IN-SERVICE EARLY CHILDHOOD TEACHERS' PERCEPTIONS ABOUT

THEIR ROLES IN THE DEVELOPMENT OF SELF-DISCIPLINE IN

CHILDREN

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ABSTRACT

IN-SERVICE EARLY CHILDHOOD TEACHERS' PERCEPTIONS ABOUT THEIR ROLES IN THE DEVELOPMENT OF SELF-DISCIPLINE IN CHILDREN

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The aim of this research study was to investigate the early childhood teachers' perceptions about their roles in the development of self-discipline in children. In order to specify this aim, the research question which asked "How do early childhood teachers perceive their role in the development of self-discipline?" was investigated.

Current study was conducted based on qualitative research methodology. In order to investigate the aim, a case including seven early childhood teachers working at the same institution was reached. The main data collection instrument was an interview protocol consisting of two parts: vignettes and interview questions. The instrument included questions related to the meaning and importance of self-discipline, and how to support it in classroom environment, and was developed according to observations and related literature. Additionally this instrument was pilot tested with six early

childhood teachers. The interviews for the main study were conducted between December 2009 and January 2010. According to the findings, early childhood teachers were aware of self-discipline, its importance, and its development. However, some strategies which were being used by the teachers should be discussed with them in terms of relatedness of those strategies with self-discipline.

ÖZ

OKUL ÖNCESİ ÖĞRETMENLERİNİN ÇOCUKLARDA ÖZ-DİSİPLİN GELİŞİMİNE İLİŞKİN ALGILARI

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Bu çalışmanın amacı okul öncesi öğretmenlerinin, çocuklarda içsel disiplin gelişiminde kendilerinin rolüyle ilgili algılarına ulaşmaktır. Bu amacın yönlendirdiği araştırma sorusu "Okul öncesi öğretmenleri çocuklarda içsel disiplin gelişiminde kendi rollerini nasıl algılamaktadırlar?"dur.

Bu çalışmada nitel araştırma yöntemlerinden durum çalışması kullanılmıştır. Durum çalışmalarında bir durum ya da olgu araştırılmaktadır. Çalışma, katılmayı gönüllü olarak kabul eden, aynı okulda görev yapmakta olan yedi okul öncesi öğretmeniyle yürütülmüştür. Çalışmada kullanılan veri toplama aracı, araştırmacı tarafından, gözlemler ve ilgili alanyazına dayanılarak geliştirilmiş ve test edilmiştir. Veri toplama aracı iki kısımdan oluşan görüşme formudur. Aracın ilk kısmında kısa hikayeler ve ilintili sorular, ikinci kısmında ise görüşme soruları yer almaktadır. Bu veri toplama aracı, öz-disiplinin anlamı ve önemi ile birlikte, sınıf ortamında öz-disiplin geliştirmek için neler

yapılabileceğini içeren kısa hikayeler ve sorulardan oluşmaktadır ve gözlem sonuçları ile ilgili alan yazına uygun şekilde hazırlanmıştır. Bununla beraberi hazırlanan görüşme formu asıl çalışmadan önce pilot çalışmayla test edilmiştir.

Asıl çalışma Aralık 2009 ve Ocak 2010 tarihleri arasında yürütülmüştür. Sonuçlar göstermiştir ki öğretmenlerin öz-disiplinin önemi ve gelişimi konusunda, ilgili alan yazınla paralel olarak, çeşitli düşünceleri vardır. Ancak kullandıklarını ya da kullanacaklarını belirttikleri yöntemlerin birkaçı, özdisiplin gelişimiyle ilgili olarak öğretmenlerle gözden geçirilmelidir.

Anahtar Kelime: Öz-disiplin Amaçları, Öz-disiplin Tanımları, Öz-disiplin Geliştirme Yöntemleri, Öz-disiplinin Önemi

To my both happiness: Ahmet Faruk and Murat Rakap…

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INTRODUCTION

Student misbehavior is one of the most significant concerns in education because it slows down the accomplishment of educational process, produces stress for both teachers and students, causes poor class morale, and most likely produces teacher failure (Charles, 2005; Hyman, 1997; Tauber, 1999; Tenoschok, 1985). The term "misbehavior" is defined by Charles (2005) as the behavior which is not appropriate for the setting or circumstances in which it takes place. In an educational setting, according to Başar (1996), misbehavior refers to any behavior that can block educational activities. McCown, Driscoll and Roop (1996) define it as student's actions that distract, disturb, compete with or intimidate learning in the classroom. Sarıtaş (2000) provides a more specific definition. Accordingly, any behavior that disturbs other students in the class, disrupts classroom activities, opposes teachers or schools' expectations and their rules or creates confusion in the classroom is thought to be misbehavior.

There might be numerous reasons for student misbehavior. While some researchers point out students, others indicate environment as the sources of misbehavior. For instance, Dreikurs and Loren (1968) state that "misbehavior is the result of a child's mistaken assumption about the way he can find a place and gain status" (p.36). However, according to Essa (1995), children misbehave because of the factors in the environment that are beyond the children's control. Doyle (1986) also links misbehavior to classroom environment (as cited in Edwards, 2000). Further, Tauber (1999) argues that ineffective teaching may cause misbehavior. Combining both environmental and individual factors, Hyman, Flanagan and Smith (1982) view dysfunctional families, insufficient teaching, punitive school atmosphere, economic problems of families and schools, student's biological and emotional disabilities, insufficient principals, peer pressure, and student's failures to accept responsibility for their own behavior as the potential reasons for student misbehavior. It is important to understand the types of and the reasons for

misbehaviors, in order for teachers to develop strategies regarding how to handle misbehaviors, establishing effective classroom management, and so provide a productive learning atmosphere (Manning, & Bucher, 2003; Morris, 1996).

Wolfgang (2001) defines classroom management as providing rules, arranging materials, and supporting and sustaining acceptable behavior for students. There are many different classroom management models available to teachers to handle the misbehaviors of students. Each classroom management model has a differing view on the incentive of misbehaving children and each recommends different techniques for handling the misbehaviors. It is possible to group these models into three categories: Confronting-Contracting, Rules and Consequences, and Relationship-Listening (Wolfgang, 2001). These categories progress along a continuum from minimum to maximum power applied by the teacher.

Classroom management models such as those developed by Rudolph Dreikurs (1972) and William Glasser (1965, 1969, 1986) are examples of the Confronting-Contracting models while the models developed by Fredric Jones (1987), James Dobson (1970), and Lee and Marlene Canter (1976) exemplify the Rules and Consequences models, and finally the models put forward by Barbara Coloroso (1994) and Thomas Gordon (1974) reflect the Relationship-Listening models (Wolfgang, 2001).

In Confronting-Contracting model, power is provided for the student to choose the way to stop the misbehavior and the student is asked to make a contract for behavioral change. Rules and Consequences model gives maximum power to the teacher in the classroom. Relationship-Listening model, on the other hand, is a therapeutic process which is based on humanistic thought. Teachers who prefer Relationship-Listening philosophy believe that if they provide the misbehaving student with a caring, facilitating environment and form a tolerant relationship, the student will stop misbehaving (Wolfgang, 2001).

