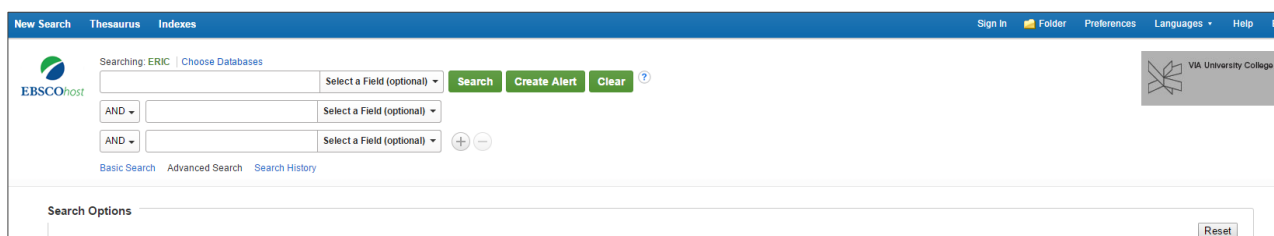


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## Den mest omfattende internationale videnskabelige database inden for det pædagogiske område

ERIC er en meget anderkendt international database og dækker det pædagogiske område meget bredt. Af vigtige område kan nævnes:

- didaktisk og pædagogisk forskning
- børne- og ungdomsopdragelse
- undervisning og specialundervisning
- voksenundervisning og uddannelsesforskning

Databasen indeholder henvisninger til tidsskriftsartikler, bøger, konferencepapirer, papers m.m. En del af tidsskriftartiklerne er peer-reviewed, det vil sige, at andre forskere inden for samme felt har evalueret artiklerne og blåstemplet dem som videnskabelige.

## Fakta

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## Trunkering

? = erstatter ét bogstav i søgeordet (wom?n søger på women og woman)

\* = søger på alle endelser og bøjninger af søgeordet (read\* søger på read, reads, reader, reding m.m.)

# Sådan søger du i databasen

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Du kan kombinere dine søgeord ved at anvende operatorerne:

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Educational Level  
All  
Adult Basic Education  
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**Proximity within five words**  
Mulighed for at udføre en søgning med nærhedsoperator på 5 ord.  
**Sammensatte begreber:** søges med anførelstegn ex. "classroom management".

**Peer Reviews**  
Det kan være en god ide at afgrænse din søgning til peer reviewed artikler da ERIC indeholder mange forskellige typer litteratur.

Begræns evt. på **Educational Level**.

# Søgeresultat

Søgeresultatet sorteres efter relevans

**Refine Results**

Current Search

Proximity within five words:  
classroom management in elementary schools

Limit To

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1999 Publication Date 2015

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Subject

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- elementary education (59)
- student behavior (27)
- elementary school teachers (23)
- classroom environment (19)
- teaching methods (19)

**Search Results: 1 - 20 of 77**

1. **Relationship between Academic Optimism and Classroom Management Styles of Teachers--Case Study: Elementary School Teachers in Isfahan**

By: Moghtadaie, L.; Hoveida, R.. International Education Studies, v8 n11 p184-192 2015. (EJ1082088)

Full Text from ERIC

Subjects: Foreign Countries; Classroom Techniques; Elementary School Teachers; Questionnaires; Correlation; Psychological Patterns; Self Efficacy; Trust (Psychology); Behavior; Surveys; Documentation; Statistical Analysis; Hypothesis Testing; Elementary Education

2. **Comprehending Elementary School Teachers' Perceptions of Their Own Classroom Management Practices**

By: Sahin, Ali E.. International Journal of Progress in Education, v1 n1 p1-10 2014. (EJ1071703)

Full Text from ERIC

Subjects: Elementary School Teachers; Classroom Techniques; Foreign Countries; Discipline; Intervention; Interaction; Models; Gender Differences

3. **The Brief Classroom Interaction Observation (BCIO) and Its Use to Measure and Increase Teacher Use of Universal Classroom Management Practices**

By: Reinke, Wendy M.; Stormont, Melissa; Herman, Jennifer L.. Journal of Educational Psychology, v107 n1 p1-10 2015. (EJ1064040)

