



TEACHERS' LEVELS OF CLASSROOM MANAGEMENT CONCERN AND PUPIL CONTROL IDEOLOGIES

Ramazan Özkul¹ⁱ,

Burhanettin Dönmez²

¹Ministry of National Education,
R&D Unit,
Turkey

²Inönü University,
Faculty of Education,
Turkey

Abstract:

The purpose of this study is to examine the relationships between teachers' classroom management concern and pupil control ideologies. In this context, research design, general survey model and relational model were preferred. The universe of the research consists of 8957 teachers working in official schools in the Malatya province. The sample of the study, on the other hand, consists of 546 teachers who were determined using the stratified sampling method. The data of the research were collected from the teachers after obtaining the necessary permissions by the researcher. In this context, a questionnaire form consisting of two parts was used. The first part is based on demographic information (gender, years of service and school level), the second part is from the "Classroom Management Concern Scale" and "Pupil Control Ideologies Scale. As a result of the analysis, it was determined that teachers' pupil control ideologies average scores differed significantly.

Keywords: teacher, classroom management, concern, pupil control ideologies

1. Introduction

Teaching is considered to be one of the professions with a high level of concern due to its nature. With the reforms in education, teachers' professional concern has become more and more pronounced in recent years. Teachers working in the education system are faced with different types of concern at various levels on a daily basis. Factors such as low student motivation, unwanted student behavior, students with learning difficulties, classroom management problems, communication problems with teacher-student-parents can be listed as factors that cause professional concern. In some cases, teachers struggle with poor working conditions such as lack of resources and the physical

ⁱ Correspondence: email ramazanozkul4427@gmail.com

characteristics of school buildings. They may also encounter situations that cause concern regarding salary, promotion, and career advancement. Teachers with high levels of concern will not be in a position to create the most suitable learning environment for their students. It can be stated that this situation will affect their indifference towards their work and consequently the general performance of the schools. A teacher's high level of concern can lead to frustration, aggression, stress, tension, avoidance of work, and absenteeism. Thus, it decreases the performance levels of teachers and students. In addition, variables that affect teacher performance such as classroom management and the application of teaching methods and techniques may be adversely affected when they experience concern. Therefore, the consequences of concern in teachers not only affect teachers psychologically, physiologically and socially, but also negatively affect the individuals they interact with.

2. Literature Review

Concern, which negatively affects employees in all professions, is an inevitable phenomenon in life. It is believed that the factors that cause concern will increasingly continue in real life among teachers. In this study, it was found that personal factors in the teaching context (such as teachers' gender, years of service, and school level) affect teachers' classroom management concern levels. There are studies supporting this finding in the literature (Hodge, 1992; Smith & Bourke, 1992). Classroom management concern can negatively affect teachers' motivation to work, communication and their ability to use time. On the other hand, the level of concern may decrease depending on the value and respect given to teachers in the school environment (Knoop, 1994). In addition, teacher-student relationships are also seen as one of the factors that affect teachers' classroom management concern, and the concern developed by teachers is reflected in their behavior towards students. Not being able to discipline students in the preferred way can cause classroom management concern. In this context, pupil control is one of the important variables in classroom management. Özkul & Dönmez (2019), while developing the classroom management concern scale in teachers, classified it into three dimensions as time management, motivation and communication concern.

Hoy (1967) stated that many teachers have more custodial control in their interactions with students when they enter the bureaucratic organizational context of schools. However, some teachers have a more humane pupil control ideology (Willower, Eidell, & Hoy, 1967). Studies conducted affect teachers' beliefs about education with certain aspects of classroom behavior and management strategies (Barratt, 1994; Solomon, Battistich, & Hom, 1996). Willower et al. (1967), there are dimensions of humanitarian control ideology and custodial control ideology in the scale of pupil control ideologies (PCI), and these dimensions are actually accepted as an indicator of the classroom management style. Teachers who score highly on the humanitarian control ideology dimension tend to create an "educational community" atmosphere in their classrooms where student interaction and collaboration are crucial. Factors such as self-discipline, a democratic atmosphere, collective decision-making, interpersonal sensitivity

and open communication are important in this sense. The custodial control ideology is characterized by the understanding that teachers with higher scores should exercise strict control in terms of maintaining order. Willower et al. (1967) expressed this situation as hierarchical organizations where teachers are generally perceived as irresponsible and undisciplined, and exhibit use of force and autocratic behavior. Hoy (2001) concluded in their meta-analysis study that the transition to a more reliable PCI stands out, and Rideout & Morton (2010) concluded that pre-service teachers tend to be more custodial control during their pre-teacher education program.

