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IMAGES OF TEACHERS IN MOVIES AND HOW THEY PROMOTE CHANGE
IN THEIR STUDENTS USING CLASSROOM MANAGEMENT STRATEGIES

A MASTER'S THESIS

BY

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To all the teachers who go the extra mile
to promote change in their students'
lives

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IN THEIR STUDENTS USING CLASSROOM MANAGEMENT STRATEGIES

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GRADUATE SCHOOL OF EDUCATION

Images of Teachers in Movies and How They Promote Change in Their Students
Using Classroom Management Strategies

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May 2018

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

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ABSTRACT

IMAGES OF TEACHERS IN MOVIES AND HOW THEY PROMOTE CHANGE IN THEIR STUDENTS USING CLASSROOM MANAGEMENT STRATEGIES

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M.A. in Program of Curriculum and Instruction

Supervisor: Asst. Prof. Dr. Armağan Ateşkan

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Classroom management is an important issue, especially for new teachers. However, classroom management is not given enough importance in teacher training. Since most of the classroom management training is theoretical, understanding which techniques are most effective in certain situations is challenging. Considering that movies are reflections of real-life events, observing fictionalized teachers in movies could help understand how these teachers promote change in their students' lives by using effective classroom management methods. The purpose of this study was to explore the factors behind teachers' success in terms of achieving student wellbeing and academic performance. For this purpose, five movies from different geographical locations in which a teacher interacted with a difficult classroom were

purposefully selected. Qualitative content analysis method was used to explore the relationship between teacher's success in promoting some kind of change in their students and the underlying factors. Five categories were created after multiple screening of the movies. These categories are in and out of management techniques, teachers' personal traits, intersectional factors of race/ethnicity, gender and class and teachers' relationship with other effective figures in students' lives. The results of the study reveal that these five teachers are more effective with these groups of students than other teachers in the school because they manage to build positive teacher-student relationship in a whole class level. Effective classroom management techniques play a substantial role in this relation. The analysis results indicate that maintain and restore order is the most extensively used management technique whereas establishing environment for instruction is the least used one. Teachers analyzed also tend to use classroom management models effectively to some extent. Transactional analysis is the most widely used whereas there is little emphasis on behaviorism and punishment. Apart from the management techniques, teachers use their characteristics help them enable this relationship. This study is expected to help both classroom teachers and education faculties because classroom management techniques are crucial when dealing with such difficult groups of students and pre-service and in-service teachers can find creative ways to reach out to their students.

Key words: classroom management, classroom management models, transformational change, movie analysis

ÖZET

FİLMLERDEKİ ÖĞRETMEN İMAJLARI VE SINIF YÖNETİMİ TEKNİKLERİ KULLANARAK ÖĞRENCİLERİNDE NASIL BİR DEĞİŞİME SEBEP OLDUKLARI

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Sınıf yönetimi özellikle yeni öğretmenler için önemli bir sorundur, ancak sınıf yönetimine öğretmen eğitiminde yeterince önem verilmemektedir. Sınıf yönetimi eğitiminin çoğu teorik olduğu için, belli durumlarda hangi tekniklerin en etkili olduğunu anlamak zorlayıcıdır. Filmlerin, gerçek hayattaki olayların yansıması olduğu düşünülürse, filmlerdeki kurgulanmış öğretmenleri gözlemlemek bu öğretmenlerin öğrencilerinin hayatında etkili sınıf yönetimi teknikleri kullanarak nasıl değişime sebep olduklarını anlamaya yardımcı olabilir. Bu çalışmanın amacı öğretmenlerin, öğrencilerin refahı ve akademik olarak başarıya ulaşmasının arkasında yatan faktörleri belirlemektir. Bu amaçla, bir öğretmenin zorlayıcı bir sınıfla etkileşim kurduğu beş film farklı coğrafi bölgelerden bir amaç doğrultusunda seçilmiştir. Öğretmenin, öğrencilerinde bir değişikliğe sebep olma başarısı ve bunun arkasında yatan faktörlerin arasındaki ilişkiyi incelemek için nitel içerik analizi metodu kullanılmıştır. Filmlerin izlenmesinden sonra beş kategori oluşturulmuştur. Bu kategoriler, sınıf içinde ve sınıf dışındaki yönetim teknikleri, öğretmenlerin

kişisel özellikleri, ırk/etnik köken, cinsiyet ve sosyal sınıfı içeren kesişimsel etki faktörleri ve öğretmenlerin öğrencilerin hayatında olan diğer önemli figürler ile arasındaki ilişkidir. Çalışmanın sonucuna göre, bu beş öğretmenin okuldaki diğer öğretmenlerden daha başarılı olmalarının sebebi bütün sınıf düzeyinde öğrencileriyle aralarında olumlu bir ilişki kurmalarıdır. Etkili sınıf yönetimi teknikleri bu ilişkinin kurulmasında önemli bir role sahiptir. Analiz sonuçları düzeni sağlama metodunun en fazla kullanılan sınıf yönetimi tekniği iken ders için sınıf ortamını hazırlamanın en az kullanılan teknik olduğunu göstermiştir. İncelenen öğretmenler ayrıca sınıf yönetimi modellerini de bir dereceye kadar etkili bir şekilde kullanabilmektedirler. İnsanlararası ilişki analizi en fazla kullanılan modelken davranışçılık ve ceza üzerinde çok az durulmaktadır. Yönetim teknikleri haricinde, öğretmenler kişisel özelliklerini bu ilişkiyi kurmalarında yardımcı olmaları için kullanmaktadır. Sınıf yönetimi tekniklerinin böylesi zorlayıcı öğrenci grupları ile uğraşırken önemli olduğu için, bu araştırmanın hem öğretmenlere hem de eğitim fakültelerine yardımcı olması bekleniyor çünkü stajyer ve çalışan öğretmenler öğrencileri ile olumlu iletişim kurmak için yaratıcı yollar bulabilirler.

Anahtar kelimeler: sınıf yönetimi, sınıf yönetimi modelleri, dönüşümsel değişiklik, film analizi

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CHAPTER 1: INTRODUCTION

Introduction

Classroom management is an important part of teacher education. Pre-service teachers are instructed on how to handle different situations during their teacher training. However, most of this training is quite theoretical. To what extent can teachers adopt the techniques taught in their classroom settings into practicality? Observing real life teachers in classrooms is a time, energy and resource consuming deed, and most of the time impossible to observe their interaction with students out of teaching time. Observing fictional teachers portrayed by actors in movies, on the other hand, is a more plausible approach when it comes to understanding how classroom management techniques taught in education faculties are displayed by teachers. Movies, after all, are most of the time influenced by real life people and factual situations. In other words, much as movies are fictional works, they still represent reality (Pautz, 2015). In that sense, it is possible to understand which classroom management techniques are most beneficial in certain situations by analyzing movies and teachers in these movies.

In this research, five movies from different geographical locations are analyzed in order to understand which classroom management techniques are most widely used by the teachers in these movies and how efficient these methods are. Other factors such as teachers' personal traits, intersectional factors and teachers' relationship with parents, their colleagues and school administration are taken into consideration, as

well. The movies selected for the analysis are *To Sir, With Love* (Britain), *Hababam Sinifi* (Turkey), *Stand and Deliver* (The USA), *Dangerous Minds* (The USA) and *Entre Les Murs* (France). The reason why these movies are selected is that the aim of this research is to analyze the classroom management methods teachers employ while dealing with a problematic classroom with which other teachers in the school cannot cope. In that sense, teacher's interaction with a whole classroom is analyzed. Most of the school-based movies (See Appendix B) produced involve a teacher and a single student in need interaction. Another reason why movies from other cultures beside Turkish culture are used is that the researcher wanted to understand the trends in classroom management in other countries.

Overall, five teachers (Mark Thackeray, Mahmut Hoca, Jaime Escalante, LouAnne Johnson and François Marin respectively) are analyzed in the movies. The researcher aimed to understand what makes these teachers special because they manage to promote change in their students in terms of behavior, academic achievement and even perception of life and school although the amount of change differs. Considering these movies and the teachers being fictional work of art, how trustworthy they are? Drawing on Pautz's (2015) idea that movies representing reality and having the power to alter the perception of the audience, it is possible to say that educators can learn some things from these teachers. Furthermore, with the exception of *Hababam Sinifi*, adapted by a novel, all of the movies are adaptations of autobiographies of teachers depicted in the movies. In fact, François Marin is played by the author himself. This aspect increases the credibility of the teachers.

Background

Is transformative teaching a reality? Can teachers have autonomy in their classrooms? Is it possible for teachers to promote change in their students? These questions and many more have occupied educators' minds for years. Paulo Freire, a world renowned pedagogue, urges teachers to help their students create political change, since to him education is political (as cited in Schwarz-Franco, 2016, p.996). Critical thinking skills or "dialogic pedagogy" as Freire calls them are essential for transformative teaching, education that can help transform the world, in that it encourages student participation in discussions. For Freire, education is political and if teachers implement dialogic pedagogy in their classrooms, they will enable students to become empowered and free them from oppression (Freire, 2005). In fact, encouraging students to speak their minds can help their cognitive development process as well as increase their self-esteem.

Another important issue in transformative teaching is teacher autonomy. In reality, to what extent do teachers perform freely in their classrooms? It is a fact that teachers have to comply with many rules by the school administration, the curriculum they are supposed to teach and even educational institutes they are a part of. As a result, teacher autonomy is quite limited. Yet, could it be an obstacle for transformative teaching? Effective teachers are the ones who are able to find a way to help their students in the best way possible regardless of limitations caused by external problems or in-class problems like classroom management issues by treating students with respect and being forgiving when students make mistakes, and in return admitting their own mistakes when necessary (Walker, 2008).

Classroom management, a major cause of teacher-burnout and job satisfaction, is a growing concern in the education field considering many publications by educators and teachers about how to maintain classroom order and how to prevent disruptive behaviors (Evertson & Weinstein, 2011). A teacher's primary job should be to maintain students' interest in the classroom. Therefore, management strategies are needed to restore order inside classrooms no matter what happens inside or outside the classroom. Many educators have worked on this subject and come up with different techniques that can be utilized and applied by teachers in their classrooms. William Glasser (Choice Theory), Alfie Kohn (Student Directed Learning), Lee Canter (Assertive Discipline) and Jacob Kounin are only some of the theorists who have worked on this important topic. In fact, classroom management methods are divided into three sections depending on the degree of control: Low teacher control approaches, medium teacher control approaches and high teacher control approaches (Burden, 1999). According to these models, Canter's Assertive Discipline that focuses on making students choose their own responsible behavior to increase their self-esteem is a high teacher control approach. The Kounin Model that focuses on management as a way to prevent and address student misbehavior and Glasser's Choice Theory that focuses on teacher-student collaboration of establishing classroom rules are medium teacher control approaches (Burden, 1999).

In recent years, there has been an increase in classroom management problems in K-12 schools. In fact, in a survey conducted in 2013, classroom management was voted as the most important problem in a classroom by teachers (NCQT, 2014). It is possible to view these problems on social media because students can now stream their classrooms live via their cell phones and publish them online through social

media websites such as Facebook, YouTube or use other means such as Periscope TV. There are students who intentionally create a disruptive environment for the sake of getting attention. Indeed, this problem is increasing so much that the Turkish Ministry of Education has recently published a notice related to the social media use in K-12 schools. According to this notice, both school personnel and students are prohibited from posting any digital or printed material such as videos, images, or writing in social media platforms due to the fact that it is violation of personal rights of the subjects (2017).

The problem of disruptive behavior is also recognized by film industries in different countries. Since movies are popular in the mainstream culture, they can be used as examples of transformative teaching and teacher autonomy. Teachers represented in the movies are mostly idealistic characters who end up saving a bunch of kids from their troubled fates. They are leaders and even saviors of their students. Even if these movie-based teachers have problems in the beginning, by means of their classroom management techniques, they are accepted by their students and they manage to affect their student in different ways. Akcan and Polat (2016) claim that movies reveal things we do not see in real life, or things we see in real life, but do not realize what they are.

It is possible to see how these movie-based teachers manage to promote change in their students' lives in one way or another (Lunenbergh, Korthagen, & Swennen, 2007). Sometimes this change is a major one, affecting the personality of the student. Sometimes it is only academic. Nonetheless, transformative teaching occurs in these movies. Analyzing classroom management techniques employed by these teachers

could be a good start to try to solve classroom management issues in real-life classrooms faced by teachers.

In addition to movies being representation of real life (Pautz, 2015), research suggests that movies have the capacity to influence people. In fact, this influence is on the rise (Scull & Peltier, 2007). This influence mostly stems from movies being cultural products. Akıncı-Yüksel (2015) states that movies involve a lot of cultural codes conveyed by the producers and writers and these codes represent a concept when they come together. In that sense, teacher-based movies tend to reflect some aspects of cultural concepts. Another reason why movies have such substantial impact on people's lives is that movies are audiovisual narratives. This type of narrative has an impact on the affective domains of the audience which stimulates learner reflection because their emotions are heightened. After all, emotions play a big role in learning (Blasco, Moreto, Blasco, Levites & Janaudis, 2015).

Considering movies' large scaled influence on people, studying popular movies that feature teachers and problematic classrooms /students they deal with can lead professionals to self-examine their situations because these movies can help identify problems (Blasco, Moreto, Blasco, Levites & Janaudis, 2015; Scull & Peltier, 2007). There is also research that suggests that movies have the ability to change the perception of people towards certain professions and incidents due to movies being areas of social learning (Pautz, 2015).

Just as movies featuring teachers and schools, educational institutions and professionals also use movies in classroom settings to teach a subject or an abstract

concept. In that sense, movies are used in education in two functions. Firstly, they are used in teacher training (MoNE, 2017; Nugent & Shaunessy, 2003). Secondly, they are used in classroom context to teach students due to their audiovisual nature stimulating emotions (Blasco, Moreto, Blasco, Levites & Janaudis, 2015; Russell, 2012). Considering this reciprocal relationship, education and movies are quite inter-related.

Problem

Classroom management is a part of instruction. Classroom management, in the most basic way, can be explained as the process of running as smooth a class as possible. To ensure smoothness, teachers use different techniques to keep momentum and gain students' attention (Kounin, 1970). These techniques collectively can be called classroom management. Classroom management is such an important part of instruction that it has been addressed not only by educators, but also by fictional works including movies. There have been many books, articles and other scholarly works published that address this issue. In these works, tips to manage classrooms by preventing disruptive student behaviors are advised to teachers.

The reason why classroom management is such a hot topic among teachers and educators is that classroom management issues are getting more and more serious in classrooms. According to a report published by the National Council on Teacher Quality (2014) a survey conducted in 2013 demonstrated that classroom management problems were considered to be the biggest challenge in classrooms by teacher. Most of the time, teachers cannot cope with distracting behaviors of their students and students broadcast their misbehaviors online so that they can get views. This kind of

undisciplined behavior makes headlines in the news and social media. Therefore, the Ministry of National Education barred students and school staff from sharing photographs or videos online as stated earlier. Educators and government are not the only groups that focus on classroom management problems. Since movies are influenced by real-life events, they tend to reflect such hot topics in a more fictionalized way. In that sense, movies can be used for educational purposes because of their wider-audience reachability. As far as can be seen from general research into teacher-based movies, the research conducted on teacher-related movies focus mostly on Hollywood movies. Most of the time, they center on teacher-student relationships with little reference to classroom management, if any. This study, on the other hand, focuses on teachers from different geographical areas, it aims to see if the same classroom management techniques are used by these teachers and if so, how effective they are on varied students.

Purpose

The purpose of the study is to explore the dynamics between teachers and their students, school administration and parents in selected movies. The movies are from different geographical areas. They explain how other factors such as the classroom management techniques teachers use while dealing with difficult students, teachers' personal traits that help them overcome difficulties, and intersectional factors contributing to students' perception of school and life help the teachers affect their students in terms of behavioral change and academic achievement.

Research questions

This study addresses the following questions:

1. Which classroom management models are used in the selected movies? What are the in-class and out-of-class techniques teachers use to manage their classrooms?
2. How do teachers' personal traits contribute to their relationships with students in the selected movies?
3. How do gender, race and socio-economic factors as well as families' backgrounds contribute to the teaching environment in the selected movies?
4. What roles do teachers' relationship with parents, other teachers and school administration play in students' well-being and academic achievements in the selected movies?

Significance

Movies play an important role in people's lives. In fact, many people claim to have fictional role models from movies. What is seen on the big screen might have an impact on people's behaviors and even on their thought processes (Pautz, 2015; Scul & Peltier, 2007). Therefore, investigating teachers in movies can help pre-service teachers and new teachers gain a different perspective when approaching difficult students. Teacher educators in education programs of universities can also benefit from this study because they might find which classroom management techniques are most useful in classrooms in different cultures.

Furthermore, the film industry is especially popular among youngsters. Teenagers make up the majority of movie-goers and thanks to video streaming facilities such as Netflix, Amazon and Hulu, they can even stream movies at home. However, there has been little research conducted on teachers in movies in Turkey, and few focus on teachers in Turkish films.

Similarly, as far as can be seen from research into teachers in movies, most of such movies are Hollywood movies and center on American teachers. There has been little, if any, research involving comparative studies of teachers in movies from different geographical areas. In addition, there is little emphasis on classroom management techniques of teachers in these movies. Researchers mostly focus on “the savior” aspect of teachers.

Even though there is little research on teachers in movies in Turkey, the topic has gained Turkish Ministry of Education’s attention, as well. In 2017, MoNE published a list of movies that all pre-service teachers should watch under the new provision of the training of candidate teachers. Candidate teachers were also required to analyze these movies after watching them and submit their analyses in a written format. Overall, MoNE suggested 22 movies for new teachers to watch from different geographical locations ranging from Asia to Europe, to the Americas.

Research on classroom management in Turkey is also limited to a few topics. Most of the time, topics such as discipline, undesired student behavior and perceptions of classroom management dominate the articles written across Turkey (Aydın, Selvitopu, & Kaya, 2018). This means that external factors such as intersectionality or teacher’s relationship with the important figures in students’ lives are not given enough importance by researchers. Similarly, teachers’ own characteristics are also neglected by researchers who work on classroom management. This suggests that classroom management is considered to be an issue exclusive to in-class dynamics between teachers and students.

Definition of key terms

Academic achievement: “Performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in schools, college and university.”

(Steinmayr, Meissner, Weidinger, & Wirthwein, 2015)

Classroom management: Classroom management is a big concept in education and there have been many definitions coined to explain what classroom management is. There is a tendency to define classroom management as a series of techniques that will correct even the most disruptive classrooms. Classroom management is more about teacher behavior and positive teacher-student relationship. In this research, the term is used to describe collective teacher behavior to ensure the smooth flow of lesson without disruptive behavior and to prevent any kind of disruptive behavior caused by internal or external reasons. (Levin & Nolan 2000)

Movie: Also called film or motion picture, movies are a series of images on a screen that include sound and moving images for the purposes of education, entertainment and raising awareness about an issue (Merriam-Webster unabridged, 2018)

Personal trait: Personal traits are the qualities of a person in terms of character. (Oxford Dictionaries, 2018) In this research, teachers’ physical characteristics are not taken into consideration. Their mental and emotional qualities are evaluated in order to find out how they affect their treatment of students and building of effective student-teacher relationship.

Socio-economic factor: Socio-economics is a term that incorporates both social and economics. In that sense, socio-economic factor refers to intersectionality of race, ethnicity and gender and their correspondence to economics (Oxford Dictionaries,

2018). In this study, students' gender and racial/ethnic background as well as family structure is an important factor on their economic status.