All these models have different key concepts. For instance, while some of them are focused more on teacher assertion and control, others focus on developing self-discipline. The Assertive Discipline model developed by Lee Canter and Behaviorist models give importance to teacher assertion and control. In Dreikurs'

Democratic Teaching model, Teacher Effectiveness Training model developed by Thomas Gordon and Barbara Coloroso's Inner Discipline model, on the other hand, the main key point is developing self-discipline. Bear (2005) stresses out the importance of self-discipline in academic areas. To Bear (2005), researchers support the claim that "self-discipline prepares a positive school climate", it has positive effect on academic achievement, and self-worth has positive relationship with self-discipline. Additionally, according to Coloroso (2002), persons, who have self-discipline, compete with others morally and since they believe in themselves to solve their own personal, social, and academic problems, there will be no unsolved problems in this world. In Dreikurs' (1972), Glasser's (1965, 1969, 1986) and Gordon's (1974) classroom management models, developing self-discipline is accepted as key concepts. Dreikurs views student choice and responsibility as crucial and in his model addresses it. Teacher assertion and control is recognized as important in Glasser's model. Gordon's model gives importance to meeting students' psychological needs of social belonging (Bear, 2005). Furthermore, student choice and responsibility, and meeting students' psychological needs of social belonging, as well as self-discipline are major elements of Barbara Coloroso's discipline model where she does not put teacher assertion and control on the core of the model (Charles, 2005; Hardin, 2004). Additionally, Coloroso questions the fact that how "controlled, manipulated or even made to mind" children will become "responsible, resourceful, and resilient". In parallel, love, acceptance and encouragement are the most useful tools in order to make children recognize value and esteem their own self. Moreover, she uses real-world consequences in order to teach children the world around them (Coloroso, 2002).

Definite classroom management models focus on self-discipline: the development of self-discipline and its importance. Moreover, self-discipline has definitions which emphasize on different aspects of it.

1.1   Self-discipline

"He who seeks to be loved by giving gifts will in the end perhaps receive gifts; he who seeks to be loved by turning away dislike will in the end perhaps not be told of dislike; he who does not seek love but finds his own way will in the end perhaps be loved for himself." (Wiener & Philips, 1971, p.3).

This Chinese proverb claims the fact that every person should have his/her own way in life. Creating that way in youth is the primary problem of parents, teachers, and governments. The way that is expected to be created is not only something lets the person be independent in the sense that he/she can make decisions and guide and control his/her own life but also can please him/ her in the long-lasting and broadest ways, without injuring others (Wiener & Philips, 1971).

Self-discipline, which is vital for education, can be explained as giving children the responsibility of their behaviors, in other words, controlling their behaviors. This means that children will be able to take control of the responsibilities in their lives, build cooperative relationships and work with their peers in a socially appropriate way (Bear, 2005).

The development of self-discipline consists of some steps such as setting goals, planning a schedule, working in specific, small steps, helping to develop an individual rate of work, being prepared to follow through to any necessary extent (Wiener & Philips, 1971). In addition to these steps self-discipline has four components: perceiving that a social or moral problem exists, determining what one ought to do, deciding among competing values, goals, and alternatives, and doing what one decides to do (Bear, 2005). These steps and components can be applied for both correcting misbehavior and effective self-discipline training.

In this study, the term self-discipline which means self-control, responsibility, and self-regulation is preferred since self-discipline is directly related to all these terms (Balat, 2005; Bear, 2005; Oktay, 2005).

1.1.1 Self-discipline and moral reasoning

The development of self-discipline does not require "what to think". Instead, teaching children "how to think" is crucial, and this requires not only acquiring moral knowledge but also developing the thinking processes and skills. Social and moral problem-solving skills and processes are of utmost importance for instruction if the development of self-discipline is aimed for education. There are three strategies and techniques for developing moral reasoning. The first one is the provision of multiple models of social and moral problem solving and the reinforcement of students when they demonstrate effective problem-solving skills. The second one is the implementation of curriculum activities that directly teach social and moral problem-solving skills. The final one is the provision of many opportunities for students to apply social and moral problem-solving skills in dealing with real-life problems encountered in the classroom and the school (Bear, 2005).

1.1.2 Self-discipline and emotions

Any person cannot be thought without his/her emotions. Since emotions explain the reasons for many behaviors, they show the educators the best way to develop self-discipline and how to prevent and correct misbehavior. The thinking process influences the form of feelings and this shows the link between emotions and social and moral problem solving. Moreover, this link is difficult to be distinguished in responsible behavior, self-control, and so forth (Bear, 2005).

1.2   Early childhood teachers

In the literature, roles of teachers are categorized appropriate for today's educational system. According to Yuksel (2001), there are three main areas in teachers' roles; organization, planning and teaching, and occupational professionalism and social skills.

The first area is related to the planning of the course and course materials, while planning the day through taking students' characteristics into account, controlling the environment with respect to hygiene and security precautions, being systematic while recording and updating those records, having enough information in

terms of his/her own field, and trying different techniques for teaching. The second area is about openness to new learning, being flexible, wearing suitable clothes, being profound in terms of school policy, being the leader when it is necessary, being responsible about self-development, updating his/her current information related to the field, using appropriate techniques for students, and giving importance to the parent involvement. The last area which is social skills gives importance to having good interaction both with students and other employees, being witty, working with the team in coordination, and being able to overcome difficult situations (Yüksel, 2001).

Teachers have various responsibilities in the classroom. Common teachers' responsibilities are transferring their knowledge via curricular activities; using effective classroom management; organizing the classroom according to curriculum and children's needs; and making evaluations of student progress. Classroom management is the crucial one which affects the learning atmosphere of the classroom (Tantekin, 2002). Moreover, as socialization agents, along with parents, teachers also share the responsibility of transmitting the values, traditions and norms shared in a society and raising children as self-disciplined citizens. Therefore, to contribute to and promote living in a democratic society, raising children well in every aspect in order for them to be responsible citizens and helping them inhibit misbehaviors should be the main goals of both parents and early childhood teachers (Morrison, 2001; Razon, 1987). It is reasonable to expect that early childhood teachers have more significant impact on this process than subsequent teachers, because physical, cognitive, social and emotional developments evolve quite rapidly, and some basic self-care skills develop during early childhood years.

1.3   Development in early years

Development in every aspect is fast and learning capacity is at peak from birth to six year-old (Oktay, 2006). Self-image and self-consciousness about the abilities and the senses which could be enhanced are developed substantially during this period. In addition to these, early years are crucial because of the socialization. The behaviors which children gain throughout this period form the character,

manner, habit, confidence and values in adulthood (Oktay, 2006). Therefore, early childhood education, which must be directed by a serious, scientific and systematic organization, is a crucial step of the education system (Arı, 2005).

