$	S	t	df	p
PPO	Above mid level	225	30,93	2,69	3,44	439	,001*
	Below mid level	216	29,56	2,80			
IM	Above mid level	225	46,49	3,69	,83	439	,410
	Below mid level	216	46,07	3,45			
TM	Above mid level	225	22,54	1,94	-,31	439	,756
	Below mid level	216	22,63	2,09			
OCR	Above mid level	225	65,67	3,86	1,81	439	,072
	Below mid level	216	64,65	3,89			
BDR	Above mid level	225	41,73	3,27	2,62	439	,009*
	Below mid level	216	40,43	3,56			
CMPS	Above mid level	225	207,35	13,17	2,15	439	,033*
	Below mid level	216	203,33	12,55			

*p<,05

When Table 8 is analyzed, it can be seen that there is a significant difference across the scale between the scores received by teachers according to the variable of “perceptions of teachers about the facilities of the school in which they work at” compared to $t(441) = 2.15$, $p = ,033 < ,05$. It is seen that there is a significant difference in the sub-factor of “Providing Physical Order” compared to $t(441) = 3,44$, $p = ,001 < ,05$. It is seen that there is a significant difference in “Behavior Development and Regulation” sub-factor compared to $t(441) = 2,62$, $p = ,009 < ,05$. These significant differences are in favor of teachers who perceive that the school they work at is at a level above the middle level.

Independent-Samples T-Test results regarding the difference between teachers' perceptions regarding personality traits according to their perceptions regarding the facilities of the school they work at are given in Table 9.

Table 9: Independent-Samples T-Test Results Regarding the Difference Between Teachers' Personality Traits According to Their Perceptions Regarding the Facilities of the School They Work At

	Perception About the Facilities of School	N	$\bar{X}$	S	t	df	p
Neuroticism	Above mid level	225	22,78	7,98	1,77	439	,078
	Below mid level	216	21,01	5,37			
Extroversion	Above mid level	225	51,56	8,64	4,30	439	,000*
	Below mid level	216	45,85	9,65			
Openness	Above mid level	225	47,57	6,44	3,48	439	,001*
	Below mid level	216	43,88	8,14			
Agreeableness	Above mid level	225	55,58	5,55	3,17	439	,002*
	Below mid level	216	52,04	9,45			
Conscientiousness	Above mid level	225	43,65	3,22	5,11	439	,000*
	Below mid level	216	40,74	4,56			

*p<,05

When Table 9 is analyzed, it can be seen that there is a significant difference across the scale between the scores received by teachers according to the variable of “perceptions of teachers about the facilities of the school in which they work” it is seen that there is a significant difference in “Extroversion” compared to $t(441) = 4,30$, $p = ,000 < ,05$, a significant difference in “Openness” compared to $t(441) = 3,48$, $p = ,001 < ,05$, a significant difference in “Agreeableness” compared to $t(441) = 3,17$, $p = ,002 < ,05$, and a significant difference in “Conscientiousness” compared to $t(441) = 5,11$, $p = ,002 < ,05$. These significant differences are in favor of teachers who perceive that the school they work at is at a level above the middle level.

One-Way ANOVA results regarding teachers' classroom management competencies according to professional publication follow-up status are given in Table 10.

Table 10: One-Way ANOVA (One-Way Variance Analysis) Results Regarding Teachers' Classroom Management Competencies According to Professional Publication Follow-up Status

	Professional Publication Follow-up Status	N	$\bar{X}$	S	F(2-441)	p	Post Hoc (Tukey)
PPO	Regular followers	75	31,75	2,94	31,80	,000*	1>3,2>3
	Sometimes acquiring	290	30,68	2,02			
	Not following	79	27,30	3,29			
IM	Regular followers	75	46,31	3,43	19,09	,000*	1>3, 2>3
	Sometimes acquiring	290	47,11	3,07			
	Not following	76	43,15	3,83			
TM	Regular followers	75	23,06	1,61	11,42	,000*	1>3, 2>3
	Sometimes acquiring	290	22,83	1,85			
	Not following	76	21,15	2,32			
OCR	Regular followers	75	66,97	3,62	8,66	,000*	1>3, 2>3
	Sometimes acquiring	290	65,26	3,52			
	Not following	76	63,12	4,61			
BDR	Regular followers	75	42,66	1,70	14,73	,000*	1>3, 2>3
	Sometimes acquiring	290	41,39	3,22			
	Not following	76	38,52	4,29			
CMPS	Regular followers	75	210,75	10,53	22,67	,000*	1>3, 2>3
	Sometimes acquiring	290	207,28	10,95			
	Not following	76	193,24	15,22			

*p<,05

When Table 10 is analyzed, it can be seen that there is a significant difference across the scale between the scores received by teachers according to the variable of “professional publication follow-up status” compared to $F_{(2-441)}=22,67$, $p=,000<,05$. In addition, it is understood that there are significant differences in the perceptions of teachers in all sub-factors of CMPS. These significant differences are in favor of teachers who follow professional publications regularly or acquire them sometimes.