Student well-being: Well-being is an umbrella term that covers health, education, psychology and philosophy. As a result it is quite difficult to define what it means. In this study, however, it is used as “the degree to which a student is functioning effectively in the school community.” (NSW, 2015, p.2)

Teacher role model: Role model in general refers to a person to whom others look up and imitate his/her behaviors or desire to be like him/her. In this sense, teacher role model is a type of teacher respected by students and imitated to be like him/her. (Merriam-Webster unabridged, 2018)

Troubled student: Troubled student normally refers to students at risk and the risks they may suffer are categorized into four groups: substance abuse, abuse/neglect, eating disorders and suicide (Weinstein, 2003). In this research, however, since these risk groups are not visible with the exception of neglected students, troubled student is defined as those who need comfort from their teacher beyond classroom issues and classroom setting.

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

The purpose of this chapter is to provide background information and a framework about this study. First of all, classroom management as a concept is introduced in order to build a framework for the study. Then, different classroom management models used by teachers in order to manage student behavior are identified so as to build up the background of the study. Then, previous studies regarding teachers in the movies are discussed. Finally, studies that center on contributing factors such as intersectionality, teachers' personal traits and teacher relationship with other important figures in students' lives are stated.

Classroom management as a concept

Classroom management is mostly referred to as a means of overall skills and strategies teachers use in order to get their students to act in an organized, orderly, focused, attentive, on task, and academically productive way during a lesson. In reality, classroom management is beyond technicality. It is closely related to teacher behavior. It involves establishing positive relationships between teacher-student and among students (Levin & Nolan 2000) The aim of classroom management is two-fold: to prevent any kind of disruptive behavior and to manage such behaviors.

Kounin's model (1970) has been an acclaimed source for the preventative aspect of classroom management techniques. His key ideas for preventing disruptive behaviors include "ripple effect," "with-it-ness," "overlapping," "momentum," "smooth transition," "accountability," "group alerting" and "satiation." Ripple effect, for Kounin, refers to the fact that intervention with a student will affect the behaviors of

other students nearby. With-it-ness is the ability of a teacher to be aware of what is going on in every corner of classroom at all times. Overlapping means the act of dealing with two different situations in a classroom. Momentum refers to the time management skills of a teacher, keeping activities short and moving on quickly so that students are not bored to create disruption. Smooth transitions happen between activities. Accountability is making every one of the students responsible for their own work to keep them on task. Group alerting is making the whole group engaged in an activity rather than focusing on one individual. Finally, satiation occurs when there has been too much Of an activity and student start to act disruptively (Burden, 1999, pp.47-49).

Although Kounin is popular among classroom management theorists, there are many other theorists and scholars that delve into the management issue in classrooms. Levin and Nolan (2000) focus on prevention and management of disruptive behaviors. They provide different case studies for better illustration. They also analyze possible causes of a discipline problem. For them, if a behavior in a classroom interrupts teaching, it is a disciplinary problem. They also further explore the issue by understanding the reasons why students misbehave. They propose several reasons. Since schools are reflections of society in general, the school climate is affected negatively by the problems of society. Drug or alcohol abuse, crime and violence rates, child abuse, teen pregnancy, suicide, and unemployment are some of these problems. Societal issues are not the only underlying reasons behind disciplinary problems. Home and school environment and problems in such environments can also lead to disciplinary problems in a classroom.

Emmer, Evertson and Worsham (2000) do not focus on understanding the reasons why students misbehave even though they also suggest suggestions for prevention of disruptive behavior. Like Levin and Nolan, they also recommend maintaining rules and procedures in a classroom for an effective lesson. Emmer, Evertson and Worsham tend to include students in the process of establishing rules. Levin and Nolan exclude students from this process.

Classroom management issues

Classroom management is an important aspect in education because having disciplinary problems in a classroom may lead to more serious problems such as teacher stress and burnout, and even leaving the profession (Browers and Tomic; Ingersoll and Smith, as cited in Oliver & Reschly, 2007, p.1). Especially, with the introduction and implementation of No Child Left Behind Act of 2001 in the US, preventing and managing disruptive behaviors are considered to be urgent issues because the aim of the act is to provide a quality of education under fair and equal conditions.

Classroom management is gaining more importance not only from scholars, but also from institutions. A report prepared by the National Council of Teacher Quality (2014) underlines the significance of classroom management. It states that classroom management was the utmost problem in classrooms according to a survey conducted in 2013. The researchers who prepared the report conducted their study on 122 teacher preparation programs in 33 states in the US in order to find out to what degree these programs “teach and provide opportunities to practice research-based classroom management strategies and techniques (NCTQ, 2014, p.7).” They

analyzed 213 courses that were related to classroom management. According to the results of the study, average time spent by teacher candidates on classroom management in their teacher training programs was roughly eight class periods, which equated to 40 % of a course period (NCQT, 2014, p.11).

Classroom management models

Different classroom management models have been introduced throughout the years to ensure the smooth flow of lesson. They involve various approaches teachers may take while addressing misbehavior and establishing or maintaining a safe and orderly environment. They involve a certain philosophical perspective on a low to high teacher control spectrum. These models are divided into three sub-headings based on the amount of teacher control. In other words, how much freedom the teacher provides for students or how much control the teacher exerts on students determine the type of the model (Burden, 1999).

Low teacher control approaches

In this approach, students are believed to be able to control their own behavior, and they have the responsibility to do so. Students' ideas, preferences, thoughts and feelings are taken into consideration when creating a classroom environment. Teachers are responsible for facilitating students' managing their own behaviors. Teachers maintain the least amount of control whereas student freedom is considerably high. In that sense, students are provided with autonomy. There are three models that are recognized as low teacher control approaches: transactional analysis, the Ginott model and group management.

Transactional analysis

Developed by Eric Berne (1964) and followed by Thomas Harris (1967), transactional analysis is the verbal interaction between three ego states which occur due to experiences of individuals consciously or subconsciously: parent ego state, adult ego state and child ego state. “The parent ego state” is the controller. “The child ego” state is the compulsive part. “The adult ego” state is the ultimate ego state teachers and students develop. It is the rational part and used to solve problems. Both teachers and students should be on the adult ego state for an effective interaction.

The Ginott model

Developed by Haim Ginott (1965; 1969), this model aims to show teachers how they can help students create self-concepts about themselves. For this to happen, teachers should never attack students’ characters and they should always focus on the act, not on the person. He proposes the use of praise and congruent communication.

Group management

Developed by Fritz Redl and William Wattenberg (1959) on their observations that students’ behaviors differ when they are in a group, this method treats the classroom as a whole. Groups have their own characteristics and roles for different individuals such as leaders or clowns. In that sense, teachers need to be aware of group dynamics and they need to take up a role such as role model, judge or leader. Teachers should be consistent with their roles.

Medium teacher control approaches

In this approach, student behavior is controlled jointly by the teacher and the student. Group needs are put forward individuals' needs. Still, students' thoughts, feelings, ideas and preferences are given substantial importance, but the need of the group is the priority. Teachers and students collectively establish rules and procedures, but the teacher may hold "veto power." There are three models that are recognized as medium teacher control approaches: logical consequences and cooperation, reality therapy/control theory and the Kounin model.

Logical consequences and cooperation

Founded on the ideas of social psychologist Alfred Adler (1925) that the motivation behind people's behavior is to be accepted by others, these models are developed by Rudolph Dreikurs, Linda Albert and Jane Nelsen. Dreikurs' (1982) "logical consequence" model maintains that everything should be related to student behavior directly and logically. Albert's (1989) "cooperative discipline" involves three concepts of behavior, which focus on the necessity to belong to a group. She claims that the reason why students misbehave is to get attention, power, revenge and avoidance or to avoid failure. Nelsen's (1987) "positive discipline" model involves both parents and teachers and she proposes four important key words: respect, firmness, kindness and encouragement.

Reality therapy/control theory

Developed by William Glasser (1965), this model focuses not on the background of the behavioral problem to find a solution, but focuses on the present. His theory of reality therapy suggests that students and teachers should collaboratively create rules

in the classroom, and the role of the teacher is to make sure these rules are to be followed. Glasser's (1969) control theory, an expansion of his reality therapy, is based on the idea of sense of belonging and other needs such as love, freedom and fun to be met.

The Kounin model

Perhaps, one of the most famous models in classroom management, this model is developed by Jacob Kounin (1970) in order to prevent and address student misbehavior.

High teacher control approaches

Students enjoy little freedom in high teacher control approaches because they are not seen as individuals with potentials, but more like clay that needs to be shaped by the teachers. That is why teachers have the ultimate control in this type of approach. Students' ideas, thoughts, feelings and preferences are given little attention. The focus is on the individual behavior. In case of misbehavior, it is the teacher's duty to respond to it. There are four models that are recognized as high teacher control approaches: the Jones model, behavior modification, assertive discipline and behaviorism and punishment.

The Jones model

Developed by Fredric Jones (1987), this method is based on the idea that students' self-control can be supported by children. To do this, the design of classroom is equally important as techniques that can be used while addressing to misbehavior. He proposes a three-step action plan: praise, prompt and leave.

Behavior modification

Mostly referenced to B.F. Skinner (1971), behavior modification is the use of reinforcement or punishment techniques to shape student behavior. In this model, reinforces can shape behavior in a positive manner while unwanted behavior can be weakened by punishment.

Assertive discipline

Developed by Lee Canter (1976), this model focuses on teaching students how to choose the responsible behavior for them and in return increasing their self-esteem and academic success. Teachers in these roles are responsible for establishing rules in the classroom and teaching students these rules. Any student misbehavior has a consequence and the severity of the misbehavior determines the consequence.

Behaviorism and punishment

Developed by Siegfried Engelmann and James Dobson, this model allows the use of corporal punishment as a control method. Engelmann (1969) thinks that misbehavior is a severe cause of loss of instructional time and the fastest way to respond to it is to physically punish the student. Dobson's (1970) ideas revolve around the moderation between love and control.

Teachers in movies

Teachers in movies are a popular topic in social studies. However, there is little, if any, emphasis on the classroom management techniques that teachers use in these studies. On the other hand, there are many studies conducted on the representation of teachers in movies. Schwarz-Franco (2016) divides the representation of teachers in

films in three categories. First of all, teachers are presented as tragic heroes. They start their profession unwillingly because they do not have any other option. Secondly, teacher-based movies are more like fairy tales in that teachers discover a hidden talent in their students. Finally, the last type of teacher-based movies focuses not only on success, but also on difficulties and failures. Teachers in such movies undergo a change in order to reach their students. This is the type of movie that this research focuses on.

McNabb (2004) groups teachers in movies based on the characteristics they show. In that sense, teachers are classified as “empathetic, dedicated, altruistic, perseverant and entertaining/motivating (p.140).” She provides vivid examples from different movies for each one of these characteristics under subheadings. She also includes another characteristic that describe the teachers in the movies she analyzed: called. It means that these teachers transcend their profession and become masters of it because of their love for their profession and perseverance they show for overcoming difficulties. In addition to explain how teachers are depicted in the movies, McNabb also explains what is missing from the teacher representation in the movies. She states that the teachers analyzed lack professionalism in that their content knowledge is limited including pedagogy.

Similarly, Grobman (2002) groups teachers based on characteristics, but he uses one movie for per characteristic. In that sense, he approaches the characteristics as case studies. He divides representation of teachers into seven subcategories, using a specific movie to illustrate his point. He states that teachers are represented as learners, parents, tigers, idealists, cultural reformers, inspirations and victims. He

comes up with six themes after the analysis of movies. He provides various examples from movies for each theme.

Nederhouser (2000) divides portrayal of teachers in movies into two: positive images and negative images. She codes both positive and negative images under various categories. Nederhouser does not only focus on representation of teachers under the positive images category unlike previous studies aforementioned above; she includes depiction of school principals under the negative images category along with teachers. In fact, out of 14 negative categories for teachers, five of them belong to school principals and these categories center on them being authority figures and bureaucrats.

Teachers in movies in Turkey

Teacher-based movies are neglected in Turkish scholarship. There have been few studies done on the topic. Akcan and Polat (2016) identify images of teachers in Turkish movies starting from the Ottoman period. They selected a movie from every two decades starting from 1910 until 2010. They state that movies both full of jokes as well as tragedies are made. They maintain positive teacher images, negative teacher images and how teachers' images have changed in movies over the years. They state that the physical appearance of the teachers, such as hair and clothes, is very neat in these movies. They further state that teachers act as role models not only to their students, but also to the society around them with their appearance like Feride Öğretmen in *Çalılıkusu* and Emre Öğretmen in *İki Dil Bir Bavul*. Being idealistic is another mutual positive teacher image in these movies. As for negative teacher images, smoking is the most usual one. Moreover, Akcan and Polat criticize

some teacher-based movies because they give the impression that ‘anybody can teach.’

Akıncı-Yüksel (2015) analyzes Turkish teacher-based movies regarding their representation of school, teacher and student, focusing on these movies’ value of cultural product. She focuses on teachers who teach in the primary schools in the countryside of different cities in Turkey. She uses purposive sampling and analyzes three movies. These movies are *Hakkari’de Bir Mevsim* (1982), *Kasaba* (1996) and *İki Dil Bir Bavul* (2009). She analyzes each movie by itself, but compares movies to one another where necessary.

Efendioğlu (2013), instead of focusing on specific movies, analyzes the changing image of teachers in movies throughout the years. In other words, he comes up with descriptive characteristics for each decade from 1960s until 2000s that best represent the decade’s social and political perception. In that sense, teachers in the 1960s are idealists, in 1970s humorous, in 1980s and 1990s political. Teachers filmed in the 2000s show similar characteristics to those filmed in 1970s. Moreover, over-sexualization of female teachers and teachers’ tendency to interfere with their students’ lives outside of the school are two emerging categories in the teacher-based movies of 2000s.

Transformative teaching

Can teachers promote change in their students’ lives? Is it possible to achieve transformation in the behaviors, attitudes and perceptions of students thanks to the efforts of teachers? Freire (2005) claims that education is political, and every

decision made reflects the political views of the decision-makers. In other words, it is not possible to separate education from politics. Classrooms are not exceptions to this idea. For Freire, teachers can impose unwanted political views on their students like obedience to authority. As a result, he proposes that teachers use dialogic pedagogy, a type of learning that emphasizes multiple perspectives and critical analysis of the topics being covered in classroom, so that they can strengthen their students mentally. When teachers employ dialogic pedagogy in their classrooms, they will provide students with different skills such as thinking outside the box or analyzing a situation from a different perspective, which will contribute to transformative teaching.

Schwarz-Franco (2016) uses Freire's ideas to analyze teacher-based movies in order to reflect on how teachers create transformation in their students' lives. He uses visual methodology and compares and contrasts the movies based on their contents and compatibility to the ideas suggested by Freire. He divides his cases (movies) into three sub-themes: pedagogic tragedies, pedagogic tales and legends, and pedagogical action movies. For each sub-theme, he gives examples from movies to support his ideas. He vividly shows how the teachers in the movies represent Freire's ideas.

Dalton's (1999) analysis of teacher movies resulted in three groupings: good teachers, bad teachers and gendered teachers. She analyzed 58 movies that included a teacher as a protagonist or a deuteragonist. She used Huebner's five value frameworks of curriculum for the analysis of good and bad teachers in movies and what makes them categorized as good or bad. She uses feminist approach for gendered teachers in movies. She also incorporates Freire's ideas on critical

pedagogy in the discussion when she analyzes the students in movies. Using Freire's ideas on the liberation of the oppressed for transformative learning, she acknowledges that teachers and students should work together for this to happen.

Teacher characteristics

Teacher characteristics include, but are not limited to, gender, teachers' background knowledge and education, classroom management skills and job satisfaction (Opdenakker & Van Damme, 2006). They worked on 132 sophomore math classes in secondary education in Flanders, Belgium. Overall, 78 math teachers in 47 schools participated in the study. They used surveys and questionnaires to gather their data to identify teachers' background information. However, since all the participating teachers had similar backgrounds in education and teacher training, this variable was removed. Little correlation was found between job satisfaction and classroom management skills. Gender was not a strong variable in terms of the correlation between job satisfaction and classroom management skills.

Walker (2008) identified 12 characteristics of an effective teacher after administering an essay to students. Students were asked to write about a teacher who had great influence on them. The results of these essays revealed that the most effective teachers were always prepared for the lesson; they had positive attitudes in classrooms; they had high expectations of their students; they were creative; they were fair to all students; they maintained a personal relationship with students; they created a sense of belonging in the classroom; they were compassionate; they had a sense of humor; they were respectful; they were forgiving and they were willing to admit mistakes.

Other than determining which characteristics teachers should possess to become efficient instructors, there are some studies that focus on the relationship between teachers' personal traits and students' academic achievement. Wayne and Youngs (2003) analyze 21 studies from 1975 to 2002 that center on teacher characteristics and student achievement found using three different databases. Their research is limited to the studies conducted in the United States. However, their approach to teacher characteristics differ from previous authors in that they Wayne and Youngs focus more on the professional side of the characteristics rather than personality traits. They find that only three studies focus on the relationship between the institution where the teachers obtained their teaching degree and students' academic performance. In terms of teachers' level of degree (bachelor's or master's) and its impact on student achievement, the results are indeterminate.

Jepsen (2005) states that majority of studies regarding the relationship between teacher characteristics and student achievement focus on teachers' education and experience. He further states that this relationship is quite weak. Using surveying method, Jepsen finds that teachers' background education does not necessarily impact their students' achievement significantly.

Teacher-student relationship

Having positive relationship with students is important for teachers to maintain effective lessons. Crosnoe, Kirkpatrick Johnson and Elder, Jr. (2004) investigated the effect of teacher-student relationship on students' academic achievement and disciplinary problems. They also wanted to find out if teacher-student relationship varied by gender and race. They used panel data for their findings. They found that

strong teacher-student relationship increased the academic achievement of students. This achievement was most evident in Hispanic-American female students. In addition, strong teacher-student relationship lowered the possibility of disciplinary problems.

Davis (2003) also investigated the impact of the teacher-student relationship on students, but her focus was on students' cognitive and social development. She investigated this relationship from three different perspectives: attachment, motivation and sociocultural. Davis commented that teacher-student relationship is considered to be an extension of the parent-child relationship. As a result, having good relationship with students can affect students' motivation and their social, emotional and cognitive skills.

Douglas, Lewis, Douglas, Scott and Garrison-Wade (2004) analyzed how white teachers affected the academic successes of black students in their exploratory qualitative analysis. They used a comparative approach in their study, using interviewing as their data collection method. They interviewed black students who were studying at a predominantly white suburban district and black students who were studying at a predominantly black school district. Four themes emerged in this study. Firstly, black students required respect from their white teachers. Secondly, they wanted their teachers not to judge them based on stereotypes. Thirdly, they wanted school administrators to form relationship with them. Finally, they were content with studying at a predominantly white suburban district because their experiences in these schools were better.

Teacher-parent relationship

As common proverbs such as “Like father, like son” or “The apple does not fall far from the tree” suggest, parents are great influences of children like teachers (Stephens, 2007). That is why Hughes and Kwok (2007) investigated the relationship between teachers and parents and how this relationship had an impact on students’ reading skills. They used 443 ethnically diverse participants who had low reading skills in Texas. When parents were more involved in their children’s education and formed positive relationship with teachers, students do better academically (Hughes & Kwok, 2007). They also found that during the early stages of children’s education, good teacher-parent relationships affected students’ academic achievement positively.

Teacher-school administration relationship

School is a community and that is why everyone in it should work together. For students’ wellbeing and academic success, school administration and teachers should collaborate. In fact, positive teacher-school administration relationships are crucial for teacher wellbeing and performance (Griffith 2003; Marks & Printy 2003).

Teachers already have a lot of responsibilities both inside and outside classrooms. Without proper support from the school, they may feel alienated to the profession.

Tsang and Liu (2016), in their study, showed how school administration can contribute to teacher demoralization, thus a decline in teaching quality of the teachers. They base the root of teacher demoralization in the social context. They state that in an attempt to free schools from government control, the school administration is bureaucratized, which resulted in having too much control over

teachers. The narrative study took place in Hong Kong and 21 secondary teachers were interviewed, with teaching experience ranging from nine months to 30 years. Both temporary and tenure teachers were interviewed in Cantonese in a semi-structured manner. The interviews and coding process were completed by the first author and he first used open coding, then Nvivo7. Three themes, goals in teaching, definition of teacher's work and school administration, emerged after coding. The results of the study were reported theme by theme. Depending on the participants' perspective on their schools, schools were divided as low-morale and high morale schools. Both schools had different definitions for supervising. It was found that some teachers in the study required more instructional supervision by the school, and that poor communication between teachers and school administration created low-morale schools.