Children begin controlling their spontaneous actions at the age of four. This controlling process starts under the influence of the myths they learned. Some examples of these myths are "shhhssst, big boys don't cry", "you shouldn't feel like that", "be happy", etc. (Long, 2005). Moreover, teaching controlling their behaviors to the children by reduction in teacher intervention is the aim of discipline (Charles, 1996). The aim of self-discipline, on the other hand, is instructing, teaching, guiding, and helping children discipline themselves internally (Coloroso, 2002).

1.4   Significance of the study

"Nowadays, children have the power. They cry and their parents do what they want. Today's children are spoiled."

"I miss our past years. In those years we were respectful to our elders. We were ashamed of saying such words to anyone."

"Look at that spoiled child. S/he is shouting and no one says anything to her/him?"

Most probably, you have heard one or all of these statements from people around. Nowadays, elders are always complaining about youngsters. Are those complaints just? If the answer is "no", why are elders complaining about youngsters?" If the response is "yes", why this situation is the case? In other words, why children are disrespectful or spoiled? Is it because they were not given the responsibility of their lives? Since they did not have any experience related to respecting for others? Because they do not have the ability to control their behaviors and emotions? The "yes" responses to these questions point to the lack of self-discipline (Bear, 2005).

Literature related with self-discipline exhibits the importance and definition of the phenomenon for parents and teachers. There are books which focus on the topic of self-discipline (Bear, 2005; Coloroso, 2002; Gordon, 1991) and papers

concerning its necessity (Bennis, 2008; Combs, 1985; Purkey, 1985) as well as importance. All these sources are invaluable in terms of making adults who have important roles in children's lives become aware of the phenomenon, and draw a picture of raising responsible, self-controlled and self-regulated persons.

The sources focusing on self-discipline include historical roots in order to reflect the phenomenon's importance. For centuries, disciplining the child was viewed as an important issue. Although discipline was accepted as being firm earlier, developmental discipline techniques are the focus nowadays, and self-discipline is one of those techniques (Şengül, 2005).

In Turkey, the situation is not different. There is a progress from the idea that "a rose will grow where the teacher spanks" to "children also have rights and no one will give harm to them, even the teacher" (Şimşek, 2004). There are studies examining how this idea has changed. Those studies try to figure out what teachers think about praising and punishment (Yılmaz, 2007), how teachers and teacher candidates view classroom management (Çakmak, Kayabaşı, & Ercan, 2008; Özdem, 2003; Tosun, 2001), and what their ideas are concerning preventing and dealing with misbehavior (Civelek, 2001). Specifically, research investigating early childhood teachers' point of views about previously mentioned topics (Karaoğlu, 2002; Kargı & Erkan, 2004) provides an insight to early childhood classroom management issues in Turkey.

Effective classroom management helps children develop self-discipline (Bear, 2005). Self-discipline is a term which is accepted similar with responsibility, self-regulation, and self-control and all these definitions go hand-in-hand. Self-discipline gives children being ownership of their problems, their lives, as well as their behaviors. This develops responsibility in children. Additionally, children see themselves powerful when they have self-discipline. However, such power makes them not spoiled; instead, a strong sense of self will be evolved. Trusting and believing them, and knowing how to do, instead of what to do to make an individual reach his/her future goals (Bear, 2005; Coloroso, 2002; Gordon, 1991). Thus, self-discipline has a strong relationship with academic achievement (Duckworth 2006;

Duckworth & Seligman, 2005) and social issues (Bear, 2005; Coloroso, 2002; Gordon, 1991).

In Turkey, there are some practices concerning self-discipline. These practices are about pointing out the importance of self-discipline and its related terms. For instance, all the objectives in the 2006 Early Childhood Curriculum enable teachers to provide responsibility education. In other words, to develop self-discipline, all the objectives in the Early Childhood Education Curriculum should be achieved (Unutkan, 2005). As implementing the curriculum in their classrooms, it is important to reach early childhood teachers' voices regarding self-discipline development.

Despite its importance, to the knowledge, there are limited studies which were focused on self-discipline. In Turkey no research was found to be related to this topic. Considering the fact that there are not enough studies related to self-discipline in young children, the current study can add valuable information to the literature about views of teachers towards the development of self-discipline in children.

1.5   Research questions

Following issue sub-questions will lead the current study to investigate how early childhood teachers perceive their role in the development of self-discipline.

Issue Sub-Question 1:

How do early childhood teachers define self-discipline?

Issue Sub-Question 2:

What are early childhood teachers' perceptions regarding the importance of self-discipline?

Issue Sub-Question 3:

How do early childhood teachers think of the techniques they use in order to prevent misbehavior?

Issue Sub-Question 4:

How do early childhood teachers think of the techniques they use in order to deal with misbehavior?

1.6   Definition of the important terms

Early Childhood Teacher: The person who is knowledgeable about child development and early childhood education, and performs quality teaching to children between three and six years-old children (Morrison, 1997).

Misbehavior: This is the behavior which is not acceptable in a society. In other words, it means inappropriate behavior in a setting (Essa, 2003).

Self-Discipline: This is the discipline which is internalized by the child/person. This means that the child or person will behave appropriately by listening the inner voice, control his/her behaviors, have a sense of right and wrong, and behave appropriately in the settings where there is no adult control (Bear, 2005).

CHAPTER 2

THE REVIEW OF RELATED LITERATURE

Homes where children are growing up and classrooms where they learn many things are the places which enhance children's self-discipline development (Coloroso, 2002). Especially teachers have the power to support them by establishing a positive and responsive environment and maintaining a comprehensive classroom management. Comprehensive classroom management, on the other hand, includes three aspects: developing self-discipline, preventing misbehavior before occurs, and dealing with misbehavior effectively (Bear, 2005). Below figure shows the must-have ingredients of a comprehensive classroom management.
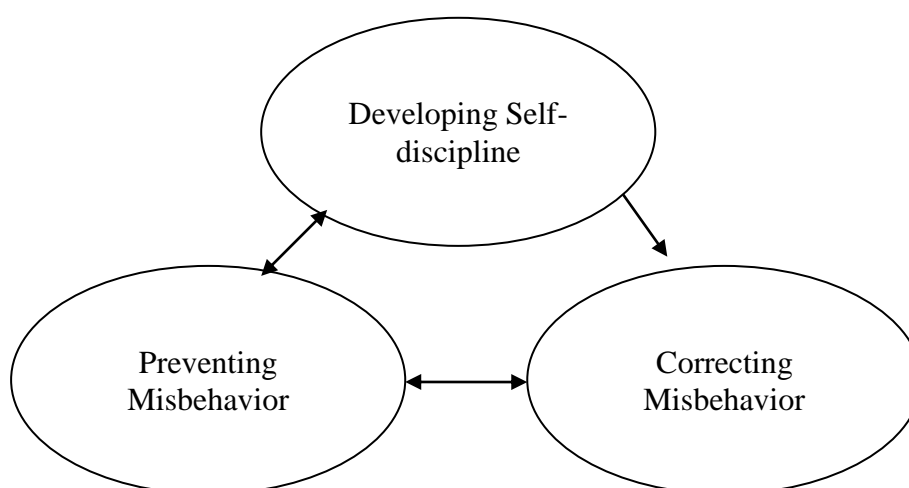
Figure: 2.1 Comprehensive Classroom Management
(Source: Bear. 2005. p.15)

This chapter enlightens related literature about self-discipline which has a mutual relationship with comprehensive classroom management. Specifically, throughout this chapter what self-discipline is will be clarified by focusing on related definitions; how self-discipline can be developed will be explained especially by

emphasizing teachers' practices in the classroom to prevent and/or deal with misbehaviors, and views of early childhood teachers.