It is important to examine the current levels of classroom management concern experienced by teachers and the factors that affect these levels in order to better understand this phenomenon. Therefore, in this study, it was aimed to examine the relationship between teachers' classroom management concern and pupil control ideologies with various demographic factors. The purpose of this study is to examine the relationships between teachers' classroom management concern and pupil control ideologies. The sub goals of the research are as follows:

- 1) What are the teachers' classroom management concern and pupil control ideologies?
- 2) Teachers' classroom management concern and pupil control ideologies; Does it differ according to gender, years of service and school level?
- 3) What is the relationship between teachers' classroom management concern and pupil control ideologies?

3. Material and Methods

3.1 Research Design

With this study, which examines the relationship between teachers' classroom management concern and pupil control ideologies, the relationship of the structures determined was tried to be determined by quantitative methods.

In this study, teachers' classroom management concern and pupil level of control ideology; whether it differs in terms of some variables; Three sub-problems were identified, namely the relationship between teachers' classroom management concern and pupil control ideologies. The most determining factor in determining the method in studies is seen as research questions (Fraenkel & Wallen, 2009). The general screening model method was used to determine the level of classroom management concern of teachers and control ideologies of pupils.

Relational research is a study conducted to establish a cause and effect link by determining the relationships between two or more variables (Büyükoztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2017). The relational screening model was used when trying to determine whether the levels of teachers' classroom management concern and pupil control ideologies changed together, and if there was a change together. Relational research aims to identify possible relationships between situations and establish a cause-effect link in order to better explain the researched situation (Büyükoztürk et al., 2017; Creswell, 2012; Fraenkel & Wallen, 2009).

Ethics committee approval was obtained with the decision of the social and humanities scientific research and publication ethics committee dated 12.03.2020 and numbered 2020 / 6-15.

3.2 Research Sample

The universe of the research consists of 8957 teachers working in official schools in the Malatya of Turkey province. The sample of the study, on the other hand, consists of 546 teachers who were determined using the stratified sampling method, taking into account the gender and educational regions of the teachers from the schools in the universe.

Some demographic information of the teachers who make up the sample is given in Table 1.

Table 1: Demographic information of teachers participating in the study

Variables	Groups	Sample (n)	Percentage (%)
Gender	Female	243	44,5
	Male	303	55,5
Years of Service	1-5 years	59	10,8
	6-10 years	98	17,9
	11-15 years	153	28,0
	16-20 years	104	19,0
	21 and over	132	24,2
School Level	Primary School	173	31,7
	Secondary School	257	47,1
	High School	116	21,2
Total		546	100,0

When Table 1 is examined, according to the gender variable, 243 (44.5%) of the teachers are female and 303 (55.5%) are male. In addition, 59 of the teachers (10.8%) were between 1-5 years, 98 (17.9%) were between 6-10 years, 153 (28%) were between 11-15 years, 104 (19%) between 16-20 years, 132 of them (24.2%) have 21 years or more. According to the school level variable, 173 (31.7%) of the teachers are primary school, 257 (47.1%) are secondary school, 116 (21.2%) are high school teachers.

3.3 Research Instruments and Procedures

The data of the research were collected from the teachers after obtaining the necessary permissions by the researcher. In this context, a questionnaire form consisting of three parts was used. The first part is based on demographic information (gender, years of service and school level), the second part is from the "Classroom Management Concern Scale (SYKÖ)" and "Pupil Control Ideologies Scale".

3.3.1 Classroom Management Concern Scale

Classroom Management Concern Scale developed by Özkul & Dönmez (2019) is a scale that includes the time management concern, motivation concern and communication concern sub-dimensions. The time management concern included 4 items, motivation concern included 8 items and communication concern included 11 items. In this study,

CFA was conducted on the main data for the Classroom Management Concern Attitude Towards the School Survey. The fit indices for the confirmatory factor analysis were as follows: $\chi^2= 449.78$ $df=221$, $\chi^2/df=2.03$, $GFI=.90$, $AGFI=.90$, $NFI=.97$, $IFI=.95$, $CFI= .95$, $RMSEA=.038$. The Cronbach Alpha internal consistency coefficient for the present study was .90.