Marks and Printy (2003) state that effective school leadership increases teacher and student performance. They approached leadership in two different ways: transformational and instructional. Overall, they used 24 restructured schools, 8 schools per grade level, in the United States in this study. 3 math and 3 social studies teachers from per school were selected and observed closely. More than 5,000 assignments were collected to find out teachers' assessment qualities. Scatter plotting was used to find out how transformational and instructional leadership were related to one another. The study found out nine out of 24 schools showed poor leadership regardless of the type. Six out of 24 school principals had transformational leadership skills, but poor instructional leadership skills. The last remaining 7 school principals had above average both forms of leadership. The results of the study suggest that principals' strong transformational leadership skills reinforce teachers'

commitment to their profession by sharing the leadership with teachers. Based on their findings, Marks and Printy discuss the importance of integrated leadership- a combination of transformational and instructional leadership.

Intersectionality

Race/ethnicity, gender, socio-economic situation of students as well as students' family backgrounds are considered to be factors that shape their perception of school and life itself. Most of the time, these factors are intertwined, in that it is not possible to discuss one factor separate from another.

Cannon (1990) describes the challenges she faced as a white female teacher teaching sociology to mostly black students in the US. Due to existing stereotypes, white female and all students of color approached the course with fear. She was challenged to teach racism and other fragile subjects to such students. Cannon explains she overcame these challenges by not avoiding these topics. Rather, she gave more importance to interactions among students and she established some ground rules that would help everyone have healthy discussions. She stopped seeing different forms of oppression such as racism, sexism and classism as non-existent in the society. Thus, she oriented the discussions being aware of all these types of oppressions that they may face in their personal lives.

Saifi and Mehmood (2011) identifies factor that determine socioeconomic status of a family. These factors are income, education and profession. They examine how families' socioeconomic status affects students' academic performance. They conduct their study on three different women's college in Gujrat, Pakistan.

Participant students are randomly selected and administered a questionnaire that

requires 28 questions that belong to six indicators of SES. These are education, occupation, income, possessions, servants and means of transportation. They find that families' good socioeconomic status has a significant impact on their students' academic performance because better socioeconomic status (SES) provides students with a more comfortable lifestyle with a more positive attitude. Moreover, parents' educational background is also important for students' achievement.

Davis-Kean (2005) investigates how family background such as parents' education or family income affects students' academic achievement. She states that parents' own education has an indirect impact on the way students are successful academically at school because of the fact that their education might have an effect on their beliefs of their children's achievement, which will change their attitudes towards education.

Huang (2015) states that socioeconomic-based gap among students affects performance and this gap is increasing in the United States although there have been educational reforms. He finds that students' persistency has an important impact on their achievement. Moreover, spending more time in the school also positively affects student achievement. However, Huang argues that students who come from lower socioeconomic backgrounds are less likely to be persistent and they spend less time in school compared to students who come from higher socioeconomic status.

Lumpkin (2016) focuses on schools' socioeconomic status instead of families in his study. Besides, he includes physical structure of the school and race along with the socioeconomic status. He analyses if these factors have an impact on student

achievement on the reading and math tests of students from four different grade level (fourth, eighth, ninth and tenth) in the Florida Comprehensive Assessment Test (FCAT). The study is conducted in the North Florida Region, consisting of 33 school districts. Overall 127,000 students enrolled in elementary, middle and high schools are chosen as participants. Lumpkin's study finds that school building is an important factor on student achievement. Schools' good financial status also affects achievement positively. Moreover, schools' having lesser number of students of color positively affects achievement.

CHAPTER 3: METHOD

Introduction

This chapter provides information about the methodology followed while designing the study. First of all, the research design used for the study is explained in detail and the sample is introduced. Then the method of data collection is stated. Finally, the method of data analysis is explained in relation to the steps of the research design used.

Research design

Teachers in movies is a popular topic in Social Sciences, especially in Film Studies and Transdisciplinary Studies. There have been many studies conducted on the good teacher models and bad teacher models. There are also studies that investigate the characteristics of these teachers in movies. Moreover, a number of studies focus on the relationship between teachers and students in movies. The most important studies done on teachers in movies are about the ‘savior’ aspect of the teachers in that how these teachers save their students from their troublesome futures. However, there are few, if any, studies done on exactly how these teachers achieve success in their troubled classrooms. In fact, studies pertaining to the classroom management skills of these fictional or semi-fictional teachers have been neglected.

Traditionally, movie analysis is considered to be qualitative because there is no common structured method to analyze movies. In fact, most movie analyses depend

on the interpretation of the researcher. It is because in qualitative research design, meaning is not given explicitly, but it is constructed (Schreier, 2012).

This qualitative study is designed in order to examine the classroom management techniques of teachers in selected movies and these techniques before, during and after class contribute to the overall environment in the classroom, as well as how these teachers promote change in their students thanks to successful classroom management strategies.

In qualitative research, the emphasis is on the participants' views, the setting and the contexts (Fraenkel & Wallen, 2009). Qualitative study in its nature is an interpretative type of study because it deals with the interpretation, understanding, experiencing, production and constitution of the social world (Mason, 2003).

This study uses an interpretative approach into the samples, namely selected movies. The researcher aims to find out how classroom culture is constituted in the movies, as well as how the experiences of teachers in the movies reflect their characteristics. The researcher conducts qualitative content analysis research method in order to investigate which classroom management techniques teachers use in the movies and the level of effectiveness of these techniques in problematic classrooms. This study investigates the content of the movies. Thus, the researcher is responsible for the analysis of this content, making this study a qualitative one.

Content analysis

Content analysis research method is used in order to study human behaviors through their communications. In content analysis, the data collected does not have a meaning of its own. Instead, the researcher constructs a meaning for the data (Fraenkel & Wallen, 2009). Data collected can be either verbal or visual. Since most of the data used in content analysis is verbal, data is referred as text (Schreier, 2012). However, text in this research refers to movies. Communications in this research is taken to be the five movies selected. A content analysis research method has some characteristics that distinguish it from other types of research methods (Fraenkel & Wallen, 2009):

- Attitudes and beliefs of different groups of people from various geographical and cultural backgrounds are compared through the analysis of communications.
- Descriptive information gathered from the analysis of communications is converted into categories, either before the analysis begins or during the analysis.
- After the contents are specified for investigation, the researcher needs to formulate relevant coding categories to the research.

About the study

The researcher opts to use content analysis research method in this study because the selected sample for this research is movies, which fall into the communications category. Movies tend to reflect a group's or individuals' beliefs and attitudes towards a certain issue, which qualify them as communications. In this research, the researcher first formulated categories for classroom management techniques used by

teachers in the sample movies in order to analyze the data. Then other categories such as the role of race, gender and socio-economic background of the students and the role of interpersonal relationships were determined. Based on the techniques used by the teacher, the researcher decided which one of these techniques were effective in terms of transformative education or not. The researcher also took into consideration other factors specified in the categories. Each movie was evaluated in its own context using the five categories. Each category was divided into subsections. Various examples from the movies were categorized under each subsection.

Context and sample

The context of this research is that a teacher is assigned to a problematic classroom with which other teachers cannot cope. This teacher has issues with the class like other teachers, but in the end the teacher earns the respect of students and somehow manages to promote change in their behaviors, academic performance and personal lives. The researcher uses purposeful sampling for this research. Purposeful sampling or purposive sampling is a type of data collection procedure when the researcher uses her own judgment when selecting a sample (Fraenkel & Wallen, 2009) In other words, the researcher decides if a certain sample aligns with the objectives of the study or not. The researcher selected five movies from different geographical locations that are suitable to the context of the research. The reason why these movies are selected is that the researcher wants to see if the teachers from different cultures use the same classroom management methods and if they do how well these methods work in their classrooms. Another reason is that, although there are many teacher-based movies (See appendix B), only few of them involve a teacher and

whole classroom interaction. Below there is brief information about each movie and their summaries ordered by their release date.

To Sir, with Love

Date of release: 1967

Country of origin: Britain

Director: James Clavell

Casting: Sidney Poitier, Judy Geeson, Christian Roberts

Summary: Mark Thackeray, originally an engineer turned teacher, arrives at a high school in a financially challenged district of London, where students are difficult to deal with. At first, he has a lot of problems with his students at a point where some students try to physically harm him with pranks. One day, after a serious incident caused by indecent behavior of some girls in the classroom, he has a moment of revelation, and he stops treating his senior class as children, but treats them as adults. After this, he starts to get along with the students thanks to his efforts in thinking outside the box.

Important characters

Mark Thackeray: An engineer who becomes a teacher because he cannot find a job in his own profession. He is assigned to a senior class in a high school in a financially challenged district in London, where he ends up teaching more than subject areas like English, math or geography. He also teaches students life skills like cooking and he gets them to discuss important topics such as rebellion or marriage. In the end, even if he finds an engineering position, he does not quit teaching because he starts enjoying it mostly because he sees the prominent effect he has on students.

Gillian Blanchard: Another new teacher at the school, Gillian becomes a friend of Thackeray. She shares his ideals and she is willing to help him cope with his difficult classroom. She accepts teaching girls how to put on make-up upon Thackeray's request. She also volunteers to accompany the group while Thackeray is bringing them to a field trip to a museum.

Pamela Dare: Originally a trouble-maker student, she falls for Thackeray and she is willing to defy the era's racial discriminative culture to earn Thackeray's admiration. She displays positive behavioral change throughout the semester.

Potter: Another trouble-maker student, he almost attacks the physical education teacher for making an overweight classmate make a high jump, thus maim himself after the table is broken due to his fall. His aggressive behavior is soothed by Thackeray.

Hababam Sınıfı

Date of release: 1975

Country of origin: Turkey

Director: Ertem Eğilmez

Casting: Kemal Sunal, Münir Özkul, Halit Akçatepe

Summary: In a private school for boys, there is a "special" classroom where the laziest and the most unruly students are put together, which claims a notorious nickname. One day, a new headmaster, also a history teacher comes to the school and starts to deal with the antics of these boys. Mahmut *Hoca*, who has dedicated all his life to educating youngsters, is always one step ahead of these unruly boys. He establishes rules for the lessons and for the boarding houses for the boys to follow and is consistent with his behavior. He also is not afraid of showing that he cares

deeply about these boys no matter how much notorious they are. He even gets into arguments with the principal for the sake of the boys.

Important characters

Mahmut Hoca: History teacher and also the new vice-principal of the Özel Çamlıca High School in İstanbul. Upon arrival, he starts dealing with the chronic misbehaviors of Hababam Sınıfı. He prevents them from smoking on the school ground, cheating in the exams and escaping from the school. He has a heart attack as he is defending a student from the principal.

The Principal: Referred as “*Müdür Bey*” the entire movie, he is a greedy businessman who does not care about students’ wellbeing or academic performance. He only cares about money he gets from parents under the name of school fee. He brings Mahmut Hoca because he thinks he can manage Hababam Sınıfı.

Hafize Ana: The only female character in the movie, she is the caretaker of everyone, and most of the time an accomplice of the boys. She helps *Hababam Sınıfı* replace History exam papers and she is willing to take care of Ferit’s baby.

İnek Şaban: A naïve student who is the target of other students’ pranks and jokes. He is easily deceived by the others.

Damat Ferit: A handsome guy who turns out to be married with a baby. He is almost expelled by the principal for bringing his daughter to school.

Güdüik Necmi: A very short student who plays the inspector prank on the philosophy teacher and gets caught by Mahmut *Hoca*. He is always playing pranks on *İnek Şaban* or verbally makes fun of him.

Stand and Deliver

Date of release: 1988

Country of origin: the USA (Hispanic context)

Director: Ramon Menendez

Casting: Edward James Olmos, Estelle Harris, Mark Phelan

Summary: Jaime A. Escalante is a new teacher at a racially and economically disadvantaged school district in Los Angeles, the US. He intends to promote change in his students' lives both academically and personally even though the school is fixed upon disciplining of students. He starts teaching math using innovative and creative methods and sees his students excel in even the most complex math subjects. When the students perform really well on a national exam, they are accused of cheating. Then, they decide to prove to the authorities they are really intelligent regardless of their ethnic backgrounds and economic drawbacks.

Important characters

Jaime Escalante: An engineer who becomes a teacher because he wants to teach. He originally wants to teach IT, but due to shortcomings of the school, he ends up teaching math to a junior class in high school. He believes basic math is way too easy for students; he instead starts teaching algebra to them. He then believes students can pass AP Calculus Test, thus he dedicates his time and resources for students. He also teaches English to adults whose native language is not English. All this work causes a heart attack, but he still does not give up.

Angel: Main trouble-maker student in the classroom, Angel has more than meets the eye. He has a reputation among his fellows, so he does not want to be seen studying Math. That is why he makes a deal with Escalante about having three Math books so he can study without carrying the books around. He also takes care of a sick grandmother.

Pancho: A student who struggles with Calculus and the AP Test. He wants to quit school and start working as a forklift operator. He is convinced to stay in school by Escalante who asks him if he does not prefer building them instead of just operating them.

Claudia: A pretty girl who shows she is more than a beautiful face. She has a nervous breakdown because she cannot cope with the AP Test's stress and people's expectations from her.

Lupe: Jealous of Claudia's looks, she is rather pessimistic. At first, she is rude to Escalante and she tries to organize others to defy Escalante's methods. When her accomplices leave her alone after Escalante punishes her as an example to others, she becomes a diligent student.

Anita: A very smart student who is forced to drop out of the school by her father who thinks she should work in the family restaurant. She returns to school thanks to Escalante's intervention. She has a college application interview on the day of the second AP Calculus Test.

Dangerous Minds

Date of release: 1995

Country of origin: USA

Director: John N. Smith

Casting: Michelle Pfeiffer, George Dzundza, Courteney B. Vance

Summary: A new teacher is deceived into taking on the responsibility of a classroom full of problematic, but brilliant students. At first, she has problems reaching out the students who refer to her as "white bread" due to her skin color. Some male students even make vulgar sexual comments about her appearance. As the semester

progresses, she starts gaining their love and respect thanks to her creative and innovative teaching methods. Instead of implementing school-board approved curriculum, she begins using *Hey Mr. Tambourine Man*, a Bob Dylan song, to teach students poetry and poetic devices like metaphors. Her extensive use of extrinsic rewards helps her get students' attention to the lesson. She even reaches out to students' parents to get students to become more involved in the lesson. In the end, even though she loses some students in the process, she manages to promote change in her students' lives.

Important characters

LouAnne Johnson: An ex-marine who becomes an English teacher after a divorce. At first, she struggles with the students, then she starts to get their attention by using creative methods. She then uses extrinsic rewards to get students to work on the tasks. She eventually earns love and respect from students and they change her mind into not quitting teaching.

Emilio: The main trouble-maker, he makes sexual comments about Johnson. Johnson earns his respect when she pays a visit to Emilio and other two boys' houses after a fight in the school. He is shot to death by an ex-convict over a girl, Angela.

Raul: A Hispanic student whose parents want him to graduate from high school. He becomes interested in the lesson mostly due to extrinsic rewards. He promises to graduate from high school after Johnson pays for the leather jacket he buys from a street thug.

Callie: A very bright girl who has to work at a supermarket in the evenings. She is forced to drop out of the school by the school administration after she gets pregnant. Johnson shares important life details with her when she is trying to convince her not to transfer to another school.

Griffith: Johnson's ex-husband's friend and Johnson's colleague at the school. He always supports Johnson and he is ready to help her. He gives her the pep talk she needs on her awful first meeting with the students.

Durrell: Another student Johnson manages to gain, but he is forced to drop out of the school by his mother along with his brother, Lionel. His mother thinks Johnson poisons her sons' minds with poetry. She wants them to work and earn money.

Carla Nichols: The vice principal who deceives Johnson to take the job. She does not approve of Johnson's unconventional teaching methods.

Entre Les Murs

Date of release: 2008

Country of origin: France

Director: Laurent Cantet

Casting: François Begaudeau, Agame Malembo-Emene

Summary: François Marin is a teacher of a racially mixed student group at a tough neighborhood in Paris. He encourages students to be diligent and respectful towards one another. In the meantime, he is always open in his relationship with students and he always acts frankly. His honesty sometimes surprises his students. He deals with some chronic misbehaving students in the classroom who tend to bicker among themselves and argue with one another at all costs. Marin interferes with the arguing students if they go too far, but he lets them discuss the matter among themselves first. As the term approaches the end, he gets more impatient with students and he loses his temper. When two students, Esmeralda and Louise, reveal what is discussed in the teacher meeting in which they were present as student representatives, the

main trouble-maker in the classroom gets very upset and angry, attacking Marin and some students. Despite Marin's efforts, he is expelled from school.

Important characters:

François Marin: Marin has worked in the same school for four years. He is flexible, and he does not support strict rules for the students. He is always open with the students even when it comes to his personal life. As the semester progresses, he shows changes in his attitudes towards students. He becomes more impatient with their rude behaviors and he even gets into verbal arguments with students.

Esmeralda: She is rude to other students and even to Marin and she is a little arrogant. She always answers Marin's questions. Along with Louise, She creates a lot of troubles in the classroom when she reveals what has been discussed in the teachers' meeting.

Khoumba: She is disrespectful. She refuses to cooperate in the classroom. When she refuses to read aloud as instructed by Marin, he does not tolerate with her disrespect. He talks to her and demands an apology after class. In return, she writes a letter to Marin stating he is disrespectful towards them.

Souleymane: The main trouble maker in the classroom, he is rude to everyone including Marin. He refuses to work on the assignments. He is short-tempered and ready to fight with others verbally and even physically. He is referred as a good son by the mother. He is expelled by the school board due to his chronic misbehavior.

Wei: A hard-working student whom Marin constantly praises. His mother is deported due to lack of proper documentation.

Instrumentation

Originally, a classroom management checklist developed by YÖK and the World Bank in 1998 was going to be used while analyzing the movies (See Appendix A). This checklist is divided into seven sub-headings (before lesson, start, during, action, if a problem arises, end of lesson and after your lesson). There are statements about what to do and what not to do in a classroom under each sub-heading, which was used while analyzing the movies in detail. The researcher first watched all five movies using the checklist to see how compatible the methods the teachers in the movies analyzed use with the ones referenced in the checklist. However, it was seen to be not useful considering the items in it only referred in-class methods. However, in the sample movies, teachers go beyond classroom to reach out to their students, and most of the student-teacher interaction takes place outside of classroom, and sometimes outside of school context. Moreover, other factors such as teachers' personal traits, their relationship with parents, school administration and other teachers as well as intersectional factors play important roles in the teachers' and students' attitudes towards school and life. Furthermore, the subsections in the checklist were designed to measure a whole lesson, but in the movies it is possible to see only fragments of a lesson. As a result, this checklist was used as a guide while formulating categories for the in-class techniques used by the teachers in the movies. Instead, the researcher formulated five different categories with sub-sections to analyze the movies in detail. These categories are emerged after all the movies are analyzed. The sub-sections of the categories are created using sources from literature such as classroom management books and Walker's 12 teacher characteristics. All these categories also align with the research question of the study.

Method of data collection

For this research, movies that are applicable to the context were selected purposively. After the context was determined, various movies were investigated for selection using online search tools. Two professors in the Communication department of Bilkent University were contacted for their knowledge in movies because the researcher had problem in finding movies from different geographical locations in the context given above. The researcher watched more than 15 movies in order to find the most suitable movies to the context. Most of these movies were American made. Two of them featured a teacher and a single student interaction. Since the majority of those movies were Hollywood movies or did not fit into the context of the research, they had to be abandoned. After the movies were limited to the geographical locations and in quantity, the researcher re-watched them to find similarities among them. The first screening of the movies took place in the Fall of 2016. The researcher, after narrowing down to five movies, periodically watched them to take notes on the context. When the researcher started working on the data analysis, she rewatched the movies using the checklist. Unfortunately, since the checklist was not very effective and had to be abandoned for categories, the researcher watched each movie again in late February 2018 to decide on the categories.