2.1 What is self-discipline?

Self-discipline is comprehensive. It includes different definitions which also define the aspects of self-discipline. The terms clearly defining this topic are responsibility, self-control and self-regulation (Balat, 2005; Bear, 2005; Oktay, 2005; Post, Boyer, & Brett, 2006). These three terms have also their definitions and their definitions also include self-discipline. Furthermore, each of the terms was studied considering early childhood years by researchers (Bingham & Whitebread, 2007; Blair, 2003; Bodrova & Leong, 2005; Bronson, 2000; Chapman, Zahn-Waxier, Cooperman, & Iannotti, 1987; Gambro & Switzky, 1991; Gibson, Sullivan, Jones, & Piquero, 2010; Kanfer & Zich, 1974; Kochanska & Aksan, 2006; Kopp, 1982; Lake, 1999; Margetts, 2004; Perry, 1998; Santrock & Ross, 1975; Such & Walker, 2004; Tarullo, Obradovic, & Gunnar, 2009; Vaughn, Kopp, & Krakow, 1984; Walters, Stromberg, & Lonian, 1957). All the definitions and studies conducted to these terms have made valuable contributions to self-discipline.

Below figure shows the relatedness of these terms with self-discipline.
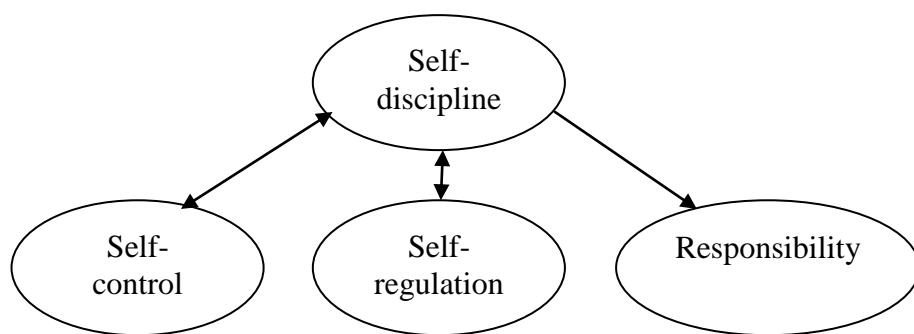
Figure: 2.2   Self-discipline with Related Terms

2.1.1 Self-discipline in terms of self-control

Do they delay their gratification about an object or goal for future goals? Do they start any work which they plan to do? Do they internalize the appropriate behaviors in classrooms and behave like an authoritative figure is present? The responses of these questions indicate self-control development of a person. In other words, the term can be defined as in light of related literature: delaying a desired object or goal because of future goals, starting a work individually, behaving like somebody exist in situations where no authority is present, and modulating behaviors in the classroom (Kanfer & Zich, 1974; O'leary & Dubey, 1979; Tarullo, Obradovic, & Gunnar, 2009; Vaughn, Kopp, & Krakow, 1984). These definitions of self-discipline made researches possible to be implemented and research made the term definable. Researches concerning self-control in children are related to many topics concerning the term; such as, developmental aspects (Tarullo, Obradovic, & Gunnar, 2009; Vaughn, Kopp, & Krakow, 1984), the effects of external control (Gibson, Sullivan, Jones, & Piquero, 2010; Kanfer & Zich, 1974; Santrock & Ross, 1975), and how it affects the lives of young children (Margetts, 2004).

2.1.2 Self-discipline in terms of self-regulation

Self-regulation is the second term which defines self-discipline. Self-regulation is a topic of interest which was searched for years; and according to these research's findings, self-regulation can be defined as regulating one's behaviors and emotions. In other words, the term means controlling one's behaviors and emotions because of knowing appropriate behavior in that situation or for a future reward (Bodrova & Leong, 2008; Calkins, 2004). Additionally, self-regulation is thinking that one has control over situations, each error is a challenge for learning, and personal development is important; and acting like that (Perry & Vandekamp, 2000). Self-regulation is a highly studied topic in various areas. For instance, in early childhood, sample topics are the relationship between self-regulation and academic skills (Bodrova & Leong, 2005); the relationship between self-regulation and behavior (Blair, 2003); the relationship between self-regulation and emotions (Bingham & Whitebread, 2007); the relationship between self-regulation and

morality (Kochanska & Aksan, 2006); the development of self-regulation (Bodrova & Leong, 2008; Bronson, 2000; Kopp, 1982); and how to support development of self-regulation (Bingham & Whitebread, 2007; Bodrova & Leong, 2008; Gambro & Switzky, 1991; Perry, 1998).

2.1.3 Self-discipline in terms of responsibility

Responsibility, the third definitional term of self-discipline has two aspects: social and moral (Bear, 2005; Lake, 1999; Lewis, 2000). Both aspects are accepted as effective in self-discipline development (Bear, 2005). Furthermore, researchers generally studied for the views of children in terms of responsibility (Lake, 1999; Such & Walker, 2004); how mothers, specialists, and children accept the development of responsibility (Walters, Stromberg, & Lonian, 1957); and children's responsible behaviors (Chapman, Zahn-Waxier, Cooperman, & Iannotti, 1987).

2.2 How can self-discipline be developed?

Literature concerning self-discipline points out the importance of adults in self-discipline development (Bear, 2005; Coloroso, 2005; Gordon, 1991). Adults have different roles in children's lives as being parents, teachers, neighbors, friend's parents, etc. Of these roles, being their teacher refers to a professional job because teachers have important roles in the classrooms.

> As teachers we do not just act as the gateway to knowledge. We ourselves represent, embody, our curriculum. And, in our teaching, we convey not just our explicit knowledge but also our position towards it, the personal ramifications and implication which it has for us (Salmon 1988, p.42, as cited in Lakin & Wellington, 1994).

Curriculum plans, implementations and the days in schools take a shape according to teacher's perceptions and their views. In other words, teachers have views about a subject related to their students, their profession, learning and curriculum in relation to the epistemology of teaching. Additionally, they also think how to improve education. Moreover, they have ideas about the useful actions or arrangements in terms of the sake of education (Denicold & Kompf, 2005).

Discipline is more argued aspect of classroom management (Marzano, 2003; Sarı, 2005). Because of being more hotly debated, many classroom management models such as the Assertive Discipline model, the Democratic Teaching model, and the Teacher Effectiveness Training model were proposed. Despite facing with many models in the literature, the ones which are appropriate for children's cognitive, emotional and moral developments are nowadays more favorable (Sarı, 2005).