3.3.2 Pupil Control Ideologies Scale

Pupil Control Ideologies Scale developed by Willower, Eidell & Hoy (1973) was adapted to Turkish by Yılmaz (2012). The one-dimensional and 10-item structure of the scale was verified by the researcher. In the present study, Confirmatory Factor Analysis for Pupil Control Ideologies Scale was performed with the actual data. The fit indices for the Confirmatory Factor Analysis were as follows: $\chi^2= 194.07$, $df=74$, $\chi^2/df=2.62$, $GFI=.89$, $AGFI=.88$, $NFI= .95$, $IFI=.96$, $CFI=.96$, $RMSEA=.052$. The Cronbach Alpha internal consistency coefficient in the study was .75.

3.4 Data Analysis

While determining the relationship between teachers' classroom management concern and pupil control ideologies, answers to three different sub-problems were sought. In order to find an answer to the first sub-problem of the research, descriptive statistical analysis was performed on the research data. In this context, the lowest and highest scores, arithmetic mean and standard deviation scores that teachers got from classroom management concern and pupil control ideology scales were calculated. The score range used in evaluating the arithmetic mean used in descriptive statistics; It was calculated by dividing the difference between the highest score that can be obtained from the scale and the lowest score by the number of groups.

In the second sub-problem of the study, it was examined whether teachers' classroom management concern and pupil control ideology levels differ according to the variables of gender, years of service and school level. In this context, the t-test was used in the analysis according to the gender variable. In order for the t-test to be applied in independent groups, the distribution of the measurements related to the dependent variable should show normal distribution in both groups and the sample whose mean scores will be compared should be unrelated (Büyüköztürk, 2010). In addition, one-way analysis of variance (One-Way ANOVA) was used in the analysis according to the variables of service year and school level. In order for the ANOVA test to be applied, each level of the factor whose effect is investigated in the dependent variable must show a normal distribution, the sample whose mean scores are to be compared must be unrelated, and the variances for the dependent variable must be equal for each sample (Büyüköztürk, 2010). In cases where a significant difference was determined as a result of the ANOVA test, the LSD test was used in the multiple comparison of the mean scores, and the Dunnett C test in cases where the group variances were not equal, to determine which group or groups the difference originated from (Büyüköztürk, 2010). In the third sub-problem of the study, Pearson Correlation Coefficient was used to determine the

relationship between teachers' classroom management concern and pupil control ideologies.

4. Results

The results and interpretations obtained in this study, which aims to determine the relationship levels between the classroom management concern and pupil control ideologies of teachers working in the municipal boundaries of the central districts of Malatya, are shown and interpreted in tables below according to the aims of the study.

4.1 Classroom management concern and pupil control ideologies levels of teachers

One of the sub-objectives of the study is to determine the level of teachers' classroom management concern and pupil control ideologies. For this purpose, the lowest and highest scores, arithmetic mean and standard deviation values obtained by the participants from the classroom management concern and pupil control ideologies scales were calculated. Analysis results are included in Table 2.

Table 2: Descriptive statistics results of teachers' scores
on classroom management concern and pupil control ideologies scales

Scale	Lowest	Highest	\bar{x}	Sd
Classroom Management Concern	1	5	3.61	1.03
Pupil Control Ideologies	1.3	4.6	3.08	.65

When the findings in the table are examined in terms of classroom management concern, it is seen that the lowest mean score obtained is "1", the highest mean score is "5", and the standard deviation of the arithmetic mean of the scores obtained by the participants from this scale is "1.03". According to this finding, the teachers participating in the study answered the statements in the classroom management concern scale at the level of "quite agree". When the findings are analyzed in terms of pupil control ideologies, it is seen that the lowest score obtained is "1.3", the highest score is "4.6", and the arithmetic mean of the scores the participants got from this dimension is " $\bar{x}=3.08$ " and the standard deviation is ".65". According to this finding, the teachers participating in the study answered the statements in the pupil control ideologies scale as "I agree at a moderate level".