Methods of data analysis

In this study, qualitative content analysis research method is used and the data analysis is conducted according to the procedures put forward by Fraenkel and Wallen (2009). The steps of content analysis data analysis:

1. Determine aims

2. Define relevant terms
3. Specify the unit of analysis
4. Locate relevant data
5. Develop a rationale
6. Develop a sampling plan
7. Formulate coding categories
8. Check reliability and validity
9. Analyze and interpret the data

The procedures are explained in accordance with the definitions provided by Fraenkel and Wallen (2009, p.474-479).

Determine aims: The first step in content analysis is the determination of research objectives. There are various reasons into conducting a content analysis research method. In this study, the objectives determined by the researcher were the exploration of the dynamics between the teacher and the students, using the classroom management techniques as well as understanding other relationships of teachers with parents, school administration and other teachers. The ultimate aim of the researcher was to find out what made these five teachers special among their colleagues.

Define relevant terms: Like in other types of research, relevant terms are defined in order to clarify the contents for wider audience. In this study, some key terms such as classroom management, personal trait, academic achievement and student well-being were defined as used in this research. Dictionary definitions and scholarly works were used to define these terms.

Specify the unit of analysis: The third step is to specify what is going to be analyzed. In this study, five movies from different geographical locations were analyzed by the

categorization of coding frames. For each movie watched, the researcher identified categories, and these categories were presented in Table 1 below. The researcher identified five categories. These are in-class techniques, out-of-class techniques, personal traits, intersectionality and other relationships.

Locate relevant data: After the objectives and the unit of analysis are determined, data should be located. In this study, after watching more than 15 movies, five movies were selected among them that fit the context best. The movies analyzed are:

To Sir, With Love (United Kingdom, 1967)

Hababam Sınıfı (Turkey, 1975)

Stand and Deliver (United States, 1988)

Dangerous Minds (United States, 1995)

Entre Les Murs (France, 2008)

Develop a rationale: In this step, how the data are relevant to the objectives is explained. In this study, since the context is teachers dealing with problematic classrooms other teachers cannot cope with, all of the movies show an example of a token teacher, Mark Thackeray, Mahmut Hoca, Jaime Escalante, LouAnne Johnson and François Marin who effectively manage their students' misbehaviors. In addition, they manage to promote some sort of academic or behavioral change in their students.

Develop a sampling plan: After the completion of previous steps, a sampling plan is developed. Usually, purposive sampling is used. In this study, purposive sampling was used and the movies selected were firstly analyzed in their own contexts. Later on, they were compared and contrasted with one another. A table that involves five categories was constructed. Underneath of each category, various codes were specified. This table was used for each one of the movies. However, in the results

section, a table for each movie was provided with only sub-sections that were present in that specific movie.

Formulate coding categories: Explicit categories should be formulated in a content analysis research method. In this study, with the help of the classroom management checklist, categories were formulated for the analysis of movies. The researcher formulated five categories for this research: in-class techniques used by teachers, out of class techniques used by teachers, personal traits of teachers, intersectionality in the movies and other relationships. Under each category, sub-sections, or codes, were included. For per sub-section, one or more examples from movies were provided for clarification. In the data analysis process, each movie was evaluated in its own context. In the table below, the five categories with their subcategories are presented:

Table 1
General categories for movies analyzed

In-class	Out-of-class	Teacher characteristics	Inter-sectionality	Other relationships
Establishing environment for instruction <ul style="list-style-type: none"> • Getting students' attention • Finding students' background knowledge • Building caring relationships 	Helping troubled students	Personal <ul style="list-style-type: none"> • Prepared • Creative • Maintain positive attitudes • Display personal touch 	Race & ethnicity <ul style="list-style-type: none"> • Inter-race • Mostly Black • Mostly Hispanic • Mostly Caucasian 	Teacher-Teacher <ul style="list-style-type: none"> • Negative relationship • No relationship • Positive relationship
Organizing and managing instruction <ul style="list-style-type: none"> • Enhance motivation • Monitor independent work • Monitor group work • Manage discussions • Use of class time • Provide feedback 	Preventing violence	Inter-personal <ul style="list-style-type: none"> • Respectful • High expectations • Forgiving • Respectful • Sense of humor • Open relationship • Admit mistakes • Fair • Create sense of belonging 	Gender <ul style="list-style-type: none"> • Only male • Only female • Mixed 	Teacher-Parent <ul style="list-style-type: none"> • Negative relationship • No relationship • Positive relationship

Table 1 (cont'd)

Maintain and restore order	Responding to violence	Socio-economics	Teacher-School Administration
<ul style="list-style-type: none"> • Penalties & sanctions • Rewards & praises • Deal with chronic misbehavior • Establishing rules and procedures • Awareness of students' behaviors 		<ul style="list-style-type: none"> • Low income • Medium income • High income 	<ul style="list-style-type: none"> • Negative relationship • No relationship • Positive relationship
	Asking for parents' cooperation	Family backgrounds	
		<ul style="list-style-type: none"> • Illiterate family members • Broken homes • Neglectful parents 	

Check validity and reliability: Validity and reliability are two major concerns in any study including content analysis research method. Validity refers to how meaningful and appropriate inferences made by the researcher are about the data collected whereas reliability refers if the outcomes are consistent with different individuals using the same instrumentation (Fraenkel & Wallen 2003). Since in content analysis, meaning is constructed by the recipient, in this study, an expert or outside reader, an English teacher at a public middle school, was approached to watch and analyze a movie of her own choice. She opted to watch *Dangerous Minds* using the classroom management checklist. Before the expert reader watched the movie, the researcher and the expert reader discussed the steps that should be taken. The researcher shared the categories she created for the relevant movie with the outside reader to see if the categories and codes she created were a match with those of the expert reader. The expert reader also created her own categories (See Appendix C) for the relevant movie. After both the researcher and the expert reader created categories for the movie, they discussed the classroom management checklist in detail, and then they compared their categories to see if they overlap or not. The expert reader created an

extra category, before class, but since the codes underneath this category were also a part of in-class techniques, the expert reader decided to move them under that category instead.

Analyze and interpret the data: The final step in content analysis research method is the analysis and interpretation of the data. In this research, the data analysis was completed after several screening of the movies. Classroom management models discussed in the literature review were used in the final step of this research (See Chapter 5).

CHAPTER 4: RESULTS

Introduction

This chapter provides detailed information about the findings of the research that was gathered using qualitative content analysis of five movies from different geographical locations about a teacher who manages to promote academic or behavioral change in their students' lives. The results of each movie analysis are presented using a table that shows the techniques employed by the teachers in related movies. The five categories in the table are created in alignment with the research questions. These categories are in-class management techniques used by teachers, out-of-class techniques used by teachers, teachers' personal traits, intersectional factors of race/ethnicity, gender, socio-economic background and family lives and backgrounds of students. Detailed information regarding the analysis of the movies is also included.

Findings of the study

The data for this research were gathered from movies purposefully selected by the researcher in alignment with the context of the research. The movies were chosen from different geographical locations. Overall, five movies were selected by the researcher from the UK, France, Turkey, and the US. Two movies were selected from the US, but one of the movies (*Stand and Deliver*) was considered to be in Hispanic context due to the nature of the film. The movies were analyzed using qualitative content analysis and five categories were created by the researcher after multiple screening of the movies. A classroom management checklist created by YÖK (1998) and the World Bank (Appendix A) was also used to assist creating of

sub-categories in two categories. Research questions were taken into consideration while creating the categories.

To Sir, With Love (1967)

In this movie, an engineer named Mark Thackeray who could not find a position in his own profession becomes a teacher at a financially challenged district in London. There, he realizes that his students are rather behind their age and level. He decides to teach them more than subject area knowledge. In the Table 2 below, the factors that foster the relationship between Mark Thackeray and his students are indicated.

Table 2
Categories for To Sir, With Love

In-class	Out-of-class	Teacher characteristics	Inter-sectionality	Other relationships
Establishing environment for instruction <ul style="list-style-type: none"> • Getting students' attention • Finding students' background knowledge • Building caring relationships 	Helping troubled students	Personal <ul style="list-style-type: none"> • Prepared • Creative • Maintain positive attitudes • Display personal touch 	Race & ethnicity <ul style="list-style-type: none"> • Mostly Caucasian 	Teacher-Teacher <ul style="list-style-type: none"> • Positive relationship
Organizing and managing instruction <ul style="list-style-type: none"> • Enhance motivation • Manage discussions 	Preventing violence	Inter-personal <ul style="list-style-type: none"> • High expectations • Forgiving • Respectful • Open relationship • Fair 	Gender <ul style="list-style-type: none"> • Mixed 	Teacher-Parent <ul style="list-style-type: none"> • No relationship

In-class classroom management techniques used by Mark Thackeray

In this movie, Mark Thackeray uses a variety of classroom management techniques to help him deal with his difficult students. As highlighted in the table above, he claps his hands to get his students' attention to him. On his first day, he makes students read aloud to understand their literacy knowledge. His main focus is on the

establishing rules in the classroom, however. He makes rules in the classroom claiming the students are adults now, so they should be treated accordingly upon losing his temper in the burning incident. Hence he makes new rules in the classroom and he demands everyone to follow these rules. He says the girls will be referred as “miss” and the boys are now man, so referred by their last names. He tells students to call him as “sir” or “Mr. Thackeray.” Another rule is about listening to one another while talking. He is reciprocal in his relationship with students. They should listen to him without interrupting. In return, when students speak, they should be also listened without interruption. Another technique he uses is to take them to the Victoria and Albert Museum to enhance their motivation. Indeed, students behave themselves that day to his surprise. He uses several ways to maintain and restore order. For example, When a student reads a passage from the book aloud, he sees two boys doing things unrelated to the course and he immediately goes there to stop this behavior. They are doing something behind the lid of the desk. He smashes the lid of the desk loudly and one of them barely saves his fingers being smashed by the lid. He is very firm in his attitude, but he never yells. However, he raises his voice when necessary. Even when some students cut the legs of his desk to make him fall, he does not yell. He is consistent in his behaviors. When students sit at different desks than they usually do, he insists firmly everyone go back to their usual places. He uses students’ unruly behaviors as case studies without demeaning them. When a girl, Pamela, was late to class, she comes in without apologizing. He uses her as an example. She tells everyone there are two ways to enter the classroom if they are late. One is like an adult and the other is like a brat. He tells everyone that Pamela has just showed the example of the second behavior. Then he asks her to show the first, so she goes out, knocks on the door and apologizes when entering.

Out-of-class classroom management techniques used by Mark Thackeray

Thackeray also deals with his students outside of the classroom. For instance, he is always ready to help troubled students. In fact, he becomes a shoulder to cry on when a male student's mother passes away. He comforts the student and soothes him with his words and actions. He listens to him and he hugs him. He also prevents violence outside of the classroom. When other students notify him that a fight is about to break between some students and the Physical Education (PE) teacher, he immediately runs to the scene to prevent it from happening. He calms the angry student down by talking to him, thus preventing him from attacking a teacher. Finally, he responds to violence outside of the classroom. After the incident, he wants the student to apologize to the teacher. The student demands an apology from the PE teacher, as well.

Personal traits of Mark Thackeray

An effective teacher should possess some qualities in himself/herself. Mark Thackeray's personal traits he displays in the films are varied. He comes to class prepared: He is ready to take on any responsibility. He teaches students subjects like Math, English, Geography and even how to cook. He brings salad ingredients from home to show them how they can make it. He maintains positive attitudes: Even though teaching is not a preference to him considering he is an engineer, he is positive in his attitude towards his students and his position. He has high expectations for his students: He expects students first to become responsible adults. So far, they have behaved like spoiled children and he does not condone to such behaviors. He is creative: He opens up topic of survival, death, marriage and rebellion since these topics are parts of students' daily lives. He treats students fairly:

He does not have favorites among students. He creates a sense of belonging: He is very compassionate. When a black student's mother died, he came to him for comfort. He is respectful to his students: When he makes rules, it is mutual. He says he will treat them as adults. He is forgiving: Even after students tries to physically harm him twice, he does not hold grudge against them. He is open in his relationship with students: Most of the students come from financially challenged backgrounds and he admits that he has been broke many times. This openness helps students relate to him in a new way.

Intersectionality

The relationship between outer factors like gender, race/ethnicity, socio-economic background of the students as well as students' family lives and backgrounds are all factors that determine students' perception of life, thus they all contribute to their behaviors in and outside of the classroom.

Race/Ethnicity. It is the 1960s and it is possible to see subtle racism going on in the movie. The teacher is black and the majority of students are white. This subtle racism becomes more evident when he suggests going to a black student's mother's funeral. White students claim they cannot be seen going into a black home. Pamela alone has the courage to go, but she only volunteers to attend the funeral for her admiration of Thackeray.

Gender. It is possible to see the decade's understanding of gender roles in the film, but these gender roles are not fixed. On the contrary, gender roles are rather fluid due to Thackeray's influential presence. There is a tendency for female students

to act like ladies. In other words, they are required to be lady-like. After Thackeray sees what the girls are burning in the stove, he loses his temper due to their unlady-like behavior. Then he establishes the rules regarding addressing students. He insists girls to act more like ladies and boys treat them as such. He informs the girls that they need to be worthy of courtesy from men. Men, on the other hand, should clean their hair, fingernails and clothes. Although Thackeray insists students to become more lady-like and gentlemen, he does not have structured gender roles in his mind. For instance, Thackeray starts teaching all students how to cook claiming they might need it in the future. When some male students protest learning cooking because they view as a chore their spouses should take up, he disagrees with their definition of cooking as a female duty. He believes cooking is important if a person needs to take care of oneself. As a bachelor himself, Thackeray cooks his own meals and does his laundry and ironing, as well. Another example about how gender functions in the movie is when Thackeray asks Gillian, to teach girls in his classroom how to put on make-up. It is a topic he is not knowledgeable about; as a result, he seeks assistance from a female colleague. He wants girls to wear better make-up because his insistence of them being more lady-like.

Socio-economic background. There are references to financial conditions of students throughout the movie. Firstly, the school itself is located in a poor neighborhood of London. It is said that Thackeray's students are rejected from other schools. Similarly, most students come from poor backgrounds. There are subtle hints about students' financial status. There are also more concrete examples. For instance, a female student brings baby sibling to class because her mother needed to go to work and there was nobody to take care of the baby. In another case, when

Thackeray reveals he has been broke so many times, students are taken aback, but at the same time, they feel closer to him because they start seeing Thackeray like themselves.

Family background and inter-family relations. There is not much family involvement in this movie. Yet, it is hinted by some teachers that students face physical violence at home. A teacher comments how unfortunate it is that they are not allowed to use corporal punishment. He further comments that corporal punishment is what these students understand due to its familiarity with them. The only parent appearance in the movie is when Pamela's mother comes to visit Thackeray. Mrs. Dern comes to seek help from Thackeray about her daughter's whereabouts. She claims she does not know what Pamela is up to or where she goes in the evenings. When Thackeray approaches Pamela about her whereabouts in the evenings, she says if her mother asked her about where she is going, she would know she is visiting her grandmother.

Other relationships

The cooperation between the class teacher with other figures in students' lives is another factor that needs to be taken into consideration. There are three types of teacher-based relationship that might affect students' academic performance and wellbeing.

Teacher-teacher relationship. Cooperation between teachers is important for students' overall performance. In this movie, there is limited teacher-teacher cooperation. The only cooperation among teachers is between Thackeray and Gillian,

who also happens to be a new teacher in the school. Their cooperation is most vivid when they take the students to the museum for a field trip or when Thackeray seeks her help about the make-up issue. Apart from Gillian, Thackeray is not friends with other teachers. In fact, he opposes some of their ideas. For instance, a teacher complains that corporal punishment is prohibited. Thackeray does not share his view of the necessity of corporal punishment.

Teacher-parent relationship. Teacher-parent involvement is not also very effective in this movie. The only teacher-parent relationship is when Pamela's mother comes to school to talk to Thackeray about her daughter's whereabouts. She comes to talk to him about her behaviors. She complains that Pamela comes home very late. She wants his help into reaching out to her own daughter.

Teacher-school administration relationship. Thackeray does not have stellar relationship with the principal. He wants to take the students on a field trip to Victoria and Albert Museum. The principal initially does not want to, but agrees if Gillian also accompanies the group. Later on, the principal cancels all the field trip plans and tells him he will be replaced by another teacher.

Hababam Sinifi (1975)

In this movie, *Hababam Sinifi* is notorious for their constant misbehaviors such as cheating in the exams, escaping from the school and smoking on the school premises. Neither the teacher nor the principal himself can deal with their misbehaviors until Mahmut *Hoca*, new history teacher who is also the vice principal, comes to school. In Table 3 below, methods Mahmut *Hoca* use in order to deal with

Hababam Sinifi's chronic misbehaviors and other factors that contribute to management of *Hababam Sinifi* are indicated.

Table 3
Categories for *Hababam Sinifi*

In-class	Out-of-class	Personal traits	Inter-sectionality	Other relationships
Establishing environment for instruction • Building caring relationships	Helping troubled students	Personal • Prepared • Maintain positive attitudes	Race & ethnicity • Mostly Caucasian	Teacher-Teacher • Positive relationship
Organizing and managing instruction • Provide feedback	Responding to violence	Inter-personal • High expectations • Forgiving • Respectful • Sense of humor • Open relationship • Fair	Gender • Only male	Teacher-Parent • No relationship
Maintain and restore order • Penalties & sanctions • Deal with chronic misbehavior • Establishing rules and procedures • Awareness of students' behaviors			Socio-economics • High income	Teacher-School Administration • Negative relationship
			Family backgrounds • Neglectful parents	

In-class classroom management techniques used by Mahmut Hoca

Since the movie takes place in a boarding school, classroom management strategies *Mahmut Hoca* uses sometimes extends to the boarding house itself. There is also a fact that *Mahmut Hoca* is not only their new history teacher, but he is the school's new vice-principal, as well. As a result, his administration identity is sometimes intermixed with his teacher identity. As can be seen from the table above, *Mahmut Hoca* is more focused on disciplining *Hababam Sinifi* due to their chronic misbehavior that has become notorious among teachers. As a new teacher, on the very first lesson, he wants to get to know students, and he wants *Hababam Sinifi* to

know him, as well. He tells that in every school, students tend to give nicknames to their teachers. His nickname is “*Kel Mahmut*” due to his balding hair. He informs them he has lost his hair in his fight for education. He does not tolerate students’ sassy attitudes and sarcastic talks. Then, he starts establishing rules that will be valid both in-class and in the whole school, including the boarding house. He warns *Hababam Sinifi* that he will not allow their unruly behavior. He will not allow them play football in the front yard, escape from school, smoke and cheat in the exams. He heard about their notoriety before he came to the class. He actually witnessed them smashing the teacher’s room’s window while playing football in the front yard. When a student speaks without raising his hand, he scolds him and tells him he can only speak when given permission. He provides students with general rules both involving classroom and the boarding. He tells they need to wake up, eat meals, come to class and sleep on time. He states if the students follow these rules, they will get along well. If they do not, he hints they will suffer consequences. *Mahmut Hoca* is always quick to act upon *Hababam Sinifi*’s noise. Since his office is below *Hababam Sinifi*, he can respond to their noise and unruly behaviors immediately by going into their class. *Mahmut Hoca* makes these rules so *Hababam Sinifi* should behave themselves. He also has a soft side. He is not afraid to show care. After finding out a student from *Hababam Sinifi* is expelled by the principal due to financial issues, he pays for his tuition without telling students. Yet, this caring side does not prevent him from punishing *Hababam Sinifi*. In fact, he is quite generous when it comes to punishment. When *Hababam Sinifi* breaks the rules, he punishes them. For instance, he does not give them dinner one time. In another case, he revokes their weekend privileges to go out. Finally, he is always aware of what *Hababam Sinifi* is up to and he manages to prevent their mischiefs whether it is his

own lesson or not. He has keen eyes. He always notices what *Hababam Sinifi* is up to even when he is not in the classroom. In Biology exam, *Hababam Sinifi* is getting answers from Hafize *Ana* outside. He notices the paper going up and he goes to the classroom. He sees that someone attached answers on the teacher's jacket. He takes the paper, says nothing to the teacher, but later on punishes them by not giving them dinner.