One-Way ANOVA results of the difference between teachers' personality traits according to professional publication follow-up status are given in Table 11.

Table 11: One-Way ANOVA (One-Way Analysis of Variance) Results of the Difference Between Teachers' Personality Traits According to Professional Publication Follow-up Status

	Professional Publication Follow-up Status	N	$\bar{X}$	S	F(2-441)	p	Post Hoc (Tukey)
Neuroticism	Regular followers	75	19,72	7,09	10,43	,000*	1<3, 2<3
	Sometimes acquiring	290	21,29	6,22			
	Not following	76	26,52	7,34			
Extroversion	Regular followers	75	49,50	13,29	,11	,895	
	Sometimes acquiring	290	48,75	8,92			
	Not following	76	48,42	7,66			
Openness	Regular followers	75	45,78	8,36	,29	,746	
	Sometimes acquiring	290	46,04	7,50			
	Not following	76	44,91	6,85			
Agreeableness	Regular followers	75	52,88	10,01	,43	,652	
	Sometimes acquiring	290	53,94	7,76			
	Not following	76	54,67	5,68			
Conscientiousness	Regular followers	75	42,00	4,59	,43	,654	
	Sometimes acquiring	290	42,45	4,21			
	Not following	76	41,76	3,64			

*p<,05

When Table 11 is analyzed, it is seen that there is a significant difference in the “Neuroticism” sub-factor between teachers' perceptions according to the variable of “professional broadcasting follow-up status” compared to $F(2-441) = 10,43$, $p = ,000 < ,05$. This significant difference is due to the fact that the teachers who follow regular and sometimes professional publications have higher mean scores in the factor in question than the teachers who do not follow professional publications.

Discussion, Conclusion and Suggestions

Discussion

Based on the negative relationship between the classroom management proficiencies and “neuroticism”, and positive relationship between classroom management proficiencies and “extroversion, openness, agreeableness, conscientiousness” it can be argued that extrovert, open, agreeable, conscientious teachers are more adequate in classroom management, and teachers who are neurotic are more inadequate. İpek Öner (2012) also reached the conclusion that “there is a positive relationship between academic staffs' perceptions about classroom management competencies and their personality traits except neuroticism”. A similar result can be found in Komitoğlu's (2009) study on classroom teachers. In this study, a positive relationship was found between classroom management skills and personality traits that could be described as positive (persistence, order, self-confidence, personal adjustment et al.). Hamilton (2010) found that extroversion, conscience and compliance are important teacher characteristics in classroom management, similar to the aforementioned result of this research. Kurt, Ekici, Aktaş, and Aksu (2013) also found that there is a positive relationship between the personality types and the attitudes and beliefs of teacher candidates towards classroom management, which can be considered similar to the aforementioned result of this research. In another study (Gökler & Taştan, 2018), a positive relationship between teachers' personality traits and school academic optimism was found.

The significant negative relationship between the classroom management proficiencies and “neuroticism” is an expected result. Neurotic teachers will exhibit inconsistent behaviors in

classroom management, and these inconsistencies will negatively affect their perceptions about classroom management competencies. The inadequacy and feeling like this of a teacher in classroom management will have negative effects on students and the teaching-learning process. It can also be claimed that the performance and efficiency of neurotic teachers will decrease. Because neurotic people are relatively unhappy and they are more affected by stress (Bradbury & Fincham, 1993; Güleç, 2006). They also find it difficult to achieve job satisfaction (Funder, 2007). There are also studies in the literature showing that there is a negative relationship between neuroticism and life satisfaction (Karaman, 2019). However, there are also studies showing that there is a positive relationship between neuroticism and job satisfaction (Çevik Kılıç, 2017).

Moving from the relationships determined in the research it can be said that the teachers with extroversion, openness, agreeableness, conscientiousness personality traits will be relatively successful in terms of providing physical order and instructional management and the teachers with neuroticism personal trait will be relatively unsuccessful. It can be claimed that teachers with openness, agreeableness and conscientiousness personality traits will be relatively successful in organizing classroom relations and time management, and teachers with neuroticism personal trait will be relatively unsuccessful. It can also be argued that teachers with extroversion, openness and agreeableness personality traits will be relatively adequate in developing and regulating behavior, and teachers who are neurotic will be more inadequate.

The very high level of teachers' perceptions about classroom management competencies is a result that can be evaluated very positively in terms of learning-teaching process. Because there is a relationship between an action or skill and the perception of that action or skill (Schunk & Gunn, 1986). In a classroom where education and training can be done in a qualified manner, the effect of tools and equipment is 10%, whereas the effect of classroom management is 90% (Sasson, 2007). It is thought that a teacher who perceives that he / she is very competent in classroom management can enable students to have a high level of learning, gain positive attitudes and behaviors and establish good relations.