4.2 Investigation of teachers' classroom management concern and pupil control ideologies levels according to gender variable

One of the sub-goals of the study is to determine whether teachers' levels of classroom management concern and pupil control ideologies differ significantly according to the gender variable. T-test was used in the analysis of the data obtained for this purpose and the analysis results are given in Table 3.

Table 3: The analysis results of teachers' classroom management concern and pupil control ideologies levels according to the gender variable

Scale	Gender	N	\bar{x}	Sd	Df	t	p
Classroom Management Concern	Female	243	3.68	1.04	544	1.43	.15
	Male	303	3.55	1.02	2		
Pupil Control Ideologies	Female	243	3.02	.66		-1.93	.05
	Male	303	3.13	.63			

When the findings in Table 3 are examined in terms of classroom management concern, it is seen that the perceptions of male and female teachers participating in the study do not differ. When the arithmetic mean of the participants regarding the classroom management concern scale was examined, it was found that male teachers ($\bar{x} = 3.55$) had the points of female teachers ($\bar{x} = 3.68$). According to this finding, it can be said that there is no significant difference between classroom management concern and gender variable.

When the findings in Table 3 are examined in terms of pupil control ideologies, it is seen that the perceptions of male and female teachers participating in the study do not differ. When the arithmetic mean of the participants regarding the pupil control ideologies scale was examined, it was found that male teachers ($\bar{x} = 3.13$) and female teachers ($\bar{x} = 3.02$) had scores. According to this finding, it can be said that there is no significant difference between pupil control ideologies and gender variable.

4.3 Investigation of teachers' classroom management concern and pupil control ideologies levels according to the school level variable

Homogeneity test of variances was conducted to determine whether teachers' classroom management concern and pupil control levels differ according to the school grade variable and it was determined that the variances were equal. ANOVA results of teachers' classroom management concern and pupil control levels according to the school grade variable are given in Table 4.

Table 4: The analysis results of teachers' classroom management concern and pupil control ideologies levels according to the school level variable

Scale	School Level	N	\bar{x}	Sd	Df	F	P	Difference (LSD)
Classroom Management Concern	A. Primary School	173	3.64	1.02	2	1.53	.21	
	B. Secondary School	257	3.53	1.05	543			
	C. High School	116	3.72	.98	545			
Pupil Control Ideologies	A. Primary School	173	2.96	.68	2	4.02	.01*	B-A
	B. Secondary School	257	3.12	.64	543			C-A
	C. High School	116	3.15	.59	545			

*p<.05

As a result of the analysis, it was determined that the average scores that teachers got from the classroom management concern scale in terms of the school grade variable did not differ significantly. However, it was determined that teachers' pupil control ideologies average scores differed significantly. According to the results of the LSD test conducted to determine which group or groups the differentiation stems from, the

average scores of teachers working at the high school level on the pupil control ideologies scale ($\bar{x}=3.15$) are higher than the average scores ($\bar{x}=2.96$) on the pupil control ideologies scale of teachers working at the primary school level, and again It has been concluded that the average scores ($\bar{x}=3.12$) of the teachers working at the level of pupil control ideologies on the scale of pupil control ideologies are higher than the average scores ($\bar{x}=2.96$) of the teachers working at the primary school level. In other words, in terms of the school level variable, it can be said that teachers working in high schools and secondary schools have more custodial control ideologies than teachers working in primary schools.

4.4 Investigation of teachers' classroom management concern and pupil control ideologies levels according to the service year variable

In order to determine whether the teachers' classroom management concern and pupil control levels differ according to the variable of service year, a test for homogeneity of variances was performed and it was determined that the variances were equal. ANOVA results of teachers' classroom management concern and pupil control levels according to the variable of years of service are given in Table 5.

Table 5: Analysis results of teachers' classroom management concern and pupil control ideologies levels according to the service year variable

Scale	Service Year	N	\bar{x}	Sd	Df	F	P
Classroom Management Concern	A. 1-5 years	59	3.68	.95	4	1.40	.23
	B. 6-10 years	98	3.56	.99	541		
	C. 11-15 years	153	3.62	1.05	545		
	D. 16-20 years	104	3.77	.98			
	E. 21+	132	3.46	1.10			
Pupil Control Ideologies	A. 1-5 years	59	3.04	.67	4	.23	.92
	B. 6-10 years	98	3.10	.63	541		
	C. 11-15 years	153	3.11	.67	545		
	D. 16-20 years	104	3.07	.63			
	E. 21+	132	3.05	.63			

*p<.05

As a result of the analysis, it was determined that the average scores that teachers got from the classroom management concern scale and the pupil control ideologies scale did not differ significantly in terms of the service year variable.