Out-of-class techniques used by Mahmut Hoca

Since Mahmut *Hoca* is also the vice principal responsible for students' behaviors and misbehaviors in *Hababam Sinifi's* context, and since it is a boarding school, Mahmut *Hoca* always opens his eyes for any sort of misconduct. He deals with *Hababam Sinifi's* chronic misbehavior by constantly checking up on them even in their dorms if they do not show up for breakfast on time. He does his best to prevent them from escaping from school or smoke on the school premises. *Hababam Sinifi* has notoriety in their chronic misbehaviors such as smoking, cheating in exams and running away from school. To prevent such misbehaviors, he is always one step ahead of them. Since he prevents them from escaping from the front door, they open up a hole in the school wall to escape. *Hababam Sinifi* thinks they will get away with it, but the joke is on them. He is awaiting them on the other side of the hole. He makes them mend the wall as the whole school watches them. Their reputation is harmed. He says if one breaks something, they should be the ones to fix it. Moreover, he states that since they will not be able to finish high school, at least they will have a job skill.

Personal traits of Mahmut Hoca

Mahmut *Hoca* displays a wide range of characteristics throughout the movie. He comes to class prepared: Normally, coming to class prepared means the teacher is ready to teach the lesson. In Mahmut Hoca's case, he is ready to tackle with the antics of the boys. He maintains positive attitudes: Even when *Hababam Sinifi* gives him the attitude for punishing them for their misbehavior, he manages to keep his positive attitude and tries to talk to them. He has high expectations for his students: He expects *Hababam Sinifi* to graduate considering they are too old to be in high school. He is fair: He punishes them the same way. He does not play favorites. Even when he figures out they cheated in the History exam, he still gives them all 10s, except for Şaban who skipped some punctuation marks while copying the text. He is forgiving: Although he punishes them for their misbehavior, he does not hold grudges. For instance, When a student, *Güdüik Necmi*, plays a joke on the Philosophy teacher whose eyesight is really bad, he catches him red handed, but he goes with the act not to harm the teacher's feelings. He warns Necmi in his office. He also explains how wrong it is to take advantage of someone's disabilities. He has good sense of humor: *Hababam Sinifi* uses a theatrical play they have created to smoke and to annoy Mahmut Hoca. They call this play "*Kel Mahmut IV.*" He laughingly tells them historical facts about Ottoman Sultans and informs them there is no such Sultan. He has an open relationship with students: He answers students' questions about his personal life candidly that he is unmarried and does not have any children. He even answers them when they ask about why he is still single.

Intersectionality

Intersectional factors do not have much influence in this movie. Only socio-

economic factors manifest itself in the movie.

Race and ethnicity. There is no reference to race or ethnicity in this movie.

Gender. Since it is only boys' school, there are no female students.

Interestingly, there are also no female teachers. The only female presence is Hafize *Ana*, who acts as cook and housekeeping. She complains that she is too busy with all the work she has to take up. Everyone is surprised by the fact that Mahmut *Hoca* is unmarried due to his age. This attitude shows society's expectations of adults being married with children. Hafize *Ana* suggests doing his laundry and ironing since she is already doing these chores for others. When Ferit brings his daughter to school, Hafize *Ana* volunteers to take care of the baby because boys do not know how to handle a crying baby.

Socio-economic background. Since it is a private school and the yearly fee for the school is 9.000 Turkish Lira, it is suggested that all of them come from wealthy backgrounds. The principal states that most of the boys come from Anatolian villages and cities. The principal states due to budget shortcomings, he cannot hire young and talented teachers because they require more money than the old, retired teachers that work in the school.

Family backgrounds and inter-family relations. There is no reference to students' family backgrounds except for their homeland. Due to the boarding nature of the school, it is not possible to observe any kind of inter-family relations. The only family relation worth mentioning is Ferit's wife and daughter. We do not get to see

the wife because she works as a flight attendant. That is why Ferit ends up bringing his daughter to the school because he cannot find anyone to take care of the baby.

Other relationships

Teacher-teacher relationship. Inter-teacher relationships are one sided in this movie. Other teachers constantly ask Mahmut *Hoca*'s help to deal with *Hababam Sınıfı*. They expect Mahmut *Hoca* to manage with the misbehaviors of *Hababam Sınıfı*. In most cases, Mahmut *Hoca* intervenes with *Hababam Sınıfı*'s pranks or misbehaviors in other teacher's classes or exams. Mahmut *Hoca* due to his position as vice principal intervenes with *Hababam Sınıfı*'s misbehaviors even when there is another teacher is in classroom. Yet, he never embarrasses these teachers. On the contrary, he tries to protect their feelings as in the case by the cheating in Biology exam or the *Güdük Necmi*'s joke on Philosophy teacher.

Teacher-parent relationship. Due to the boarding nature of the school, there is no direct parent-teacher relationship. The principal states that most of the boys' parents dump them in the school and only send the fee checks by mail.

Teacher-school administration relationship . Mahmut *Hoca*'s personality always clashes with the greedy nature of the principal. The principal is more like a merchant who sees students as sources of income. The principal is not a teacher, but a businessman. He fights with the principal for the sake of his students. When the principal finds out about the baby in the school, he wants Ferit's expulsion. Mahmut

Hoca opposes and he says he hired him to manage student-related issues. Their argument abruptly ends due to Mahmut Hoca having a heart attack.

Stand and Deliver (1988)

In this movie, Jamie Escalante quits his engineering position in order to become a teacher. He is hired by a financially challenged school in the Hispanic quarter of Los Angeles. He thinks teaching students basic Math is too easy, so he starts teaching them Algebra believing students can live up to his high expectations. Under his guidance, his students study for AP Calculus test to go to university. In Table 4 below, contributing factors between Escalante and his students' rapidly improving relationship are indicated.

Table 4
Categories for Stand and Deliver

In-class	Out-of-class	Personal traits	Inter-sectionality	Other relationships
Establishing environment for instruction <ul style="list-style-type: none"> • Getting students' attention • Finding students' background knowledge • Building caring relationships 	Helping troubled students	Personal <ul style="list-style-type: none"> • Prepared • Creative • Display personal touch 	Race & ethnicity <ul style="list-style-type: none"> • Mostly Hispanic 	Teacher-Teacher <ul style="list-style-type: none"> • Positive relationship
Organizing and managing instruction <ul style="list-style-type: none"> • Enhance motivation • Monitor independent work • Manage discussions 	Preventing violence	Inter-personal <ul style="list-style-type: none"> • High expectations • Sense of humor 	Gender <ul style="list-style-type: none"> • Mixed 	Teacher-Parent <ul style="list-style-type: none"> • No relationship
Maintain and restore order <ul style="list-style-type: none"> • Penalties & sanctions • Rewards & praises • Establishing rules and procedures Awareness of students' behaviors	Responding to violence		Socio-economics <ul style="list-style-type: none"> • Low income 	Teacher-School Administration <ul style="list-style-type: none"> • Negative relationship
			Family backgrounds <ul style="list-style-type: none"> • Neglectful parents 	

In-class techniques used by Jaime Escalante

Escalante gives up his engineering position because he wants to teach. His desire to teach is visible in the techniques he uses while reaching out to his non-enthusiastic students. Unfortunately, his students do not share Escalante's views of Math as something that can be overcome. That is why he mainly tries to get students' attention. He dresses up as a chef and uses an apple to get students' attention while teaching them fractions and percentages. He uses Mayans who came up with the concept of zero, their ancestors, to get their attention. He states they have Math in their blood. He uses relatable materials like Hispanic names in his examples. When a student remarks Math means nothing in the real world, he brings them to the company he used to work. Students are fascinated with computers and technology. He tells them they can create such technology. Another technique he uses is to find out students' background knowledge. He starts each lesson with a quiz to measure their Math performance. He does not refrain from using punishments when necessary. Actually, he uses punishment as a way to stop misbehavior of others. For example, when a girl, Lupe, refuses to take the quiz, he makes her sit on a chair with her face turned towards others and he whispers to her that now she was the joke. She never dares to do such an action again. Her accomplices, the two boys, start answering questions once she is made to sit there. Escalante thinks dedication to the cause will bring success. That is why he establishes some rules for the cause. He makes a written contract with the students on the first day of the senior year. The contract notifies that students will be dedicated to the AP Test. They will come early, leave late and come to school on Saturdays, as well. He does not allow students to

enter his Calculus course without the signature from parents. He is quick to maintain and restore order. He deals with distractors and late comers effectively. After assigning a chapter to others, he deals with the distractors. Finally, he is aware of what students' are doing in the classroom. He makes sure the student leaving the classroom in the middle of the quiz knows that he is aware of his action.

Out-of-class techniques used by Jaime Escalante

When a fight breaks out between the PE teacher and a student, other students rush to Escalante, thinking he can soothe the raged student. As soon as Escalante arrives at the scene, he immediately breaks up the fight and makes sure everyone is okay. He then responds to violence by asking the student if his behavior is adult-worthy or not. He asks him to apologize to the PE teacher.

Personal traits of Jaime Escalante

Escalante possesses some good qualities that enable him to reach out to his difficult students. He comes to class prepared: He has extra work available to those who finish quiz earlier. He has high expectations for his students: He says basic Math is too easy for them and instead he starts teaching them Algebra. He believes students will live up to the expectation. He also believes if one wants to revolutionize, change should come from top. He has good sense of humor: He gives his main troublemaker, Angel, a nickname. In fact, he gives nicknames to other students and always makes jokes in the class. He displays personal touch: He makes a personal deal with Angel. He agrees to provide him with three books so he can study without being seen by other students. In another case, when a student, Pancho, tells him he is offered a job as a forklift operator, he asks him if he does not want to design them instead of

operating them. He maintains positive attitudes: Even after students are accused of cheating, he does not lose his hope in them. He is only afraid that the students might lose their hope in the system.

Intersectionality

Intersectional factors are quite prominent in this movie.

Race and ethnicity. The school is located in the Hispanic district in Los Angeles. That is why the majority of students are Hispanic and their native language is Spanish. Escalante is also of Hispanic descent and his first language is Spanish, and he speaks English with an accent. However, there are some students in his class who do not even speak English. Escalante thinks that AP Test center is biased towards the students due to their ethnic backgrounds. The test officials suspend all 18 students' scores because they all passed the Calculus test. They start an investigation because all of them did the same mistake. More importantly, while other schools had 14-18 wrong answers on an average, they only had 4 wrong answers on an average. Therefore, they are suspected of cheating considering the school is about to lose its accreditation. Escalante blames the officials for stereotyping because if the students did not have Spanish last names, they would not be investigated. As for the same mistake issue, Escalante says it is because they are all taught by the same teacher.

Gender. Gender does not have many functions as race or socio-economic background do. One of the few cases is about Claudia, a pretty girl in the class. Claudia's mother thinks she is too pretty to study that hard. On the other hand,

Claudia says does not want to be dependent on some guy. All these issues result in her having a nervous breakdown.

Socio-economic background. The school is in a poor district. Escalante's car is broken into and the tape in his car is stolen when his car is parked in the school. School has an issue with finding subject teachers. For example, Escalante comes to school to teach IT, but ends up teaching Math instead because the school is in need of Math teacher. More importantly, there is no IT classroom. In another case, after Escalante has a heart attack due to over-work related stress, a substitute teacher comes to teach his Calculus class. It turns out, this teacher is in fact a Music teacher, and he has no idea of Calculus. Students mostly come from poor backgrounds. Angel takes care of a sick grandmother. They do not have insurance. When he takes her to the hospital, they have to wait for hours to see the doctor. That is why he is late to Escalante's class. Students need to take other responsibilities at home. Lupe takes care of younger siblings when her mother is working the night shift. When the mother comes home tired, she orders her the turn of the lights as she is studying.

Family backgrounds and inter-family relations. We do not have much reference to family backgrounds of students except for the ones stated in the socio-economic background.

Other relationships

Escalante's relationships with other figures in students' lives are also quite prominent in this movie.

Teacher-teacher relationship. He has rocky relationship with the head of Math department, who does not share the same views as Escalante. While Escalante believes in students' ultimate success in AP Calculus Test, the other teacher thinks they will fail. In fact, she gets very upset when she cannot make Escalante change his mind into teaching students Calculus. Escalante and the head of Math department conflict over teaching students complex Math subjects. While Escalante thinks he can teach those topics with the right method, she thinks these students are illiterate and complex Math subjects cannot be taught to them. The disagreement between Escalante and the head of Math department is beyond verbal. After the so-called cheating incidence, somebody anonymously leaves a letter of resignation into his mailbox. He suspects of the head of Math department.

Teacher-parent relationship. He involves with students' family lives for the betterment of the students. For instance, when a hard-working student, Anita, informs him it is her last day since she needs to help parents in their family restaurant, he takes his wife to dinner there unbeknownst to her. There, he has a fiery argument with Anita's father who thinks Anita should help the family business as a waitress. He informs the father that he also worked as a dishwasher when he first came to the country, the US, but he succeeded thanks to education. This confrontation eventually helps Anita come back to school. He is also welcoming to students' parents. When Angel is late due to the hospital issue, he tells him to see the school councilor without listening to his explanation. He then brings his sick grandmother to his house to prove his point. It is the Christmas Eve and they join the Escalantes for dinner.

Teacher-school administration relationship. Escalante and the principal's relationship is pragmatic in its nature. The principal is desperate because the school is about to lose its accreditation in Math due to low achievement. As a result, the principal agrees when he wants to teach Calculus to his classroom, thinking it would help restore the accreditation.

Dangerous Minds (1995)

In this movie, LouAnne Johnson is an ex-marine who becomes a teacher due to her struggling financial situation. She is deceived to take up the responsibility of a very problematic classroom by the vice principal who interviews her. When she realizes she is not able to reach out to these smart, but uninterested students using traditional methods taught in the books, Johnson comes up with creative ways to engage students. In Table 5 below, Johnson's methods and factors that contribute to her ups and downs relationship with students are indicated.

Table 5
Categories for *Dangerous Minds*

In-class	Out-of-class	Personal traits	Inter-sectionality	Other relationships
Establishing environment for instruction <ul style="list-style-type: none"> • Getting students' attention • Finding students' background knowledge • Building caring relationships 	Helping troubled students	Personal <ul style="list-style-type: none"> • Prepared • Creative • Maintain positive attitudes • Display personal touch 	Race & ethnicity <ul style="list-style-type: none"> • Inter-race 	Teacher-Teacher <ul style="list-style-type: none"> • Positive relationship
Organizing and managing instruction <ul style="list-style-type: none"> • Enhance motivation • Manage discussions • Provide feedback 	Preventing violence	Inter-personal <ul style="list-style-type: none"> • High expectations • Open relationship • Admit mistakes • Create sense of belonging 	Gender <ul style="list-style-type: none"> • Mixed 	Teacher-Parent <ul style="list-style-type: none"> • Negative relationship • No relationship • Positive relationship
Maintain and restore order <ul style="list-style-type: none"> • Rewards & praises 	Responding to violence		Socio-economics <ul style="list-style-type: none"> • Low income • Medium income • High income 	Teacher-School Administration <ul style="list-style-type: none"> • Negative relationship

Asking for
parents'
cooperation

Family backgrounds

- Illiterate family members
- Broken homes
- Neglectful parents

In-class techniques used by LouAnne Johnson

LouAnne Johnson initially faces many problems in the classroom on her very first day. She even thinks the students act like they have escaped from hell. She is brought to her senses by her friend and colleague. That is when she starts using different techniques to win students' respect and get them to work on their tasks. She is determined to get students' attention. She uses different ways to ensure that. She makes changes in her outfit. She dresses up more casually, sits at her desk with her legs on the desk and reads a book as students enter the classroom. In other words, she familiarizes herself in the classroom and becomes more like the students. She uses karate to get students' attention. Instead of trying to be heard by students, she writes on the board to get their attention: "I'm a US marine. Does anyone know karate?" She uses sentences that might get their attention while teaching verbs: "We want to die." or "We choose to die." She uses Bob Dylan song, "Hey Mr. Tambourine Man" as poem to teach metaphors, but she uses the word "code" instead. This way, students analyze a poem/lyrics without actually knowing. She uses verbal praises and extrinsic rewards. She hands out edible reinforces like candy bars to students who answer questions correctly. She uses "inductee" system. She clearly explains what the inductee system is. It means that each one of the students have a clean record that they all have A for the course, but it is up to the student to keep their grade or not. She uses other reinforces, like promising to take the winners of Dylan-Dylan contest to a famous restaurant. For this contest, they need to find a poem by Dylan Thomas that is very similar to the Bob Dylan song. She gives certificates to the winners,

Callie, Raul and Durrell and she provides others with various gifts claiming there are no losers in her classroom. She provides feedback to students for their assignments. She reads students' analysis of Dylan-Dylan contest and provides individual written feedback to groups. She gives importance to building caring relationships with students. She tries to reach out to Emilio by talking with him personally. After the three boys are suspended for fighting, the rest of the students stop talking to her because they thought it was her who told the police off. She confronted with them and made them talk about their emotions. She seeks ways to enhance students' motivation. She verbally motivates students before starting a task. For instance, she verbally motivates students before starting poetry that they are so good that poetry will be piece of cake for them. She motivates them with the promise of bringing them to an amusement park free of charge if they perform well in the poetry session.

Out of class techniques used by LouAnne Johnson

Johnson's interaction with her students also takes place outside of the classroom, and sometimes school premises. She responds to violence immediately. She breaks up a fight between three students, Emilio, Raul and Gus in the hall, but she does not realize that there is going to be another fight due to her remarks that Emilio is stronger than other two combined. She is dedicated to help troubled students. She takes Emilio into her home after finding out there is an ex-convict who wants to murder him for a girl. In another case, she pays the money for Raul's new leather jacket because she does not want him to commit a crime for it.

Personal traits of LouAnne Johnson

Johnson's charming attitude and winning personality help her overcome difficulties in the classroom and outside of the classroom. She comes to class prepared: Except for the first day, she always comes to class prepared. She prepares materials at home and brings them to class. She maintains positive attitudes: On the first day, she struggles with the students, but after hearing a pep talk from a colleague, she keeps her positive attitude and tries to win over students. She has high expectations from students: She wants them to graduate from high school and go to college. That is why she wants Callie to go for high level English courses so she can earn college credit. She is creative: She always finds ways to get students' attention and interest. She connects the class with students' backgrounds and their interests. She admits mistakes: She admits having made mistakes to students when she announces she is leaving the school for good. She has an open relationship with students: She is honest to them and she explains the reasons why she quits. She also opens up to some of the students like Callie about her personal life.

Intersectionality

Every item listed as intersectional factors has important functions in students' attitudes towards life and school in this movie.

Race and ethnicity. Race and ethnicity is the center of the movie. LouAnne is white, while the majority of students are Hispanic or Black. That is why she is, at first, referred as "white bread" by some of the students. Students tend to victimize themselves for their ethnic or racial identities. She does not believe they are victims. That is why she puts a lot of emphasis on choice in that unlike some other people in their neighborhoods, they choose to take the school bus to come to school. Racism

presents itself in different ways. For example, Raul makes a remark that she is special because not many people would lend money to a Mexican boy over his word of honor.