2.2.1 By comprehensive classroom management

A day in a school includes many interactions among students, between students and teachers, among teachers, between teachers and personnel, between students and personnel, and so on. Except from others, interaction between students and teachers is unique because they have same goals and they live in the same place and they share the same time. This unique interaction becomes ruining each other's life when the things goes bad (Curwin & Mendler, 1999). At this point, teacher's role is important since they should provide a safe and healthy environment for students. Providing such an environment is directly related to classroom management.

There are many standards in education. However, they are weak to help teachers how to teach students. A meta-analysis study which was conducted by Wang, Haertel, and Walberg in 1994 (as cited in Cummings, 2000) included 11, 000 statistical findings and 28 factors, and the key to the achievement of those standards was examined where the key was classroom management. The effect of classroom management on student learning was more obvious than cognitive processes, home environment and parental support, school culture, curriculum design, and school demographics. Another study, carried out by the same researchers in 1993 (as cited in Marzano, 2003), showed that classroom management has rated most related to have an impact on student achievement. The important finding of this content analysis was that poor classroom management inhibits the student achievement. Marzano (2003) supported the notion of the importance of classroom management on student achievement. Marzano conducted a meta-analysis for four management factors. The final conclusion was that students who were attending classes where

classroom management was done effectively were 20 percentile points more successful than students who were attending classes where classroom management was not employed effectively.

Although classroom management has great influence on students' achievement, the results of a thesis examined by Turanlı (1995) indicated that students have lower perceptions than expectations. In other words, students were not satisfied with teachers' classroom management techniques.

Classroom management has many aspects. Of those aspects, the design and implementation of classroom rules and procedures are the most obvious ones (Marzano, 2003) since they are effective to prevent and deal with misbehaviors (Bear, 2005).

2.2.1.1 Misbehaviors in the classroom

In our lives, each of us faces with some stressful events. Effects of these events range from mild to severe. Children have some problems rooting from different areas of their lives, too. They may have the inability to overcome them and thus, effects of those problems may cause some misbehavior in the classroom (Edwards, 2000). This point of view leads the teacher to the idea that "my class will misbehave and that's a given." (Cummings, 2000). At that point, the need for disciplining is significant (Curwin & Mendler, 1999).

2.2.1.1.1 Causes of misbehaviors

The causes of misbehaviors may be various. In order to understand the causes, some researchers classified them (Cummings, 2000; Edwards, 2000). According to Cummings (2000), misbehaviors occur because of the presence of intellectual, emotional or physical threats. Some intellectual threats are "having to work in a group", "being called upon to answer in front of the class", "fearing failure in a particular subject", and etc. Additionally, this type of threats is easier to be controlled than the other two. Examples of emotional threats are; "negative language, bullying, intimidation and other forms of put-downs", "fear of being disciplined by an adult in front of peers", "boyfriend and girlfriend troubles", and etc. These types

of threats are seen in adolescence more than other periods of life. "Fear of pushing, shoving, tripping in the hall", "fear of having personal items stolen", "worries about plans to escalate a disagreement after school", "verbal threats about impending violence", and "being tired or not feeling well" are the physical threats.

Hardin (2000) grouped the causes of misbehaviors into three. He ascribes the blame of causes of misbehaviors to the home environment, the society and the schools. According to him, each of these three groups has impact on student misbehavior. In families, there might be damage to self-concept, and the initiatives of this damage are excessive control on children which leads children to control others' lives, and not paying enough attention to children. The result of attention deprivation is that children think that they are not loved. Rousseau (2000), the French philosopher, emphasizes on the impact of mother in an individual's life in his well known book, Emile, by below sentences:

> "Tender, anxious mother I appeal to you. You can remove this young tree from the highway and shield it from the crushing force of social conventions. Tend and water it ere it dies." (p.19-20).

In addition to this, a current research conducted by Poyraz and Özyürek (2005) has a striking result. The results of their study indicated that parents find it hard to decide whether a behavior is inappropriate, to reduce problem behavior or eliminate it, and to approach misbehaving child accurately. Another study conducted by Ataseven (2001) showed that father's returning time from work, time of being together as a family at weekends, and mother's refusal of the role of being a mother have significant effects on student appropriate or inappropriate behaviors in the classroom.

2.2.1.1.2 Types of student misbehaviors and the ways teachers use to cope with those inappropriate behaviors

The methods used for discipline in the early years of children are crucial since they are determinative factors of behaviors of children in their later lives (Şimsek, Ulukol, & Bingöler, 2004; Committee on Psychosocial Aspects of Child

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and Family Health, 1998). Considering this, in order to find out solutions to inappropriate behaviors in educational settings, many researchers studied the types of student misbehaviors and how teachers deal with these misbehaviors (e.g., Kandır, 2000; Kargı & Erkan, 2004; Keskin, 2002; Öztürk, 2001).

Kandır (2000) conducted a study with 94 early childhood teachers in order to investigate teachers' knowledge and attitudes among problem behaviors in five and six year old children. According to the data gathered, aggression was the most frequently (42.4%) witnessed misbehavior in the settings. Being introverted, biting nail, sucking thumb, hyperactivity, masturbation, soaking and tics are other inappropriate behaviors that teachers recognized in the class. Teachers prefer to work with parents, to improve their knowledge, to work with the personnel in the school, to revise the curriculum, to pay more attention to the misbehaving child, to work with the specialist, to make misbehaving child out of school, but to do nothing in order to cope with those behaving inappropriately children.

In their study, conducted on parents and teachers of 338 children aging from 3 to 5, Kargı and Erkan (2004) investigated misbehaviors being introverted or extraverted. The results were different for parents and teachers. For total problem, parents reported more misbehaviors regarding being introverted or extraverted. Moreover, according to the parents, girls were misbehaving more than boys in total problem. Additionally, age was a determinative factor of misbehaviors to teachers.

Keskin (2002) found that talking without permission, continuous complaining about friends, making noise when entering into or leaving the classroom, hurting friends physically, teasing friends, and making the classroom messy were the most observed misbehaviors. Other findings of her study revealed that teachers were preferring strategies such as warning verbally or via eye contact, talking to the misbehaving student, assigning responsibilities to misbehaving student and contacting with the parents.

According to Kounin (1983)'s research in which he compared the behavior of effective and ineffective classroom managers, the findings showed that the primary difference between such classroom managers was about the quickness of the teacher while identifying the problem and acting on it (as cited in Marzano, 2003).

The way that they handled misbehavior and the amount of misbehavior, on the other hand, are not of utmost importance.