4.5 The relationship between teachers' classroom management concern and pupil control ideologies

One of the sub-goals of this research is to determine the relationship between teachers' classroom management concern and pupil control ideology levels. The results of the Pearson correlation analysis conducted to determine the level of classroom management concern and pupil control ideologies are given in Table 6.

Table 6: Correlation between teachers' classroom management concern and pupil control ideologies

Scale	\bar{x}	Sd	1
1. Classroom Management Concern	3.61	1.03	
2. Pupil Control Ideologies	3.08	.65	.295*
*p<.05			

As a result of the Pearson correlation analysis conducted to determine the relationship between classroom management concern and pupil control ideologies ($r = .295$, $p < .05$), it is seen that there is a low level positive correlation. According to this finding, it can be stated that as the classroom management concern among teachers increased, the custodial pupil control ideologies adopted.

5. Conclusion and Discussion

In this study, it was aimed to examine the relationships between teachers' classroom management concern and pupil control ideologies. In this section, the results obtained from the research and deemed important are discussed and in this context, suggestions for practitioners and researchers are tried to be developed.

The findings of the study showed that there was no difference in the classroom management concern levels of male and female teachers. Various research findings investigating gender differences have shown that male teachers experience more psychological and physical concern than female teachers, and that there are significant relationships between male and female teachers' professional concern (Mondal, Shrestha, & Bhaila, 2011; Pei & Guoli, 2007). Contrary to these findings, various studies have stated that female teachers have a higher concern level than male teachers (Abdul Majid, 1998; Gandhi & Sharda, 2013; Jan, Malik, & Ahmad; 2013). Again, Okeke and Dlamini (2013) did not observe a significant relationship between job-related concern and gender in their study with high school teachers. Considering the studies in the literature, it is seen that there are different results according to gender variables. This situation points to the need for determinants of concern to use different management strategies of teachers, to benefit from guidance and counseling services, and to improve their classroom management skills. In order for important changes to take place, it will be useful to apply it at the department level in school or, in some cases, university education. For this reason, it can be said that it is important for school administrators and relevant stakeholders to investigate the reasons for teachers' classroom management concern and to organize workshops, seminars and programs on effective management of concern in order to reduce concern levels among teachers. These situations will improve the functional skills of teachers and lead to effective teaching activities in the classroom and to the realization of positive student learning.

Research findings show that there is a significant and low level relationship between teachers' classroom management concern and pupil control ideology. Agoglia (1998) found significant direct relationships between teachers' professional concern levels and pupil control ideologies. Alternative path models suggested that teachers' control

beliefs (locus of control and pupil control ideologies) significantly affect their attitudes, regardless of professional concern. Helwig (1997) found that teachers who want to be school administrators have more humane ideologies than their colleagues. It was stated that teachers who aim to move to positions outside the classroom have higher concern levels and custodial control ideologies than teachers who plan to stay in the classroom. In the study of Baş (2011), it was found that there is a negative significant relationship between pupil control ideologies and burnout levels. It can be stated that teachers with high level of classroom management concern have a more custodial control ideology than teachers with low concern level. This means that teachers need to be aware of the negative effects of their concern about classroom management. Providing a school environment with humanistic orientations and supporting it with necessary in-service training activities and including concern management in classroom management lessons in teacher training institutions will be beneficial in reducing the tendency of teachers to adopt the custodial control ideology. Considering that concern is a phenomenon, it can be stated that it is important for teachers to raise awareness about situations that cause concern, to develop coping strategies to minimize concern, and to benefit from guidance and counseling services in order to achieve their goals in their profession.

Research findings showed that there was no difference in the classroom management concern levels of teachers according to the variable of years of service. Cooke et al. (1990) examined the relationship between teachers' professional concern levels and experiences and stated that the concern levels of new teachers are high. On the other hand, there are studies that primary and secondary school teachers with more teaching experience have higher professional concern (Wang, 2012). Siong & Yet, (2004); Mokdad (2005) and Roxas (2009) concluded that there is no significant difference between the concern levels and experiences of primary school teachers.