Gender. She is sexualized by male students. At the beginning, the boys in the classroom make sexist comments regarding her looks. School administration alienates female students if they get pregnant physically and emotionally. Callie is forced to transfer to another high school that has a program for teen mothers. Later on, the vice principal tells LouAnne that the pregnant girls never come back to school and it is not a good influence for a girl to be pregnant in a classroom because pregnancy is contagious and it is a way of getting attention. Female thoughts or feelings are not taken into consideration by males. For example, Angela is regarded as possession by Emilio and her ex-boyfriend. Her ex-boyfriend thinks Emilio stole her from him. Her opinion or choice does not matter. There is inter-gender violence present. Even though she was a marine, LouAnne was beaten by her husband. That is why she is divorcing him.

Socio-economic background. Race and economic factors are interrelated. Students come mostly from poor backgrounds and similarly they are all minorities. The school itself is poor. There are no Xerox papers available for Johnson to use. Students tend to work after school. For instance, Callie works at a supermarket as a cashier. Teenage pregnancy is a problem in the community. After Callie's pregnancy, she is forced to change schools because the school administration thinks for these girls, pregnancy is contagious.

Family backgrounds and inter-family relations. Some students have illiterate families. Raul has a loving family, but they do not have education considering his mother's remarks on the possibility of him being the first person in their family to graduate from high school. Most students have crowded families. Raul has three younger siblings. Some students come from broken homes. As in Callie's case, she has a young step-mother. Some parents undervalue education. For example, Durrell and Lionel's parent thinks Johnson is poisoning their minds with poetry because poetry cannot pay the bills. She does not even think they can go to college once they graduate from high school. What she does is she takes the boys from the school for good.

Other relationships

It is possible to see examples of all three teacher-based relationships in this movie.

Teacher-teacher relationship. She maintains positive relationship with a colleague, who happens to be a friend of hers, throughout the movie. He provides her with some suggestions such as not yelling at students. She asks his opinion about what she might do. He is the one also to give her the pep talk on her very first day.

Teacher-parent relationship. It is possible to see different type of teacher-parent relationship in the movie. There is no parental involvement in some students' cases. There is positive teacher-parent relationship between Johnson and some parents. She involves with parents to get to the students. After the fight, she visits all three boys' homes not to complain about their violent behavior, but to tell them how happy she is to have such students. Her praise of Raul makes his parents very proud

and the mother hopes that Raul will be the first person to finish high school in their family. There is also negative teacher-parent relationship. Some parents are not happy with Johnson interfering with students' lives. For example, she pays a visit to Callie's home to inform her that the school policy does not specify that she needs to quit for being pregnant. Yet, Callie's stepmother makes false claims about her intentions by saying that she is into women and since she is not married, she does not want anyone to get married. A parent prevents her two boys from going to school. She visits Durrell and Lionel for being missing only to be rudely dismissed by their mother who thinks she is poisoning their minds with poetry.

Teacher-school administration relationship. She is not at good terms with the school administration from the beginning. School administration hides the facts about the classroom from Johnson. Initially, she is deceived into taking the job by the vice principal who told her the class is smart, energetic and challenging students in a positive way. She hides the reasons why the previous teacher and the three substitutes quit. She is expected to follow school curriculum sheepishly. She is handed out the curriculum she needs to follow by the vice principal on the very first day. Vice principal enters her classroom, disrupting the flow of the class. The vice principal enters in the classroom while Johnson is teaching verbs. She informs her that the principal wants to see her. Her manners create disruption in the classroom because students are thrilled that Johnson is in trouble. The principal is obsessed with rules. He harshly warns her that she should knock on the door before entering. She is mandated to follow school policy and the curriculum given to her. She is warned verbally not to use karate or verbs like "die." She is ready for fighting for students' rights. She has an argument over Callie's situation. She finds out the school board

does not have a policy about pregnant girls. Rather, it is a preference of the school administration. In another case, she has another argument with the principal over Emilio because he dismissed him earlier for not knocking. Emilio later in the day is found shot.

Entre Les Murs (2008)

In this movie, François Marin is a teacher at a school where the majority of students are immigrants. He faces many problems including language barriers due to students' ethnic backgrounds. He is also quite open in his relationship with students and he is not afraid to discuss personal matters with them. However, as the semester elapses, he gets more impatient when dealing with problematic behavior. In Table 6 below, factors that contribute to students' understanding of school and life and Marin's varied methods to manage student behavior are indicated.

Table 6
Categories for *Entre Les Murs*

In-class	Out-of-class	Personal traits	Inter-sectionality	Other relationships
Establishing environment for instruction <ul style="list-style-type: none"> • Getting students' attention • Finding students' background knowledge 	Asking for parents' cooperation	Personal <ul style="list-style-type: none"> • Prepared • Maintain positive attitudes 	Race & ethnicity <ul style="list-style-type: none"> • Inter-race 	Teacher-Teacher <ul style="list-style-type: none"> • Positive relationship
Organizing and managing instruction <ul style="list-style-type: none"> • Enhance motivation • Monitor independent work • Monitor group work • Manage discussions • Provide feedback 		Inter-personal <ul style="list-style-type: none"> • Forgiving • Open relationship • Admit mistakes 	Gender <ul style="list-style-type: none"> • Mixed 	Teacher-Parent <ul style="list-style-type: none"> • Positive relationship
Maintain and restore order <ul style="list-style-type: none"> • Rewards & praises 			Socio-economics <ul style="list-style-type: none"> • Low income 	Teacher-School Administration <ul style="list-style-type: none"> • Positive

-
- Deal with chronic misbehavior
 - Establishing rules and procedures
 - Awareness of students' behaviors
-

relationship

Family backgrounds

- Illiterate family members
-

In-class techniques used by François Marin

François Marin has been working in the same school for four years, and he knows majority of the students from previous years. Still, on the first day of the school, he wants to get to know students. He asks them to take a blank piece of paper, write their names on it, fold it and put it on the desks so he can learn everybody's name. Some students do not like the idea claiming he already knows them from previous year, but he says there are new students in the classroom. Marin provides verbal and written feedback to students' works, both during the activity and to their assignments. For instance, as students work on their individual diaries in the computer lab, he walks around and gives feedback to the tasks. He does not use extrinsic rewards, but he uses praising. Marin praise only those who he thinks really deserves it. He constantly praises the works of an Asian student, which offends some students in the classroom. He asks students to read their diaries to their classmates, and he displays Souleymane's photo journal diary on the bulletin board so other students can enjoy it. Marin monitors individual work of the students in the classroom. Marin is always active when students work on their tasks individually. In the computer lab, for example, he monitors what each student is doing. He maintains to enhance student motivation. For instance, some students object to writing a diary that expresses their feelings like the one by Anne Frank claiming they do not have anything to write at the age of 13. He does not agree with their thoughts that they do not have anything to tell. He motivates them verbally. Another case is when he hangs

Souleymane's photo journal on the bulletin board, at first Souleymane thinks Marin is making fun of him, but when his classmates admire his work, he really likes being the center. Marin maintains and restores order if they go too far. Students constantly bicker among themselves. He quickly interrupts their arguments. In one case, students started verbally attacking one another on the subject of imperfect subjunctive. He immediately interrupted the argument and explained the topic in more detail. He asks students to read passages from the books aloud. One time, a girl named Koumba refuses to read aloud. He does not force her. Rather, he uses her attitude to teach a subject in French and he tells her they will discuss her behavior after school. When a new student, Carl, is transferred to his classroom from another school, he shows him where to sit very quickly and he gives him necessary information after class. Finally, he is aware of students' behaviors. He is aware of what is happening in the classroom. He asks a female student, Esmeralda, why she switched her seat. He says because she wanted to. Later on, he comments Esmeralda and Koumba he is glad they made up, which suggests he knew the reason why she sat at another desk was due to an argument between friends.

Out-of-class techniques used by François Marin

Marin interacts with student outside the classroom setting, but he does not prevent violence among students, or respond to such issues. His interaction is related to his own arguments with students.

Personal traits of François Marin

Marin has his flaws at times, but his personality traits help him create a bonding relationship with students. He admits mistakes: He is not afraid of admitting having

made mistakes. He is forgiving: He does not want Souleymane to be expelled from school upon finding out he will be sent back to Mali by his father even though Souleymane behaves rudely in the class at all times. He has an open relationship with students: He can talk about any topic in the classroom. For example, one time students ask him about a rumor that he is gay. He does not silence students, or get angry with them. He honestly talks about it. He maintains positive attitudes: Even when he deals with very problematic students, he tries his best to remain calm and be nice to them.

Intersectionality

Intersectional factors are also quite prominent in this movie.

Race and ethnicity. It is a racially diverse classroom, students from different background: Arabs, Africans, Hispanics and even a Turkish student named Burak. Most students' native language is not French. Some have trouble speaking French. Marin, however, is of Caucasian descent. Wei's mother faces deportation charges because of illegal staying. His father does not have proper documentation, either.

Gender. It is a mixed classroom. There are constant arguments between Souleymane and Esmeralda.

Socio-economic background. Most of the students are first or second generation immigrants. It suggests that their financial situation is not that good. Even though the school has a computer lab, there are implications that financial sources of

school are not enough. Marin and other teachers work manually on their classrooms before the school term started. Marin painted his own classroom.

Family background and inter-family relations. Most parents are immigrants. They come from different regions such as Asia, Africa, the Middle East. There is also a Turkish student in the class. Some parents cannot speak French. That is why students do the translations for their parents in the meetings.

Other relationships

Marin's relationship with other important figures in students' lives is given equal importance as his relationship with students in and out of the classroom.

Teacher-teacher relationship. There is collaboration between teachers. The history teacher wants to implement transdisciplinary strategy with him. He suggests Marin linking the books in the French class to the subject is going to teach in his own course. Yet, Marin thinks all the books about the subject are a bit advanced for their level of French.

Teacher-parent relationship. He interacts with parents personally and individually. There is a parent-teacher meeting. He meets with parents personally. First, he sees Wei's parents. He praises the boy, but he also shares his concern about his obsession with computer games. He involves parents' help to reach out difficult students. Souleymane's mother and brother come to the meeting. Mother cannot speak French, so the brother translates. Marin discloses other teachers' complaints of Souleymane. They are surprised. Mother says she does not believe Marin. It turns out

the school has sent many notices to Souleymane's home, but since she cannot speak or read French, she signs them without knowing what they are. Marin asks for their help and cooperation. In fact, after this talk Souleymane performs his self-portrait.

Teacher-school administration relationship. There is collaboration between the principal and the teachers. Even before the classes began, teachers attend a meeting with the principal about the new term. The principal is always involved in student affairs. There are constant meetings among teachers and the principal. In most of these meetings, foul student behavior is discussed. Marin thinks punishment does not work. A teacher suggests point system. This system means that all students will have six points at the beginning and they will lose points in case of misbehavior. When they reach zero, they will face disciplinary action. Another teacher asks why not reward good behavior with points. Marin thinks it is not possible to apply the same rules on every single of the students. The principal is a leader. Teachers under the leadership of the principal meet again. They discuss some of the problematic students. Esmeralda and Louise from Marin's French class are also present as student representatives. They giggle and talk to one another. Everyone is disturbed by their behavior, but nobody says a thing to girls. In the meeting, they talk about Souleymane's disrespectful behavior. At that point, Esmeralda states some of his grades increased, but the topic is behavior, not achievement. Thus, the principal ignores this comment. The principal looks after the teachers in his school. When Marin has to file a report to the principal about the incident involving Esmeralda, Louise, Souleymane and Koumba, he excludes the "bitchy" part. The principal asks him rewrite the incident involving his remarks, but he is very nice to Marin the entire time.

Summary

In this section, a summary of the findings gathered after the analyses of the movies are presented, indicating the percentages of classroom management techniques used by teachers. First of all, a general table in which how many times a method is used in a particular movie is provided. Secondly, tables regarding each movie are given. Finally, two tables that summarize the number of times methods used and their percentages are provided for a clearer understanding of the analyses completed.

Table 7

Number of times each technique is used in movies

Management Technique	<i>To Sir, With Love</i>	<i>Stand and Deliver</i>	<i>Hababam Sinifi</i>	<i>Dangerous Minds</i>	<i>Entre Les Murs</i>
In-class techniques					
Establishing environment for instruction					
Getting students' attention	2	4	-	5	1
Finding background knowledge	2	2	-	1	1
Building caring relationship	1	1	1	1	-
Organizing and managing instruction					
Enhance motivation	2	6	-	6	2
Monitor independent work	-	1	-	-	1
Monitor group work	-	-	-	-	1
Manage discussions	1	-	-	1	3
Use of class time	-	-	-	-	-
Provide feedback	-	-	1	1	3

Maintain and restore order					
Penalties and sanctions	-	1	5	-	-
Rewards and praises	1	1	-	3	4
Table 7 (cont'd)					
Dealing with chronic misbehavior	1	-	3	-	2
Establishing rules and routines	1	2	1	-	3
Awareness of students' behaviors	2	4	11	-	4
Helping troubled students	2	2	2	2	-
Out-of-class techniques					
Helping troubled students	2	2	2	2	-
Preventing violence	1	1	-	1	-
Responding to violence	1	2	2	2	-
Asking for parents' cooperation	-	-	-	5	1

In the table above, how many times each management technique is used by the teachers in the movies are provided to help with the statistical information given below. These numbers are gathered by the researcher after thorough analyses of the movies. According to the table, getting students attention is a widely used method in all movies. With the exception of *Hababam Sinifi*, enhance motivation is also frequently used. Being aware of student behavior is another technique used constantly by the teachers. However, effective use of class time is not spotted in any of the movies because teachers' lessons end abruptly with the bell, with no time for them to revise or assign a task for the next lesson. Most of the time, teachers raise their voices to be heard while they are explaining students what to do for next lesson.

Table 8
Percentages of management techniques used in To Sir, With Love

Technique	Number of times used	Percentage
Establishing environment	5	29.4
Manage instruction	3	17.6
Maintain order	5	29.4
Out-of-class techniques	4	23.5

In this table, number of times management techniques used by Mark Thackeray with his problematic classroom are given along with their percentages. According to the table, Thackeray uses establishing environment and maintain order techniques equally. He uses instruction management techniques the least.

Table 9
Percentages of management techniques used in Hababam Sınıfı

Technique	Number of times used	Percentage
Establishing environment	1	3.8
Manage instruction	1	3.8
Maintain order	20	76.9
Out-of-class techniques	4	15.3

In this table, number of times management techniques used by Mahmut Hoca while dealing with Hababam Sınıfı are provided. The results on the table indicate that Mahmut Hoca uses maintaining order technique (76.9 %) disproportionately more than other techniques.

Table 10
Percentages of management techniques used in Stand and Deliver

Technique	Number of times used	Percentage
Establishing environment	7	25.9
Manage instruction	7	25.9
Maintain order	8	29.6
Out-of-class techniques	5	18.5

In this table, number of times management techniques used by Jaime Escalante with their percentages are indicated. According to the results given in the table above, Escalante's use of techniques is equally distributed, but he uses maintain order technique more than others.

Table 11
Percentages of management techniques used in Dangerous Minds

Technique	Number of times used	Percentage
Establishing environment	7	25
Manage instruction	8	28.5
Maintain order	3	10.7
Table 11(cont'd)		
Out-of-class techniques	10	35.7

In this table, number of times management techniques used by LouAnne Johnson are provided along with their percentages. The table indicates that Johnson tends to use out-of-class techniques (35.7 %) more than any of the three in-class techniques.

Whereas she relies on maintain order (10.7 %) the least among in-class techniques, she uses manage instruction techniques eight times, making it the most widely used in-class technique by Johnson.

Table 12
Percentages of management techniques used in Entre Les Murs

Technique	Number of times used	Percentage
Establishing environment	2	7.6
Manage instruction	10	38.4
Maintain order	13	50
Out-of-class techniques	1	3.8

In this table, number of times management techniques used by François Marin are provided. The results indicate that while Marin uses maintain order the most with 50 %, other three techniques are not as widely used. Especially, he uses out-of-class techniques the least (3.8 %).

Table 13
Percentages of management techniques used in every movie

Technique	To Sir, With Love	Hababam Simfi	Stand and Deliver	Dangerous Minds	Entre Les Murs
Establishing environment	5	1	7	7	2
Manage instruction	3	1	7	8	10

Maintain order	5	20	8	3	13
Out-of-class techniques	4	4	5	10	1
Percentage	13.7	20.9	21.7	22.5	20.9

In this table, percentages of how many times management techniques used in each movie are provided. Except for *To Sir, With Love* (13.7 %), which is relatively lower than the other four, remaining four movies have similar percentages. *Dangerous Minds* feature the most amount of percentage with 22.5 % among all movies.

Table 14
Percentages of management techniques in total

Technique	Number of times used	Percentage
Establishing environment	22	17.7
Manage instruction	29	23.3
Maintain order	49	39.5
Out-of-class techniques	24	19.3

In this table, total number of times each management technique is used in all five movies is provided with their percentages. According to the results, maintain order is used 49 times by the teachers in five movies, making it the most widely used technique with 39.5 % whereas establishing environment is the least used technique (17.7 %) with 22 times of usage.

After the movies are analyzed and the results are provided, major findings regarding the research are determined. The major findings that were gathered after the analysis of the movies in relation to the previous studies conducted on the similar issues are grouped under ten sub-categories:

1. Teachers in question tend to use effective in-class management techniques.

2. Teachers in question make use of different classroom management models depending on the necessities of their classrooms.
3. Teachers in question tend to go beyond their classroom settings, attending to the needs of their students in the school and outside of the school.
4. Teachers' personal traits help them overcome difficulties that arise in and out of the classroom, and build positive teacher-student relationship.
5. Intersectional factors (race/ethnicity, gender, socio-economic background and family background) that teachers cannot interfere could determine students' perception of life and school.
6. Although teachers may not interfere with the intersectional factors, the teachers in question can affect students' lives positively in their own social context.
7. Parents are influencer of students positively or negatively. Thus, positive teacher-parent relationship is important for students' wellbeing and success.
8. Having positive relationship with school administration is nurturing emotionally and academically for teachers and students.
9. Teachers in a school can benefit each other, or sometimes they can cause problems for one another.
10. There is a message given to the society about the teachers is that with the right methods, anybody can teach.

More detailed information regarding these major findings are provided in Chapter 5.

CHAPTER 5: DISCUSSION

Introduction

In this chapter, results of the analyzed movies provided in the previous chapter are discussed in comparison to one another, using the models of discipline provided in the Literature Review as a guideline in this comparison. Firstly, the results of the analyzed movies are given as general explanation. Then, the major findings that are found after the analysis of movies in relation to literature are provided. Secondly, implications for further research and practice are discussed. Finally, the limitations of the study are stated.

Overview of the study

The purpose of this study was to analyze teachers in selected movies from different geographical locations in order to find out how they promote behavioral, social and academic change in their students. For this purpose, five movies from the UK, Turkey, the US and France were selected. The movies selected are *To Sir, With Love* (the UK), *Hababam Sinifi* (Turkey), *Stand and Deliver* (the US, but Hispanic context), *Dangerous Minds* (the US) and *Entre Les Murs* (France). These movies were subject to purposive sampling because the context of the study was determined as a single teacher managing a whole difficult classroom with which other teachers cannot cope. Qualitative content analysis research method was used to create categories specified in the previous chapter. Five categories emerged after multiple screening of the movies for analysis. These categories are in-class management

techniques, out-of-class management techniques, personal traits, intersectionality and other relationships. All these categories are in align with the research questions of this study (See Chapter 1).

Major findings

Teachers in question tend to use effective in-class management techniques

Creating positive learning environment in a classroom is a challenging process which necessitates patience, professional knowledge and consistency (Levin & Nolan, 2000, p.XIII). Since classrooms have become more and more mixed (Weinstein, 2003), meaning that many different students from various backgrounds come together, the use of effective classroom management strategies is gaining more importance. Considering the classrooms in the movies analyzed are quite heterogeneous in nature, teachers in these movies use different strategies while dealing with their problematic classrooms. In fact, even if these teachers use the same technique, the methods they use differ from one another.