Full Text from ERIC

Subjects: Student Behavior; Behavior Problems; Behavior Modification; Intervention; Classroom Techniques; Observation; Elementary School Students; Elementary School Teachers; Kindergarten; Grade 1; Grade 2; Grade 3; Teacher Burnout; Test Validity; Test Reliability; Aggression; Positive Reinforcement; Discipline; Workshops; Faculty Development; Responses; Teacher Student Relationship; Teacher Effectiveness; Regression (Statistics); Correlation; Self Efficacy

4. **The National Judgment Test of Strategic Knowledge of Classroom Management in Elementary School Teachers**

By: Kohn, Robert A.; Kohn, Robert A.. Journal of Educational Psychology, v107 n1 p1-10 2015. (EJ1071703)

Full Text from ERIC

Subjects: Assessment; v20 n3 p228-248 2015. (EJ1071703)

Subjects: Construct Validity; Knowledge Base for Teaching; Test Construction; Vignettes; Content Validity; Pilot Projects; Inservice Teacher Education; Education Programs; Teacher Competency Testing; Teacher Competencies; Program Validation; Knowledge Level; Psychometrics; Elementary School Teachers; Student Teacher Attitudes; Preservice Teachers; Foreign Countries; Factor Analysis

5. **The Effects of Teachers' Educational Technology Skills on Their Classroom Management Skills**

By: Varank, Ilhan; Ilhan, Savas. Online Submission, Mevlana International Journal of Education v3 n4 p138-146 Dec 2013. 2013 9 pp. (ED547673)

Full Text from ERIC

Subjects: Foreign Countries; Educational Technology; Technology Integration; Classroom Techniques; Elementary School Teachers; Technological Literacy; Teacher Attitudes; Self Concept; Teaching Experience; Predictor Variables; Faculty Development; Questionnaires; Surveys

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**Relationship between Academic Optimism and Classroom Management Styles of Teachers--Case Study: Elementary School Teachers in Isfahan**

Author(s): Moghtadaie, L.; Hoveida, R.

Source: International Education Studies, v8 n11 p184-192 2015. (EJ1082088)

Peer Reviewed: Yes

ISSN: 1913-9020

Descriptors: Foreign Countries, Classroom Techniques, Teaching Styles, Intervention, Interaction, Public Schools, Elementary School Teachers, Questionnaires, Correlation, Psychological Patterns, Self Efficacy, Trust (Psychology), Behavior, Surveys, Documentation, Statistical Analysis, Hypothesis Testing, Elementary Education

Identifiers: Iran

Abstract: The purpose of this study was to investigate the relationship between classroom management styles of the teachers and their academic optimism. In this study, three types of classroom management styles (interventionist style, interactionist style, and non-interventionist style) have been considered. Research community is all public primary school teachers in the Isfahan province in academic year 2014-2015. The sample size was calculated using the formula of Cochran 384. It is a multi-stage cluster sampling method. Classroom management style has been calculated using standard questionnaires of classroom management style of Wolfgang and Glickman (1986). The academic optimism variable was evaluated using academic optimism questionnaire of A. Hoy, Tarter, and W. Hoy (2006) in a sample of 384 teachers. The results showed that there is a significant relation between classroom management style of the teachers and their academic optimism and the correlation coefficient equal to 39% was obtained and the correlation coefficient of 47% was obtained between the academic optimism and non-interventionist classroom management, and the correlation coefficient of 43% was obtained between the academic optimism and interactionist classroom management, and the correlation coefficient of 24% was obtained between the academic optimism and interventionist classroom management that is significant. According to the results, the classroom management style is a variable that has relation with academic optimism and at academic opportunities it must be emphasized.

Abstractor: As Provided

Number of References: 23

Number of Pages: 9

Publication Type: Journal Articles; Reports - Research

Availability: Full Text from ERIC Available online: <http://www.eric.ed.gov/contentdelivery/servlet/ERICServlet?accno=EJ1082088>  
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<http://www.ccsenet.org/ez-aaa.statsbiblioteket.dk:2048/journal/index.php/ies>

Journal Code: DEC2015

Entry Date: 2015

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Tools

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