Based on the findings of this study, policy-making top administrators, school administrators, educators, psychologists, teachers, students, and parents can make some inferences about teachers' classroom management concern and pupil control ideologies for future research. The main point of the present problem is that teachers see concern problems at a personal level. It is also based on the assumption that schools do not do much work or try to help on very little personal grounds.

This research is limited to the central districts of Malatya province. Comparative research in different regions may be useful. As the demographic variables of this research, only gender, years of service and school level were chosen. Including other variables in researches is considered important in terms of contributing to the literature.

Regarding the competence of teachers and their role in educational efficiency, it shows the need to facilitate professional development and healthy socio-emotional development of teachers. This study emphasizes the importance of interacting with school stakeholders, especially teachers, students and parents, in shaping teachers' own experiences, and it should be noted that a positive school environment should be promoted.

Conflict of Interest Statement

The authors declare no conflicts of interests.

About the Authors

Prof. Dr. Burhanettin Dönmez works as a President of the Board of Education at the Republic of Turkey Ministry of National Education. He is a faculty member in the Department of Educational Administration in Inonu University.

Dr. Ramazan Özkul works as a Mathematics teacher at the Ministry of National Education. He completed his PhD in Educational Administration in Inonu University, Faculty of Education, Department of Educational Sciences in 2021.

References

- Abdul Majid, I. (1998). *Occupational stress and teachers job satisfaction: Implications to the human relations management approach*. (A thesis submitted in partial fulfillment of the requirement for the degree of Master of Education). Kulliyah of Islamic Revealed Knowledge and Human Sciences, International Islamic University.
- Agoglia, J. A. (1998). *Locus of control, pupil control ideology, occupational stress, and teachers' attitudes toward inclusive education*. DAI – A 59/02, 414.
- Barratt, W. (1994). A primer of non-linear dynamics. *Contemporary Education*, 66, 48-51.
- Baş, G. (2011). Teacher pupil control ideology and burnout: Their correlation. *Australian Journal of Teacher Education*, 36(4), 84-94. Doi: 10.14221/ajte.2011v36n4.2
- Büyüköztürk, Ş. (2010). *Sosyal bilimler için veri analizi el kitabı: İstatistik, araştırma deseni, SPSS uygulamaları ve yorum*. PegemA Yayıncılık.
- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2017). *Bilimsel araştırma yöntemleri*. Pegem Akademi Yayınevi.
- Cooke, B., Pang, K. C., Kan, F. & Shek, C. (1990). Research on beginning teachers in Hong Kong. *Educational Research Journal*, 5, 65-80.
- Creswell, J. W. (2012). *Research design: Qualitative, quantitative, and mixed methods approaches* (fourth ed.). Sage publications.
- Fraenkel, J. R. & Wallen, N. E. (2009). *How to design and evaluate research in education* (7th edition). McGraw-Hill.
- Gandhi, V., & Sharda (2013). A study of occupational stress among senior secondary school teachers in relation to their effectiveness. *International Indexed & Refereed Research Journal*, 4, 69-70.
- Helwig, R. D. (1997). *The relationship between student-related stress, efficacy, pupil control ideology, and intent to leave teaching for educational administration*. (A dissertation presented in partial fulfillment of the requirements for the degree of Doctor of Philosophy). University of Oregon.
- Hodge, G. M. (1992). *Teacher stress and burnout: An investigation of their causes and connections*. Paper presented at the Australian Teacher Education Association, 22nd. Annual Conference, Ballina, NSW.