2.2.1.1.3 Solutions for misbehaviors of children

Misbehaviors of children are a common issue related to classroom management and all classroom management models offer some advice in order to solve misbehaviors of children (Charles, 2005; Hardin, 2004). Handling misbehavior in Rudolph Dreikurs (1972)'s model consists of six steps: identification of the mistaken goal, confrontation of the mistaken goal, redirection of attention-getting behavior, avoiding involvement in power-seeking behavior, taking positive steps against revenge-seeking behavior, and encouragement of students who display inadequacy (as cited in Charles, 1996). The concepts that Glasser (1965, 1969, and 1986) used to address misbehaviors in his model called Reality Therapy and Choice Theory are psychological needs, and choice and responsibility (Bear, 2005). Misbehavior controlling in Jones' Discipline through Body Language, Incentive Systems and Efficient Help model is achieved by skill clusters that are body language, motivation through the use of incentive systems and providing efficient help to individual students (Charles, 1996). James Dobson's technique for misbehaving child is punishment. However, he stresses out using a "reasonable instrument" which means neutral objects, for instance a belt, or a paddle. He points out that using hands will not be effective while punishing children because hands are seen as "an object of love" (Tauber, 1999). Lee and Marlene Canter's Assertive Discipline model focuses on three types of responds to the misbehaviors; nonassertive style, hostile style and assertive style. In the first style, teachers threaten misbehaving students. Second type of response includes the abuse of children. In the last style, teachers clearly explain their wants and feelings (Edwards, 2000). Gordon's model which is an example of Relationship-Listening models accepts controlling children different from having an influence on them. According to this model, teachers should analyze to whom the problem belongs. In addition, teachers should listen to children without judgments.

Additionally, many writers propose some serviceable techniques (Reider, 2005; Fields & Boesser, 2002). Reider (2005), who formed her ideas about discipline after many observations not only in California but also in other countries in Europe, suggests a technique including fifteen steps. The core of her technique is stopping the problem behavior before happening. In order to achieve this, she advises teachers to check their problem prevention strategies, to reinforce the good behavior, to avoid punishment that causes deadly effects, and to remind children their responsibility related to choosing their behaviors. When the misbehavior occurs in the classroom, she warns teachers to be calm and democratic.

In their book, *Constructive Guidance and Discipline*, Fields and Boesser (2002) categorized discipline approaches into six with regards to the prevention of discipline problems. The first category is related to creating environments. By environment, writers intend not only physical environment but also emotional environment. The second category is about planning programs. This category includes making learning meaningful for children. In order to make it meaningful, active learning, play, using time, using real materials, the children's interest and determining appropriate strategy should be taken into consideration. The third category is "teaching desirable behavior through example". Expressing and accepting feelings, caring for others, taking risks, taking responsibility, and presenting effective role models are crucial points in this category. The forth one has the motto of "effective discipline through effective communication" in which the writers focus on the interaction between the teacher and the student. The fifth category is about the limits. The teacher should help children understand and accept limits. In final category, the writers emphasizes whether autonomy, self-discipline, intrinsic motivation, and relationships are fostered by controlling behavior externally.

Moreover, many researchers seek to find some solution for misbehaviors of children (Atkins, McKay, Frazier, Jakobsons, Arvanitis, Cunningham, Brown, & Lambrecht, 2002; Filcheck, McNeil, Greco, & Bernard, 2004; Hood-Smith & Leffingwell, 2001; Scott, DeSimone, Fowler, & Webb, 2000; Tosun, 2001; Walker & Holland, 1979). In those studies, researchers tried different models of classroom management and techniques used for maintaining discipline in classes, such as

"punishment or reward" (Atkins, McKay, Frazier, Jakobsons, Arvanitis, Cunningham, Brown, & Lambrecht, 2002), "whole-class token economy" (Filcheck, McNeil, Greco, & Bernard, 2004), "the impact of physical space alteration" (Hood-Smith & Leffingwell, 2001), "using functional assessment" (Scott, DeSimone, Fowler, & Webb, 2000), "technology" (Walker & Holland, 1979) and a program called "Honored Discipline Understanding of the Leader Teacher" (Tosun, 2001).

In Atkins and his colleagues' research study (2002), it was found that rewarding procedure was resulted in an increase in referrals. Punishment procedure, on the other hand, caused lower rates of referrals.

Filcheck, McNeil, Greco, and Bernard (2004) carried out their research in a preschool classroom which included 17 "out of control" children. Using a whole-class token economy is an example of Behaviorist classroom management models and The Level System strategy developed by the researchers based on token economies was used. The findings revealed that using this strategy worked in that preschool classroom.

The impact of physical space alteration was investigated by Hood-Smith and Leffingwell (2001). In this case study, in order to evaluate the effectiveness of the change in the physical space, firstly classical seating was implemented and then the seats were redesigned. Students understood the reason of this alteration and defined it by blocking throw of airplanes. Results were showed not only the effectiveness of this strategy, but also more comfort in the availability of personal space, increased interactions, feeling of being less threatened and increase in the time spent in each work. Moreover, teacher-student relationship changed positively.

In addition to using punishment or reward, whole-class token economy and alteration of physical space; there are solutions for misbehaviors of children by using some curricular works. For instance, in their work with three participants, Scott, DeSimone, Fowler, and Webb (2000) reached the conclusion that Functional Assessment technique was useful and successful for minimizing misbehaviors of their sample. Results of another example in relation to the usage of curricular activities showed that technology helped people save time in terms of managing misbehaviors in the classroom (Walker & Holland, 1979). The researchers offered a

discipline model which required 5 minutes administration, worked for every person, and claimed to last forever. This model was Systematic Behavior Management model. The authors reached the conclusion that behavior management models are useful for managing disruptive behaviors. The other example for misbehavior solution based on curriculum is about a model. According to Tosun (2001), discipline should be based on any theory. Therefore, she developed a model for the classroom discipline rooted from total quality management. The results were showed that no difference was occurred in the behaviors of teachers and students based on this model.

To sum up, classroom management theorists offer helpful ways for teachers to solve misbehaviors in the classroom. Each claasroom management model includes steps to achieve this. Additionally, according to research findings, teachers can solve misbehaviors with the help of effective claasroom management strategies. Thus, self-discipline will be developed (Bear, 2005).

As a part of discipline, self-discipline can be seen as an inner guidance system, and inner guidance systems are crucial since they have great impact on not only social life and social institutions but also adaptive functioning, mental health, and socio-moral competence of individuals (Kochanska, & Aksan, 2006). Thus, classroom management which focuses on self-discipline gains importance.

2.3 Self-discipline

Self-discipline has great importance in education. It has a pivotal role in classroom learning (Baerny, 2006; Duckworth, 2006; Duckworth & Seligman, 2005; Goldman, 2006).

A case study, carried out by Baerny (2006), aimed to investigate the effectiveness of the educational plan being implemented in an elementary school. The findings indicated that there were five important points which should be achieved in order to be successful in terms of the educational plan and one of those points was students who were self-disciplined. Results from two studies conducted by Duckworth and Seligman (2005) also supported Bearny's finding. Researchers studied with 198 students for the first study, and 164 children for the second study.

Both studies revealed that self-discipline was more significant in achievement than intelligence (IQ). Additionally, Duckworth stressed out in her dissertation published in 2006 that self-discipline was twice explanatory than IQ score in achievement. Moreover, the study conducted by Goldman (2006) with 115 students, their parents and their teachers, showed that self-discipline was the factor which was the most explanatory when students' placement scores and IQ scores were controlled.