It was understood that the teachers were somewhat suitable for neuroticism from personality traits and has been determined that they are very suitable for extroversion, openness, agreeableness; and very suitable for conscientiousness. Based on this result, it can be said that the dominant personality traits of teachers are the qualities that can be characterized as positive, that the teachers in the sample have the appropriate personality traits for the teaching profession and this is a very important result. Because, many studies on teachers show that a teacher who is sufficient in terms of personality affects their students positively (Gürkan, 1993; Howard, McGee, Schwartz & Purcell, 2000; Loughran, 2006). There are studies that have similar results with the related result of the research. Accordingly, it was determined that the lowest average score was in neuroticism sub-factor in the studies of Ekşi (2004), Mete (2006) and Kalafat (2012). Lazaridou and Beka (2015) and Yıldızoğlu and Burgaz (2014) found that the participants scored relatively high on the Adjectives Based Personality Scale. Although not addressed in this study, there are studies in the literature showing positive relationships between extroversion, openness, agreeableness and conscientiousness (Yurdakul, 2019).

It was concluded that the variables of “perceptions regarding the facilities of the school teachers work at” and “professional broadcasting follow-up status” were variables that made a significant difference between the perceptions of teachers about their classroom management competencies and their perceptions of personality traits. These significant differences are in favor of teachers who perceive that the school they work at is at a level above the middle level and who follow professional publications regularly or acquire them sometimes. Based on this result, the following evaluations can be made: A teacher who thinks that his school has relatively better conditions will have a higher level of job motivation and satisfaction, and this will lead the teacher

to be more attentive and self-sacrificing in classroom management, and this effort will increase the teachers' perception of classroom management competence. A teacher who has the habit of following professional broadcasts will have a higher level of job loyalty, job motivation and job satisfaction, which will lead the teacher to be more attentive and selfless in classroom management, and this effort will increase the teacher's perception of classroom management competence.

It has been understood that teachers' perceptions of "extroversion, openness, agreeableness, conscientiousness" personality traits differ significantly according to the "perceptions of teachers about the facilities of the school in which they work". These significant differences are in favor of teachers who perceive that the school they work at is at a level above the middle level. Personality traits can change depending on environmental factors (Şimşek, Akgemci & Çelik, 2001; Başaran, 2008). Based on this knowledge, it can be thought that schools with relatively better conditions may have developed teachers' extroversion, openness, agreeableness and conscientiousness personality traits, and therefore their perceptions about these characteristics.

It has been concluded that teachers' perceptions of "Neuroticism" personality trait differ significantly according to the "professional publication follow-up status". This significant difference is due to the fact that the teachers who follow regular and sometimes professional publications have higher mean scores in the factor in question than the teachers who do not follow professional publications. Neurotic individuals may experience more stress (Güleç, 2006; Funder, 2007). It is thought that exposure to more stress negatively affects the attempts and desires of neurotic teachers to follow professional publications. On the other hand, considering that external factors can change personality traits, it can be argued that the habit of pursuing professional publications contributes to the development of emotional balance feature.

Conclusion

In the research, it was determined that the classroom management proficiencies have a significant positive relationship with "extroversion," "openness," "agreeableness" and "conscientiousness", and a significant negative relationship with "neuroticism". It was found that the "providing physical order", instructional management", "time management", "organizing classroom relations" and "behaviour development and regulation" sub-proficiencies of classroom management have a significant positive relationship with "extroversion," "openness," "agreeableness" and "conscientiousness", and a significant negative relationship with "neuroticism".

It was determined that teachers' perceptions about classroom management competencies were "at a very high level" across the scale and all sub-factors. It was understood that the teachers were a little suitable for neuroticism very suitable for extroversion, openness, agreeableness and conscientiousness.

In addition, it was concluded that the variables of "perceptions regarding the facilities of the school teachers work at" and "professional broadcasting follow-up status" were variables that made a significant difference between the perceptions of teachers about their classroom management competencies and their perceptions of personality traits.

Suggestions

Based on these results, the following are suggested:

"Adjectives Based Personality Test" and other tests with the same function can be applied to prospective teachers to make it easier for them to decide whether the teaching profession is suitable for them and to make an assessment of whether they can succeed in this profession or not. Again, in terms of the same result, among the qualities to be searched as teachers, the condition of positive personality traits, which is thought to affect the learning-teaching process and the relations with students, can be included.

Orientation to the teaching profession should start at an early age and be functional. For this reason, it can be started from secondary school or even primary school age to identify and develop some of the teacher qualities (emotional intelligence, intelligence type, intelligence level...) that are thought to have positive results in terms of education. Personality traits should also be included among these traits.

Considering that personality traits can be changed and improved, trainings for prospective teachers and teachers can be given to develop personality traits that are positive and necessary in terms of teaching profession.

Improving the conditions of schools and facilitating teachers to follow professional publications will contribute to the development of teachers' classroom management competencies and personality traits.

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