- Hoy, W. (1967). Organizational socialization: The student teacher and pupil control ideology. *The Journal of Educational Research*, 61(4), 153-155. Doi: 10.1080/00220671.1967.10883625
- Hoy, W. (2001). The pupil control studies: A historical, theoretical, and empirical analysis. *Journal of Educational Administration*, 39(5), 424-441. Doi: 10.1108/EUM00000000005812
- Jan, T., Malik, M. H., & Ahmad, J. (2013). A study of social and family role stress among primary school teachers of district Budgam, J & K, India. *Journal of Educational Research and Essays*, 1(1), 1- 4.
- Knoop, R. (1994). The relationship between importance and achievement of work values and job satisfaction. *Perceptual and Motor Skills*, 79, 595-605. doi:10.2466/pms.1994.79.1.595
- Mokdad, M. (2005). Occupational stress among Algerian teachers. *African Newsletter on Occupational Health and Safety*, 15(2), 46-47.
- Mondal, J., Shrestha, S., & Bhaila, A. (2011). School teachers: Job stress and job satisfaction, Kaski, Nepal. *International Journal of Occupational Safety and Health*, 1, 27-33. doi: <https://doi.org/10.3126/ijosh.v1i1.5226>
- Okeke, C. I. O., & Dlamini, C. C. (2013). An empirical study of stressors that impinge on teachers in secondary schools in Swaziland. *South African Journal of Education*, 33(1), 1-12. DOI:10.15700/saje.v33n1a607
- Özkul, R., & Dönmez, B. (2019). Classroom management concerns: A scale development study. *Inonu University Journal of the Faculty of Education*, 20(3), 673-694. doi: 10.17679/inuefd.521575
- Pei, W., & Guoli, Z. (2007). Survey of occupational stress of secondary and elementary school teachers and the lessons learned. *Chinese Education & Society*, 40(5), 32-39. <https://doi.org/10.2753/CED1061-1932400504>
- Rideout, G. W., & Morton, L. L. (2010). Pre-service teachers' beliefs and pupil control ideology: The custodializing practicum. *Journal of Educational Administration*, 48(1), 64-88.
- Roxas, M. A. (2009). Stress among public elementary school teachers. *University of the Cordilleras Research Journal*, 1(4), 86 – 108.
- Siong, C. N., & Yet, C. K. (2004). *Occupational stress among teachers in the government aided Chinese committee primary schools (Grade A) in Kuching, Sarawak*. Koleski Laporan Penyelidikan di Bawah Pemantauan Khas. Penyelidikan BPG takun, 85-129.
- Smith, M., & Bourke, S. (1992). Teacher stress: Examining a model based on context, workload, and satisfaction. *Teaching and Teacher Education*, 8(1), 31-46. [https://doi.org/10.1016/0742-051X\(92\)90038-5](https://doi.org/10.1016/0742-051X(92)90038-5)
- Solomon, D., Battistich, V., & Hom, A. (1996). Teacher beliefs and practices in schools serving communities that differ in socioeconomic level. *The Journal of Experimental Education*, 64, 327-347. <https://doi.org/10.1080/00220973.1996.10806602>
- Wang, L. (2012). *A survey of work stress and job satisfaction of primary and junior high school teachers*. *International conference on Technology and Management*. Lecture Notes in Information Technology, 21.

- Willower, D., Eidell, T., & Hoy, W. (1967/1973). *The schools and Pupil Control Ideology*. University Park, PA: Pennsylvania State University.
- Yılmaz, K. (2002). *İlköğretim okulu müdürlerinin liderlik davranışlarıyla öğretmenlerin öğrenci kontrol yaklaşımları ve öğrencilerin okul yaşamının niteliğine ilişkin algıları arasındaki ilişkiler*. Yayınlanmamış Yüksek Lisans Tezi. Osmangazi Üniversitesi Sosyal Bilimler Enstitüsü.

Creative Commons licensing terms

Authors will retain the copyright of their published articles agreeing that a Creative Commons Attribution 4.0 International License (CC BY 4.0) terms will be applied to their work. Under the terms of this license, no permission is required from the author(s) or publisher for members of the community to copy, distribute, transmit or adapt the article content, providing a proper, prominent and unambiguous attribution to the authors in a manner that makes clear that the materials are being reused under permission of a Creative Commons License. Views, opinions and conclusions expressed in this research article are views, opinions and conclusions of the author(s). Open Access Publishing Group and European Journal of Alternative Education Studies shall not be responsible or answerable for any loss, damage or liability caused in relation to/arising out of conflict of interests, copyright violations and inappropriate or inaccurate use of any kind content related or integrated on the research work. All the published works are meeting the Open Access Publishing requirements and can be freely accessed, shared, modified, distributed and used in educational, commercial and non-commercial purposes under a [Creative Commons Attribution 4.0 International License \(CC BY 4.0\)](https://creativecommons.org/licenses/by/4.0/).