When the tables provided in the Chapter 4 are analyzed, it is possible to observe that getting students' attention and finding out students' background knowledge are like two pillars among in-class management techniques. However, these two widely used management techniques are not given enough importance by classroom management theorists. That is why LouAnne Johnson in *Dangerous Minds* stops reading a classroom management book after her terrible first encounter with the students. On her first day, she tries to implement some of the behavior management techniques she read in the books like writing down the name of the offender on the board. Her experience showed that theoretical knowledge is not very useful when it comes to

racially diverse students from financially challenged backgrounds. As a result, she comes up with new strategies to get students involved in the lesson and uses more innovative ways to gain students' attention. Even if her new and innovative methods may be attractive to the students, they are not favored by the school administration that only cares about going by the book. Jaime Escalante, similarly, uses creative methods to gain students' attention. He uses students' and his own ethnic background to get everyone involved in the activities.

Maintaining and restoring order is another technique used by the teachers in the movies analyzed. There are many ways to maintain and restore order in a classroom. Classroom management theorists also give substantial importance to this aspect. Kounin, for example, has many terms dedicated to address and prevent disruptive behavior. Disruptive behaviors can be categorized under four titles: verbal interruptions, off-task behaviors, physical movements intended to disrupt and disrespect (Levin, as cited in Levin & Nolan, 2000, p.153-154). Levin and Nolan provide nonverbal and verbal intervention methods to disruptive behaviors of students. None of the teachers in the movies use nonverbal intervention skills. Rather, they use verbal intervention methods. Both Marin and Escalante deal with newcomer students very quickly. They do not let others to be distracted with a new classmate.

Most teachers in the movies analyzed show good examples of whittiness in that they are aware of what students are up to at all times. Some of them even keep track of inter-student relationships. Marin, for instance, asks Esmeralda why she has switched her seat. Later in the movie, as Esmeralda and Khoumba are working

together on a class project, Marin tells them it is nice to see that they have made up, implying that he has been aware of their minor conflict (Arnal & Cantet, 2008).

When teachers display genuine interest in their students' internal affairs like Marin does, he not only earns his students' respect. Moreover, this awareness can be assistance to the teacher in dealing with possible classroom management issues. In fact, when the teacher pays attention to inter-student relationship in the classroom, changes in students' choice of friends may provide them with information regarding students' attitudes towards lesson, and even possible underlying psychological problems. Using rewards such as candy bars or taking students to field trips and punishment as methods to manage student behavior is also a common practice among these teachers. Jonshon's methods to positively interact with her students center around behavioral modification by the use of reinforcers. She aims to increase their motivation and involvement in the classroom with the use of edible or reward-worthy reinforcers. On the contrary, sanctions are used by teachers to minimize unwanted student behavior. Mahmut Hoca of *Hababam Sinifi* constantly punishes Hababam Sinifi in different ways due to their chronic misbehaviors. He even starves them for a night for breaking the rules. As Dobson (1970) suggests, he does not use corporal punishment on them. In fact, he is against it. Instead, he uses other methods like privilege loss. Dobson proposes the use of privilege loss with older students (as cited in Burden, 1999). Mahmut Hoca revokes Hababam Sinifi's weekend pass to go out, thinking loss of their privilege might have an impact on their misbehaviors. However, even this important privilege loss does not stop Hababam Sinifi from their attempts to break the rules. In fact, they state that if Mahmut Hoca prevents them from smoking in the toilets, they can find alternative places to smoke such as the attic (Eğilmez & Eğilmez, 1975). At the beginning of the movie, when Mahmut

Hoca first arrives, Hababam Sınıfı intentionally breaks the rules just to annoy him. The more Mahmut Hoca punishes them, the more rules they attempt to break. Hababam Sınıfı's insistence in trying to get away with their misbehaviors could be considered as a sign that even severe sanctions are not very useful with older students.

Teachers in question make use of different classroom management models depending on the necessities of their classrooms

The purpose of classroom management is to maintain or restore order in the classroom. To achieve this purpose, teachers use various techniques. Depending on the freedom or control exerted by the teachers, different strategies collectively called as models of discipline are utilized by teachers. Since the movies analyzed in this research are adaptations of real-life teacher autobiographies with the exception of Hababam Sınıfı, which is adapted from a novel of the same name, it is possible to observe that teachers in these movies use these classroom management models somewhat effectively.

As Burden (1999) points out, there are three types of teacher control approaches in a spectrum from low to high based on teacher control and student freedom. Teachers in the analyzed movies adopt some of these classroom management models presented in Chapter 2 in their classroom. Transactional analysis which falls into the low teacher control approach category is dominantly used by different teachers because it involves communication with students. Other two low teacher control approaches, the Ginott model and group management, are used by teachers to some extent. It is not possible to see every step in the Ginott model as used by Mahmut Hoca who only

uses some steps. Control theory, a medium teacher control approach, is exclusive to the teachers analyzed in the movies. Other teachers in the school do not use it at all. Out of all the classroom management models used by the teachers in the analyzed movies, behavior modification is the most widely and effectively used model. Both positive and negative reinforcement is used by the teachers in order to achieve desired student behavior.

Transactional analysis

The first type of the models of discipline is low teacher control approaches in which teachers enjoy little control while students' freedom is taken into consideration. In this approach, students are responsible for their behaviors and decisions (Burden, 1999). Transactional analysis, a major low teacher control approach, is a classroom management model effectively and ineffectively used by teachers in the movies. According to this model, there are three ego states a person can take: parent, child and adult (Burden, 1999). It is possible to observe all three examples of ego states in the movies.

For an effective communication, both individuals should be on adult ego state.

Students in the analyzed movies are mostly in the child ego state evidenced by their unwillingness to tackle their tasks because they do not want to do them.

Similar to students being in child ego state, most of the teachers in the analyzed movies, especially the school administration is in the parent ego state in which they want to implement rules and laws constantly. The principal in *Dangerous Minds* is a vivid example for this type of ego state. His interactions with teachers in the school

and students are the statements of his parent ego state. Mahmut Hoca of *Hababam Sinifi* is constantly in his adult ego state because he implements rules for Hababam Sinifi to follow. On the other hand, Hababam Sinifi is in their child ego state despite their age, which creates controversy between the main teacher and his classroom. This controversy is resulted in Hababam Sinifi being punished by Mahmut Hoca all the time. Since there is no visible cooperation between two contrasting ego states, Hababam Sinifi and Mahmut Hoca clash with each other throughout the movie until the very last scene when Hababam Sinifi visits Mahmut Hoca in the hospital after he has a heart attack defending a student's right for education against the principal.

Adult ego state is the ultimate ego state while interacting with others. As Burden (1999) states, teachers should adopt their adult ego state. More importantly, they need to teach their students how to suppress their child ego state and instead embrace their adult ego state (p. 39). Mark Thackeray of *To Sir, With Love* could be an example of this ego state. Only when he starts treating students as adults, can he promote change in them (Clavell & Clavell, 1967). However, Thackeray implements rules in the classroom and expect students to follow these rules. This shows that students enjoy little freedom while the teacher enjoys higher level of control. In the meantime, his treatment of students as if they were adults works effectively because he starts to see progress in students' behaviors.

The Ginott model

The Ginott model, which gives importance to actions of students rather than their character, is another classroom management model used by some teachers in the movies. Ginott encourages the use of congruent communication. In this

communication, teacher's message and students' feelings about the situation should be in harmony. Ginott proposes that teachers should address the situations in case of misbehavior rather than the students' character (Burden, 1999). Mahmut Hoca uses this method to some extent when dealing with two different problematic behaviors. In the first case, when he catches Gdk Necmi red-handed making fun of the philosophy teacher by acting like an inspector, he tells Necmi to come to his room. He does not yell at him, or attack his character. Actually, as Ginott suggests, he shows Necmi that he understands how he feels that he is young and want to have some fun. He does not blame him or threaten him. He expresses his anger at the demeaning prank in an appropriate way. He refrains from labeling Necmi even though Necmi has notoriety for such pranks (Eilmez & Eilmez, 1975). In the second example, Mahmut Hoca talks to Ferit in his room about his constant escaping from school. Like he does with Necmi, he also talks to him and he invites him to some corporation about his chronic misbehavior. When Ferit tells him fractiously that he will escape again, Mahmut Hoca tells him he will have to punish him again then (Eilmez & Eilmez, 1975). Since, all of the steps in the model are not followed by Mahmut Hoca, the end results are not very successful in terms of behavioral modification. However, it helps Mahmut Hoca build a more caring relationship with the members of Hababam Sınıfı.

Group management

Group management is the last type of low teacher control approach. In this type of classroom management model, group as a whole is taken into consideration by the teacher because of students' tendency to act differently in groups than they are individuals (Burden 1999). LouAnne Johnson utilizes this type of classroom

management model. She makes use of diagnostic thinking, which is to determine the underlying cause of the problem and using factual information about student behaviors to act upon the misbehavior. All of Johnson's attempts to reach out to students are hindered by another student in the class, Emilio. She then tries to reach out to him in order to gain the confidence of the rest because Emilio is the leader in the classroom. Since individuals in a group have different roles and responsibilities like leaders or clowns, in order to deal with the group effectively, these roles should be identified. By winning over group leader, she wins the whole classroom (Bruckheimer & Smith, 1995).

Control theory

The second type of models of discipline is the medium teacher control approaches. In this type of approach, groups' needs are given more importance than individuals' needs. Both teachers and students are responsible for managing student behaviors (Burden, 1999). Glasser's control theory is an example to this type of model of discipline. In control theory, students have various needs such as belonging, love, control, freedom and fun. If these needs are not met by teachers, students will not succeed. They also feel frustrated when these needs are not met. On the contrary, they feel satisfied when these needs are met (Burden, 1999). It is possible to explain most of the student misbehaviors in the movies analyzed with the fact that students needs are not taken into consideration. It is mostly because students are not seen as individuals by most of the teachers in these movies. Only with the named teachers, do they start to feel like a person. Johnson's class is an example of this. When Johnson expresses how much she cares about these students with her actions, some students in the classroom connect to her emotionally. This connection leads to build

up of a strong teacher-student relationship on a whole class basis (Bruckheimer & Smith, 1995).

The Kounin model

Kounin's preventive aspect of management model is constantly used by Mahmut Hoca in *Hababam Sinifi* and Jaime Escalante in *Stand and Deliver*. Escalante shows "whit-it-ness" technique all the time. They are always aware of what his students are up to at all times. In fact, being aware of students' behaviors is the management technique that is used most by the teachers. According to Burden's (1999) take on the Kounin model, a whit-it teacher has good monitoring and prompt handling of the situation (p. 47). When a teacher involves in the situation quickly, it will prevent the situation from turning into a more serious issue.

The final type of classroom management model is high teacher control approaches in which teachers enjoy ultimate control with little student freedom. Teachers who use this type of control approach believe that student behavior should be controlled by them. Unlike the previous two types of control approaches, this type focuses on the individual instead of the group (Burden, 1999, p.49).

The Jones model

The Jones Model is an example to this type of control approach. There are four steps for this model. Firstly, properly structure the classroom. Secondly, use proper management techniques to maintain control is necessary. Thirdly, build pattern of cooperation. Lastly, have backup misbehavior management plans, namely sanctions. Structuring classroom is not only about physical design of the classroom. In fact,

none of the teachers in the movies structure their classrooms physically. However, what they do is to establish rules and routines for the whole classroom to follow. These are considered to be high teacher control approach because establishing rule is a one-sided process in these movies. In other words, teachers make rules and students are expected to follow. Therefore, students have little freedom while teachers have a lot of control over student behaviors.

Behavior modification

Behavior modification is a method Johnson and Mahmut Hoca use while dealing with their problematic students. However, their methods differ from one another. While Johnson uses extrinsic rewards like edible reinforcers or activity reinforcers, Mahmut Hoca's method is to diminish or even exterminate undesired student behavior by using punishment.

Behaviorism and punishment

There is no on-screen use of corporal punishment in any of the movies. However, there are references to physical violence exerted on students by their parents. James Dobson, a psychologist, maintains that physically punishing kids are only useful with younger kids (Burden, 1999). In that sense, applying corporal punishment to seniors in high school is ineffective in terms of correcting undesired student behavior.

Teachers in question tend to go beyond their classroom settings, attending to the needs of their students in the school and outside of the school

Management is not only in the classroom context. Sometimes teachers deal with problematic behaviors of their students outside of the classroom. In some cases,

teachers even interfere with their students outside of the school. In all of the movies analyzed, the main teachers interact with their students outside of the classroom context.

Helping troubled students is a major theme in out-of-class management techniques. Weinstein (2003) groups troubled students under four categories: substance abusers, abused or neglected students, those with eating disorders and suicidal ones (pp. 338-353). There are no such students in any of the classroom in the movies analyzed with the exempt of neglected students. Therefore, troubled students in the movies' context are those who have survival issues or those who need comfort from the teacher beyond classroom environment. For example, Emilio in *Dangerous Minds* could be an example of troubled student because there is an ex-convict after him. In another case, the black student who seeks comfort from Mark Thackeray in *To Sir, With Love* could be an example for the type of troubled student who yearns for emotional support.

Preventing violence and responding to violence are other two aspects of out-of-class management techniques. In some of these movies analyzed, there are fights and other types of violence outside the classroom context. For instance, Emilio and Raul's fight in *Dangerous Minds* in which Johnson steps in to break up the fight could be an example. Weinstein (2003) states that even though there has been a decline in the number of violent events in the schools reported since 1990s, students claim they do not feel any safer in the school (p. 361). She suggests some tips to teachers that they can use in order to prevent violence. One of them is to be aware of signs of hate. While breaking up the fight, Johnson unfortunately misses the signals for a bigger

fight even though a student tells her they are going to fight again (Bruckheimer & Smith, 1995). Her failure to identify a more violent fight between the two parties results in severe consequences like the boys being arrested by the police and suspended from the school.

Three out of five teachers involve parents while dealing with their problematic students: Marin, Escalante and Johnson. However, the motives behind this involvement differ from one another. Marin asks Souleymane's brother and mother to help him so Souleymane can participate in the lessons more effectively. Johnson and Escalante visit parents so they can affect the parents' decisions about their kids. Johnson, for example, goes to see Durrell and Lionel's mother and later on Callie's parent so these students can come back to school. Similarly, Escalante goes to Anita's parents' restaurant to convince the father to let Anita come back to school. Regardless of the motive behind the act, teachers tend to cooperate with parents, but sometimes this interaction is futile. In the case of Thackeray and Mahmut Hoca, it is not possible to observe teacher-parent cooperation due to parents' reluctance to involve in such a relationship. Weinstein (2003) connects lack of teacher-parent interaction with the changing of family structure. She states that the structure of a classic family consisting of a breadwinner father, homemaker mother and school-age kids has dramatically decreased since the 1950s (p. 118). When the family structure in the movies is analyzed, it is possible to see many broken homes, especially with single mothers.

Teachers' personal traits help them overcome difficulties that arise in and out of the classroom, and build positive teacher-student relationship

According to the findings of a quasi-research study conducted on undergraduate and graduate students in the Americas, twelve characteristics of an effective teacher is identified. The researcher describes effectiveness of a teacher by his/her success of aiding learners to learn (Walker, 2010). According to the results of the study, preparedness, positivity, creativity, fairness, compassion and forgiveness are some of the qualities an effective teacher should possess. In fact, some of these 12 characteristics overlap with the ways of showing care and respect while creating a safer and more caring classroom (Weinstein, 2003). In that sense, teachers' personal traits are also factors that teachers can benefit. Showing care and respect is a code under the category of in-class management methods of teachers, as well.

Having high expectations is one of the 12 characteristics described by Walker which can be found in almost all of the teachers in the movies analyzed. High expectation of a teacher can be defined as challenging students to do their best (Walker, 2010). However, considering the cultural, socio-economical and educational backgrounds of students, high expectations of teachers can differ. In fact, the teachers in the movies analyzed have high expectations from their students, but these expectations are not the same. Expectations of a teacher from students inside of a classroom can even range based on the achievement of the students. For example, LouAnne Johnson expects Callie to take higher level English courses and go to college whereas she wants others to graduate from high school. Similarly, Mahmut Hoca's expectation from Hababam Sinifi is to graduate from high school. Compared to Mahmut Hoca, Jaime Escalante's expectations for his students are relatively higher because he

wants students who do not have much Mathematical knowledge to take Calculus so they can pass AP Calculus test to go to college. Escalante believes students will live up to the expectations. In other words, the higher the teachers' expectations are, the more successful students will become. Thackeray's expectations from his students are beyond academic. He wants them to be kinder, thus a functioning part of the society.

When the teachers' traits are analyzed in the movies, they tend to be creative, forgiving, fair and respectful. These traits help them overcome difficulties caused by their students' misbehavior. Johnson's creative methods help her gain students' attention and engagement in the lesson and the activities she provides for them. Thackeray's respectful behaviors towards his students earn him students' respect. He insists students to call him Sir or Mr. Thackeray while addressing him. In return, he addresses students in a similar fashion. Mahmut Hoca does not do favoritism. If he needs to punish students for their misbehaviors, he punishes all members of Hababam Sınıfı equally. Thackeray does not hold grudges against student even when they try to physically harm him by cutting the legs of his desk to ensure his fall from desk or when they throw a bottle filled with water on his head from the second floor. He does not take these harmful acts personally, which in the end helps him overcome problems with his students. When these teacher traits are analyzed, five teachers have similar qualities, but the way they use these qualities are different. As a result, the responses they receive from their students differ, as well. Characteristics different teachers display implies that it is not enough for individuals to obtain teacher training. They should also possess some qualities that make them suitable for the job.

Teachers manage to build relationship with every one of their students. This relationship is crucial because having positive teacher-student relationship contributes to higher level of student academic success and lower level of misbehavior (Crosnoe, Johnson & Elder, Jr., 2004). Teachers use different ways to create bonding with their students. Their personal traits can be a factor while creating such a relationship.

Having an open relationship with students is a personal trait the teachers in the analyzed movies have in common. When the teachers talk about their own problems, students connect with them in a deeper level. For example, when Thackeray reveals he has had financial problems, students start seeing him beyond his teacher identity. Likewise, when Johnson admits Callie that she has been physically abused by her husband and has had an abortion, she shows Callie that she is capable of understanding what she has been going through. Marin is quite open and frank with his students even when his students question his sexuality. Instead of scolding them, he uses the situation as an opportunity to teach. When these teachers open up to their students, instead of being fragile, they build a bridge between themselves and students.

Sometimes, teachers can make mistakes. Instead of denying their mistakes, they should own up to their mistakes. That is why admitting mistakes is defined as one of the 12 teacher characteristics. Marin acknowledges his mistakes and he is not afraid to talk about them with their students and with colleagues. Similarly, Johnson apologizes to students because she feels like she has let some students down. Their openness has a positive impact on students. In fact, this frankness helps them build

more positive teacher-student relationship. When a positive relationship is built between the teacher and the students, students are more interested in the lesson. Some teachers state that they do not care if the students do not like them personally; they should care about the lesson. However, Johnson and Marin cases suggest that when students feel emotionally connected to their teachers, they pay more attention in the lesson to earn the blessing of the teacher.

Many scholars categorize teachers' background education, teaching experience and the certificates they possess a part of their characteristics (Jepsen, 2005; Wayne & Youngs, 2003). In fact, only Mahmut Hoca and François Marin have proper teacher training. Likewise, they are the ones who have teaching experience prior to the events described in the movie. Other three teachers have different occupations. LouAnne Johnson is a discharged marine whereas Mark Thackeray and Jaime Escalante are engineers. Only Escalante willingly quit his job to start teaching because of his desire to teach. Thackeray and Johnson take up the position due to their financial troubles.

Intersectional factors (race/ethnicity, gender, socio-economic background and family background) that teachers cannot interfere could determine students' perception of life and school

As a teacher who teaches sociology to racially diverse students, Cannon (1990) aims to teach her students how to understand the social system and question it.