2.4 Views of early childhood teachers

Hudgins (1966) give importance to the teachers as the supervisor of the selection of appropriate methods, guidance, the development of skills, and being reinforcer of the appropriate behavior in problem-solving process. Additionally, in his research, Cotton (2006) views teacher as a guide in classroom environment who helps children find information about topics of their interests.

Considering all these points, studies that investigate teachers' views are thought to be valuable because teachers are responsible for being the devotion of new generation (Ataturk, 1924; as cited in Sevim, Tural, & Oztoprak, 2006).

Studies aiming to investigate teachers' views about self-discipline or more generally classroom management were hard to be found although their importance and necessity. Thus, examining such aims make great contributions to the related literature.

CHAPTER 3

RESEARCH METHODOLOGY

Conducting research is a journey which the researcher can realize the unexpected, learn different perspectives, and be surprised by responses to previously asked questions or hypotheses. This journey includes sometimes exciting and funny, sometimes enlightening and reviving phases. Making it such is up to the researcher who decides on the research topic, research question, and the design of the study (Merriam, 1998; Rolfe & MacNaughton, 2001). Current journey was also sometimes enjoyable, but most of the time enlightening for myself. My research journey began during a course related to discipline of young children which I participated in as a guest in 2004 summer. The course covered different topics. The topics were definitions of some terms, different classroom management models, and some behavior problems which a teacher may live plus suggestions in order to overcome them. Classroom management models that had main focus on self-discipline was attractive for me since I personally believed about the importance of internal forces rather than external ones. Therefore, the topic of my research study appeared in my mind to be self-discipline. The topic had evolved to the aim of current research for nearly four years. Then, the aim of current study was that "How do early childhood teachers perceive their role in the development of self-discipline". The aim of this study includes focus on the meaning, importance, and techniques of self-discipline used by early childhood teachers. In order to reach information about this aim, a research methodology which examines the meaning in context was needed.

There are different choices and options for a research design like many aspects of our lives (Hayes, 2001) and researchers may prefer any one which thinks to best fit to his/her research question (MacNaughton & Rolfe, 2001). For instance, one researcher may think that s/he can reach information about the aim only by quantitative methods, and then s/he uses quantitative methods. Other researcher may think that the only way to search for the research question is by qualitative methods. Another one may use both methodologies during his/her study. This is up to both

research questions and researchers' worldviews (Bogdan & Biklen, 2007; O'Donoghue, 2007; Schulman, 1981). The current research study questioned early childhood teachers' views. Therefore, it can be said that it gives high emphasis on subjective meanings which are multiple and varied, and according to Creswell (2007) this emphasis reflects social constructivist worldview. This worldview leads researchers to conduct their studies by using qualitative methodology. Because of this reason, I practiced qualitative research methodology which provides researchers to search multiple meanings for current study.

Qualitative research is a methodology which is directly related to the worldview of the researcher. By this methodology, the researcher searches for the meaning of either a social or human problem or an issue. In order to study this problem or issue, researchers collect data in a natural setting, try to be sensitive about participants of the study, and establish patterns or themes while analyzing the data. Qualitative research includes voices of the people who are involved in the study in the final report. To conclude, it can be said that qualitative research begins with the worldviews. Then, based on the worldviews, research questions are formed. By research questions, study procedure of the problem is formed. Data collection and data analysis are the other step which goes hand in hand and the final step includes writing the report giving emphasis to participants' voices. This flow of the qualitative methodology is necessary for each procedures of this methodology, for instance grounded theory, or case study (Creswell, 2007).

Qualitative research has different procedures each of which can be used for the purpose of different research questions. If the culture and social structure of a group will be examined, then the researcher should use ethnography. When there is a noticed absence of a theory in a particular situation, the appropriate procedure is grounded theory studies (Robson, 2002). Phenomenology is an interpretive process. Researcher's role in this approach is to make an interpretation (Creswell, 2007). Case study, on the other hand is "particularistic, descriptive and heuristic" (Merriam, 1998, p.29). In other words, main focus of the study is on a particular aspect, for instance a situation, phenomenon, event or program. Additionally, it has a "thick description" (p.29) which includes the complete description of the context and the

case. Moreover, case studies help to bring new information about the research questions, or open a new window to the previously known. Therefore, they have a distinct advantage of exploring research questions asking "how" and "why" (Merriam, 1998; Yin, 2009). Throughout the current study, I have searched for "How do early childhood teachers perceive their role in the development of self-discipline", and thus, case study procedure of qualitative research was helpful.

Case study has many definitions in the literature. By case, it is meant bounded systems and by study, it is meant the use of extensive data sources for study. In other words, for a case study, researchers should explore a single unit or multiple bounded systems by using various data collection instruments. Additionally, context of the study should be described in detail in case studies (Creswell, 2007; Merriam, 1998; Yin, 2009).

Exploration of either a single unit or multiple bounded systems is decided only by taking the research questions into account. In other words, there is always at least one reason for selection of cases. For instance, a researcher who studies with a single case may decide such because the case is a critical case, an extreme or a unique case, a revelatory case, a longitudinal case, or most often because it is a representative or typical case. On the contrary, a researcher who prefers to study with multiple cases may conduct literal and theoretical replications. Current study was a typical case which reflected similar aspects of such schools. Therefore, this study had a single-case design.

According to Yin (2009), case study research has five important components. The first component is study questions. The most appropriate questions for cases studies are, as mentioned earlier, "how" and "why" questions. Those research questions might be developed based on related literature.

The second component of case study research is "propositions of the study". The scope has a crucial role for this component. By a well defined scope, researchers can direct their attention to each proposition which should be examined for the study. Yet, propositions show researchers the directions to the right way (Yin, 2009). For this study, my propositions were derived not only from personal experiences, but also from the literature. The first proposition of this study was about teacher's crucial

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role in children's living. At this point, in addition to the literature about this topic, I always thought the specialty of my kindergarten and elementary school teachers in my character, and worldview; many aspects which formed myself. They are still important persons for me. The second proposition was about the importance of self-discipline. Self-disciplined persons are the persons who can discriminate right from wrong, take their lives' responsibilities, behave as there is authority in environments which have little control, and control their both emotions and behaviors. This definition of self-discipline retrieved from the literature and I composed the words according to my view of self-discipline. To me, a person who does not discipline himself/herself may always be dependent to others, not have a sense of own rights, not feel himself/herself responsible for his/her actions, and not respect for any other persons. This may cause some possible harm to the people in his/her lives. For instance, a participant teacher of the pilot study emphasized on the importance of self-discipline by following sentences:

> "I think in a long run and from society's perspective. On Wednesday, a burglar broke into my home. It is necessary for everyone to be respected his/her rights, to be protected. Since each behavior's foundation was formed during early childhood, being respectful for others' rights and protecting rights are the two responsibilities which should be developed during those years. In terms of personality development and societal values, it is necessary for any person not to give any harm to him/her and others, and not to violate another one's rights (PS, P1, 2009)."

The third proposition was about views of the first teachers of children about self-discipline. As it mentioned in the related literature, children who have developed in terms of self-discipline are popular for their peers and teachers (Bear, 2005). Especially this information led the current study.