Intersectional factors, namely race/ethnicity, gender and socio-economics, are all integral parts of the social system. As Cannon suggests, teachers can reinforce intergroup interactions positively With the changes in family structure such as

disappearance of traditional families in which mothers take care of children and household chores and fathers work to earn money, growth of single parent percentages and upsurge in the population of ethnic groups who do not speak the native language of the country they reside in, there have been many factors that affect students' academic life and even their perception of life. Teachers are not able to interfere with these changes. These factors can also hinder forming of positive teacher-parent relationships (Weinstein, 2003, p.334). Other factors such as financial situation of the families, education background of the parents, teenage pregnancy, and parental neglect can also affect the way students understand life. Weinstein, on this aspect, states that students with severe problems bring their problems to school with them (p.335). This means that not only teachers are not able to have an impact on these factors, but also do they need to cope with students' psychological, emotional, mental and physical problems.

Heterogeneous classes are quite common. Students with different level of success, students who come from different ethnic or economic backgrounds and students with different interests are put in the same classroom. Since no two students are similar to one another, these heterogeneous classes contribute to the creation of variables teachers are not able to interfere. For example, Marin's French class consists of students who are both French and other ethnicities. There are students from Africa, Asia and Turkey. Some of these students are immigrants' children who do not even speak French. It is possible to see students in Marin's class have different levels of French. All these different personalities come together, and sometimes it creates problems because their unique identities determine the way they understand themselves and other people, which has an impact on the way they perceive school

and life itself. Diversity in a classroom in some situations can be a drawback for the teacher because the teacher needs to balance all these unique identities including his/her own identity. Of all the classrooms analyzed in the movies, Marin's French class is the most racially/ethnically diverse one. This could be a reason why Marin faces constant challenging situations and problematic student behavior all the time. However, this does not mean that racial and ethnic diversity is a sole cause for misbehavior considering Hababam Sinifi is comprised of one ethnic group. Racial/ethnic diversity can be contributing factors to the problems in a classroom. That is why teachers should be careful when they encounter such diverse classrooms.

Although teachers may not interfere with the intersectional factors, the teachers in question can affect students' lives positively in their own social context

These intersectional factors specified above have an impact on students' understanding of themselves, life itself and academic success. Teachers cannot change intersectional factors that contribute to students' personalities. These factors combined are determiners of students' points of view. For example, Johnson cannot make changes in the factors that make students think they are the victims of a society that suppresses ethnic groups. What she can do is to convince them that they are not the real victims because they have a choice. They choose to take the school bus to come to school unlike some other people who do not make this choice. Realizing they have a choice affects students' attitudes towards school positively. In another case, she may not be able to make Callie's pregnancy go away, but Johnson manages to provide an alternative option to her rather than dropping out of the school to go to an infant care program in another high school. Escalante, like Johnson, provides an option for a whole class to go to college despite their ethnic drawbacks. Even when

other teachers in the school do not believe these students will succeed in the AP test, Escalante never loses his hope. His positive attitude helps him affect students' perception of Math and the AP test positively even after they are accused of cheating in the exam.

Parents are influencer of students positively or negatively. Thus, positive teacher-parent relationship is important for students' wellbeing and success

In most languages, there are idioms that indicate the resemblance between the parents and their children. For example, in English language, idioms such as "A chip off the old block," "Like father, like son," or "Apple does not fall far from the tree." are used commonly to point out children can be replicas of their parents physically or even behaviorally. The abundance of such idioms may suggest that parents can be influencer of their children. This influence can be positive or sometimes negative because children tend to copy their parents' behaviors. That is why classroom management theorists give substantial importance to teacher-parent cooperation because parents of students with chronic misbehavior problems can be teachers' allies (Brookover and Gigliotti, as cited in Levin & Nolan, 2000, p.221).

When the teacher-parent relationship in the movies is analyzed, it is possible to see that there are three types of teacher-parent relationships. First of all, parents can get involved in their students' academic life, thus form positive relationship with the teacher. Secondly, parents can form negative relationship with the teacher. Finally, parents may opt out not involving in their kids' academic life, thus form no relationship with the teachers.

In the movies, it is possible to see all three forms of teacher-parent relationship. Only in *Dangerous Minds*, are there all three types of teacher-parent relationship. In *Hababam Sınıfı*, there is no teacher-parent relationship partly due to the fact that the school in which the events take place is a boarding school. However, the principal comments that parents only send checks of the school tuition via mail; they do not care about their children's academic performance and wellbeing (Eğilmez & Eğilmez, 1975). Parents' neglect could be a factor behind unruly behavior of students in *Hababam Sınıfı*. Similarly, there is no solid teacher-parent relationship in *To Sir, With Love*. These students are also quite harmful in their behaviors against Thackeray and to each other. Until they meet an adult to whom they respect, both Thackeray's and Mahmut Hoca's students are quite disrespectful in their manners.

Dangerous Minds provide all three forms of teacher-parent relationship. It is possible to see the differing impact of these forms of relationships on the students. For example, Johnson's positive relationship with Raul's parents influences Raul's appreciation of his teacher. On the contrary, Johnson's confrontation of Durrell and Lionel's parent does not help her get the two boys back to her class. The mother's dislike of Johnson's teaching poetry to her kids cause the boys' forceful dropping out of the school.

Having positive relationship with school administration is nurturing emotionally and academically for teachers and students

Teacher demoralization is an existing problem. It is caused by social factors. According to Tsang and Liu (2016), school administration has a role in teacher demoralization. Their study indirectly states the teachers' desire of transformational

change in their students' lives and academic performance (p.204). However, if teachers are not nurtured by the senior staff emotionally and if they are not provided with enough support, it is highly likely that they will be demoralized.

School administration, especially the principal has a lot of responsibilities for students and teachers working in the school. After all, managing behaviors of students is not only about the classroom context. In fact, if a school is effectively governed, behavior management becomes easier (Rogers, 2005). With the introduction of whole-school approach, the whole school community has started to be responsible for students' academic achievement and wellbeing. School administration has the utmost responsibility in the implementation of whole-school approach because it is their open communication policy that enables effective change in the whole school (Rogers, 2005).

Classroom management theorists tend to ignore school administration when they address to methods to prevent or remedy misbehaviors. However, when the relationship between the teacher and the school administration in the movies is analyzed, it is possible to see that school administration can be an ally for the teacher or a liability. Examples of school administration being a liability to classroom teachers are evident from *To Sir, With Love* and *Dangerous Minds*. Both Thackeray and Johnson is hindered by the senior staff when dealing with their problematic classrooms. In Johnson's case, she has had a rocky relationship with the school administration starting the first day mostly because she is deceived by the vice principal to take the job. Then, the school administration keeps interfering with Johnson's unconventional, but creative teaching methods. They mandate the use of

board-approved school curriculum for the English lesson. However, Johnson acknowledges that this curriculum is not suitable for such uninterested students. That is why she comes up with new ways to get them to engage in the lesson.

Only in *Entre Les Murs*, it is possible to see positive teacher-school administration relationship. In this movie, teachers periodically meet to discuss students' progress and the principal is always present and active in these meetings. All subject area teachers under the supervision of the principal discuss prevention of student misbehavior as well as students' academic performance in these meetings. They also discuss plausible solutions and remedies for misbehaviors of students. Although this movie represents the most viable whole-school approach among all movies analyzed, ironically, the least progress in student performance and behavioral change is noticed in this movie.

Teachers in a school can benefit each other, or sometimes they can cause problems for one another

Whole-school approach also includes inter-teacher relationship. Unsupportive environment for a teacher is not only caused by ineffective school administration. Other teachers, especially those who teach the same subject area, can also be liability to the teachers in the movies analyzed.

In the movies, there is either positive or negative inter-teacher relationship. Sometimes, this relationship mostly centers on the teacher analyzed and a colleague of them except for *Hababam Sinifi* and *Entre Les Murs*. In both movies, all teachers are involved with each other and with the teacher in question. However, in *Hababam*

Sinifi, the benefit is one-sided because other teachers rely on Mahmut Hoca to manage Hababam Sinifi. In return, Mahmut Hoca does not get any benefits from this relationship. That is why *Entre Les Murs* is the best example of inter-teacher relationship on a whole school level among all the movies analyzed. In fact, there are attempts to implement transdisciplinary into the classroom context when the history teacher wants Marin to select books in accordance with the topics he is teaching.

Only in *Stand and Deliver*, there is negative teacher-teacher relationship. The head of Math department does not approve of Escalante's attempt to teach students higher level math topics because she does not believe they will succeed. In fact, she starts behaving aggressively to the point where she anonymously leaves a letter of resignation to Escalante's locker, and becomes a liability instead of an ally.

As the examples from the movies suggest, inter-teacher relationship is crucial for a healthier school environment. Since students take different subjects taught by subject area teachers, there should be harmony among these teachers. Teachers should act in consistence with each other because students tend to expect things from other teachers. Having an ally or allies in a school is also important because Thackeray and Johnson cases show that without their colleagues, they could not have been this successful. In fact, Johnson would quit on the first day if it was not for his friend's encouragement. Building negative relationship with other teachers, especially if they teach the same subject area as reflected in Escalante's case only makes the profession even more demanding and difficult.

There is a message given to the society about the teachers is that with the right methods, anybody can teach

Movies are used for different purposes: informational, recreational and educational. Most of the time, there is a message attached to a movie watched. Even if there is not a direct message, viewers still can receive a message from a movie. When the teachers in the movies are analyzed, only two of them have necessary qualifications to teach: Mahmut Hoca and François Marin. Other three teachers have different professions. Among the trio, only Jaime Escalante quits his computer engineering position because he wants to teach. LouAnne Johnson and Mark Thackeray start teaching due to necessities of their financial situations. However, Mahmut Hoca and Marin are the ones that are able to promote least amount of transformational change in their students either academically or behaviorally. Dalton (1999) states that good teachers are considered to be successful due to their ability to connect with the teachers. In fact, Thackeray, Escalante and Johnson are the ones that connect with their students most. This implies that if a teacher can manage to connect with their students on an emotional level, it is possible for them to transform those students behaviorally and even academically. Considering these three teachers do not have proper teaching education, the message given in these movies is that as long as a teacher believes in his/her goals and students, they are able to make substantial impacts on their students' lives. This is partly because these movies are fictionalized even if they are adapted from autobiographies of real teachers. Movies' real motive is to make money by gaining viewers' interest. Audience loves to see happy endings; therefore, the movie industry provides happy endings for them.

Implications for practice

There are many factors that contribute to students' wellbeing and academic performance. There are some ways teachers can build positive student-teacher relationship in order to enhance students academically, socially and mentally. In order to maximize students' academic achievement and create transformational change in students the following actions are suggested:

- Using sanctions and punishment as deterrent factors are not very useful. Teachers should not rely too much on these methods if they want to modify students' behaviors.
- Parents can be allies to teachers when reaching out to difficult students because some students may act differently in a group than they would act at home. Therefore, teachers should ask parents' cooperation when needed.
- Whole-school approach should be adopted for the wellbeing of students. Teachers and school administration should be in harmony.
- School administration should provide the teachers with emotional and physical support they need because teacher performance is affected by teachers' emotional status.
- Individuals should be sure of themselves when they start teaching profession because teaching can be challenging.
- As the analysis of the movies suggests, teachers should not refrain from going beyond their classroom settings. In fact, as the movies suggest, most of the time, the majority of teacher-student interaction takes place outside of classroom. This interaction is crucial for building positive teacher-student relationship.

- Teachers should be more flexible when meeting a new classroom because each classroom has its own unique dynamic. A technique that works perfectly with another classroom may not work with another one. Teachers should adapt to new circumstances and learn to lose control once in a while.
- Cooperative learning is not used in any of these movies. It means that learning takes place between the teacher and the students only. Pre-service and in-service teachers can find ways to use cooperative learning in their classrooms to see what kind of differences it makes in their classrooms.
- There are no examples of differentiation in any of the classrooms portrayed in these movies even though the classrooms are quite heterogeneous. Pre-service and in-service teachers can look for ways to differentiate their materials and teaching methods to help their students learn more easily.
- Classroom management is mostly taught as a concept. Education programs should implement practical situations for pre-service teachers to deal with instead of feeding them with theories so as to better prepare prospective teachers against possible critical situations.

Implications for further research

- There is little research on classroom management by graduate students. As Aydın, Selvitopu and Kaya (2018) points out limited studies completed on classroom management are mostly written in Turkish. There are not many English sources. In that sense, scholars and graduate students may be more incline to this issue.
- At the time of this research was completed, there were not enough sources on teacher-based movies that focus on teacher's interaction with a whole

problematic classroom. Available sources on classroom context in teacher-based movies mostly focused on teacher and one student relationship, or sometimes saintly behavior of teachers.

- More studies should be conducted regarding Turkish teacher-based movies. Very few sources are available in this field.
- This research is conducted on teacher-based movies. Another research can be conducted in TV series context.
- This research focuses on different geographical locations. A similar study can be conducted on movies from a specific country; e.g. Turkey or India.
- This research's focus is on student-whole classroom interaction. Another study can be conducted to understand how classroom management techniques and other contributing factors affect a major problem-maker student in the classroom.
- This study focused on high school students and their interactions with their teachers. Similar studies can be conducted on primary or middle school classrooms.
- This study focused solely on the analysis of the classrooms in the movies. Another research can be conducted to compare and contrast one of the classrooms in the movies with a real-life classroom to see to what extent fictionalized classrooms are the representations of real situations and people.

Limitations

There are limitations in this study stemmed from the nature of study and the movies analyzed. One limitation is that, due to the fact that this is a qualitative type of study, the analysis done in the study can be subjective and open to interpretation. To

increase the validity and reliability of this research, an outside reader was asked to analyze a movie using the classroom management checklist and the categories created by the researcher. Visual methodology strategies are also used while analyzing the movies such as foreshadowing and visual elicitation.

Another limitation is related to the movies. Originally, the intension of this research was to gather movies from different geographical areas such as South Asia, Far East, Middle East and Africa. However, the focus of this research is on teachers coping with a whole classroom. Teacher-themed movies from these regions mostly involve intimate teacher-student relationship, not teacher-whole classroom relationship. Indeed, in some countries like South Korea, teacher-based movies are romanticized, meaning that they focus on romantic love between a teacher and a student.

Another limitation is again related to the movies. Some of the movies analyzed are old and things have changed since their release. However, all of the movies selected are very popular among moviegoers. Besides, *Entre Les Murs* happens to be in MoNE's recommended list of movies candidate teachers should watch.

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APPENDICIES

APPENDIX A: Classroom Management Checklist

Lesson management schedule

Date Class Time

Before lesson

- 1 Prepare your lesson thoroughly, give it a clear structure
- 2 Provide a variety of activity
- 3 Check level of work is suitable for age group
- 4 Have extra work available for clever and weak students
- 5 Practise the use of visual aids, apparatus or demonstrations before the lesson
- 6 Check the room before the lesson if possible
- 7 Arrive at the room before the class

Start

- 1 Control entry of students into room
- 2 Settle class and get attention before you start to speak
- 3 Start the lesson clearly and definitely
- 4 Deal quickly with distractions, latecomers

During

- 1 Know and use students' names
- 2 Give clear instructions
- 3 Look at students when speaking to them.
- 4 Scan the class and be aware of all corners of the room

Action

- 1 Do not turn your back on the class
- 2 Be mobile: walk round, don't stay at the front
- 3 Organise transitions between activities
- 4 Get feedback frequently by asking questions
- 5 Spread questions round the class. Make sure all students are involved
- 6 Use praise and encouragement
- 7 Be a helper and facilitator to your students

If a problem arises

- 1 Act quickly
- 2 Avoid a confrontation which you cannot win
- 3 Focus on the act, not the person
- 4 Clarify and insist on your standards
- 5 Be firm and consistent in giving any punishments

End of lesson

- 1 Give students time to pack up before the end of the lesson is signalled
- 2 Look round before dismissing the class to make sure room is tidy
- 3 Make class quiet and orderly before dismissal

After your lesson

In your file, after the lesson plan which you have used, evaluate the lesson. Note any mistakes you made, and points you can improve next time.

APPENDIX B: List of Teacher-based Movies by the Gender and the Race/ethnicity of its Protagonist

Movie	Gender	Race/ Ethnicity	Movie	Gender	Race/ Ethnicity
<i>Billy Elliot</i> (2000)	Female	White	<i>Lean on Me</i> (1989)	Male	Black
<i>Blackboards</i> (2000)	Male	Kurd	<i>The Miracle Worker</i> (1962)	Female	White
<i>Chalk</i> (2006)	Male	White	<i>Mona Lisa Smile</i> (2003)	Female	White
<i>The Chorus</i> (2004)	Male	White	<i>Monsieur Lazhar</i> (2011)	Male	Algerian
<i>Conrack</i> (1974)	Male	White	<i>Mr. Holland's Opus</i> (1995)	Male	White
<i>Dangerous Minds</i> (1995)	Female	White	<i>Music of the Heart</i> (1999)	Female	White
<i>Dead Poets Society</i> (1989)	Male	White	<i>October Sky</i> (1999)	Female	White
<i>Detachment</i> (2011)	Male	White	<i>Patch Adams</i> (1998)	Male	White
<i>The English Teacher</i> (2013)	Female	White	<i>Precious</i> (2009)	Female	Black
<i>Entre Les Murs</i> (2008)	Male	White	<i>The Prime of Miss Jean Brodie</i> (1969)	Female	White
<i>The Emperor's Club</i> (2002)	Male	White	<i>Remember the Titans</i> (2000)	Male	Black
<i>The First Grader</i> (2010)	Female	Black	<i>School of Rock</i> (2003)	Male	White
<i>Freedom Writers</i> (2007)	Female	White	<i>Stand and Deliver</i> (1988)	Male	Hispanic
<i>Good Will Hunting</i> (1997)	Male	White	<i>Taare Zameen Par</i> (2007)	Male	Indian
<i>Hababam Sinifi</i> (1975)	Male	White	<i>Teachers</i> (1984)	Male	White
<i>Half Nelson</i> (2006)	Male	White	<i>To Be and to Have</i> (2002)	Male	Hispanic
<i>İki Dil Bir Bavul</i> (2008)	Male	White	<i>To Sir, With Love</i> (1965)	Male	Black

APPENDIX C: Expert Reader Categories

Dangerous Minds Categories

Before lesson	In-Class Techniques	Out-of-Class Techniques	Personal Traits	Intersectionality	Other Relationships
Plan your lesson effectively.	Making eye contact./Introduce yourself.	Visiting neighborhood of ss.	Adaptable	Race & ethnicity	Teacher-Teacher <ul style="list-style-type: none"> • Negative relationship • No relationship • Positive relationship
Provide variety of activities.	Select an engaging topic for raising attention.	Show your ss that you care.	A good communicator	Gender	Teacher-Parent <ul style="list-style-type: none"> • Negative relationship • No relationship • Positive relationship
Select appropriate level tasks.	Establish some routines	Be generous with time.	Kindness/show respect.	Socio-economics	Teacher-School Administration <ul style="list-style-type: none"> • Negative relationship • No relationship • Positive relationship

Dangerous Minds Categories (cont'd)

Before lesson	In-Class Techniques	Out-of-Class Techniques	Personal Traits	Inter-sectionality	Other Relationships
Create class routines.	Set clear expectations for latecomers.	Built strong connection and relationship outside the classroom.	Be patient	Family backgrounds	
Estimate time for each activities.	Get the attention of every ss.	Grow and increase trust.	Learn from Ss' life.	Class	
Have an extra activities.	Start the lesson clearly and definitely.	inspire the ss.	Have high expectations	Age	
Be punctual/ arrive class on time.	Ask ss some questions and motivate them.		Empathetic.		
Try to get to know your ss.	Create effective communication.		Respectful		
	Try to be role model.		Forgiving		
	Try to understand misbehaving ss.		Admitting mistakes		
	Try to be role model.		Having open relationship		

Dangerous Minds Categories (cont'd)

Use of class time effectively.	Sense of humor
Monitor the activities.	Creative
Be interesting in the classroom.	
Providing feedback	