The third component of case study research is unit of analysis. This component is about the definition of the case. It might be an individual, a group of people, an event or an entity (Yin, 2009), as well as an experience (Polkinghorne, 2005). Moreover, a unit of analysis can only be decided by study questions and propositions. The situations which do not have the first two components lead researchers to give irrelevant information about the unit of analysis. Furthermore,

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number of unit of analysis is important for a case study. A qualitative case study which involves a single-unit is called holistic, and a case which includes multiple units of analysis is called embedded (Yin, 2009). Based on this information, the unit of analysis of current study was perceptions of early childhood teachers regarding their roles in the development of self-discipline. Moreover, for the study, I studied with multiple units. Each teacher's perceptions were embedded in the case. So, this case study was an embedded single-case study.

The fourth component of case study is "linking data to propositions and criteria for interpreting the findings" and the last component is "criteria for interpreting a study's findings". These two components are related to data collection and data analysis steps of a case study. The fourth component helps researchers to collect meaningful data, and the last one helps them to decide on how to interpret the findings (Yin, 2009).

The research questions and propositions of the study include perceptions of early childhood teachers, the development of self-discipline in six-year-old children, and perceptions of early childhood teachers about the development of self-discipline in six-year-old children. Therefore, in order to link my data to propositions, I followed a three steps procedure. For the first step, I observed two preschools in Ankara. For second step, I conducted a pilot study which led me to the main study. For final step, I reached early childhood teachers and conducted interviews with them. The interviews include ten vignettes which were derived from both my observations and related literature. Additionally, we discussed eleven interview questions with each teacher. I decided on the criteria for interpreting the study's findings after the pilot study. Pilot study helped me to develop coding framework of my data. By this framework, it got easier to decide on teachers' experiences regarding self-discipline and its development. These two steps were described in detail through this chapter.

Case study, as well as other procedures, has some aspects that a researcher should be aware of and give emphasis. These aspects are research questions, research design, procedures, data analysis, credibility, and ethics and limitations (Creswell,

2007). Throughout this chapter, I explained all these aspects under the light of related literature.

3.1 Research questions

For this study, based on the literature and personal experiences, following research questions were explored:

3.1.1 Central research question

How do early childhood teachers perceive their role in the development of self-discipline?

3.1.2 Issue sub questions

How do early childhood teachers define self-discipline?

What are early childhood teacher perceptions regarding the importance of self-discipline?

How do early childhood teachers think of the techniques they use in order to prevent misbehavior?

How do early childhood teachers think of the techniques they use in order to deal with misbehavior?

3.2 Research design

Like a story, a novel or a fiction, research studies have contexts and situations, and contents. Contexts and situations are especially important in qualitative studies. Contexts are stable descriptions of our studies. They are circumstances of the cases which are helpful in understanding the cases (Stake, 2010). Specifically, contexts include information about the physical setting in which natural inquiry occurred, participants of the study and relationships among them, and the activities which participants participated in (Hatch, 2007). Situations describe the ongoing things and they have immediate backgrounds. Moreover, by contexts and situations, the research will be meaningful. Contents are, on the other hand, about our research procedures, participants, and instruments. All of them are necessary for a

qualitative research study (Stake, 2010). I explained the contexts and situations, and the contents of each steps of current study which were observation for instrument development, pilot study and main study at this part.

3.2.1 Observation for instrument development

Yin (2011) emphasized the usefulness of observations about giving additional information regarding the topic selected. Based on this information, I collected some evidence for vignettes and interview protocol during observations.

3.2.1.1 The content

The content of observation for instrument development step of this study includes research procedure and the instrument used for data collection.

3.2.1.1.1 Research procedure

I have observed regular days in six-year-old classrooms beginning from December 2008 to February 2009. It took twelve hours in total. Teacher and child interactions during different activities were observed and recorded. Thus, I can say that observations were casual. Moreover, I preferred to be full observer and took my notes during observation.

I contacted with the two observational sites on the beginning of December 2008. After getting into contact, I went to the preschools. For the first preschool, the educational coordinator arranged the six-year-old classroom for me. Before entering the classroom, I talked to the teacher for a while, introduced myself, introduced the purpose of observation in general, and emphasized on my being sensitive to her rights. I told her that I would only observe regular atmosphere of classroom. Then, I added that there would be no inference which made her knowable at my research report. Moreover, I said that judging herself was not my purpose, thus, I would not make a judgment about her during my observation. The same conversation was lived between me and the teacher at second preschool.

One of the two teachers introduced me to the class as a guest who would observe them some time and take some notes. Children in the classrooms realized me

during some activities, especially free play time. Some of them came near me and looked at my notes. However, my notes were illegible to any person apart me. Moreover, I preferred to take some notes in English which was not possible for them to read.

After observations, I thanked to both teachers and left the setting.

3.2.1.1.2 Instrument

Observations for this study were casual, not formal (Yin, 2011). This means that I did not have any observation protocol. Instead, I used anecdotal records. By using anecdotal records, researchers or teachers describe the incident or event occurring in classroom in a narrative form. They need direct observation (Gullo, 2005).

3.2.1.1.2.1 Findings and implications of the observation for instrument development

After observations, I coded the observation data. Ten codes were emerged from the data. They were behaving appropriately, showing respect for others, being honest, finishing started work, toeing the line, waiting for turn, making cooperation, working independently, anger management, and taking responsibility. Those codes, then categorized under 4 themes named as character, autonomy, self-control, and responsibility. Below table shows themes and related codes.

Table 3.1 The themes and related codes emerged from observations for instrument development

The themes	The code
character	behaving appropriately
	showing respect for others
	being honest
	finishing started work
	toeing the line
	waiting for turn
	making cooperation
autonomy	working independently
self-control	anger management
responsibility	taking responsibility

Findings of the observations for instrument development at preschools A and B pointed out some daily practices of teachers in the classroom. The first finding was that teachers behaved as giving importance to behaving appropriately, showing respect for others, being honest, finishing started work, toeing the line, waiting for turn, and making cooperation in the classroom. These findings were then became codes of character which was taken from the literature.

For the first code of character, for instance, at the preschool A, teacher took children to the restroom in order to get prepared for lunch. After washing hands, all children formed a line except for T. When T. came to the line, teacher made him the head of the line. T. asked the teacher whether s/he became the head because of being naughty. The teacher said that s/he became the leader because s/he was well-behaved.

The other example of character is about the fourth code, and this code was emerged from the observations and named as toeing the line. The anecdotes which were related to following the rules, coded as such. For instance, at the preschool A:

> B. was not eating his lunch. Teacher took his plate and put it away from him on the table. He began crying. Teacher said him that "let stand up, go there and sit down". K., who is B.'s friend, reached the plate. Teacher warned him about not getting the plate. B. stood up and went near his plate walking behind his friends' back. He took his plate. Teacher said him that "You can sit near P.". B. cried and put his plate near P. Then he turned to his teacher and said her that "I got angry with you". At that moment, three-year-old group came in the cafeteria. He looked at them.

The second finding of the observations showed that teachers sometimes made children work independently but mostly they did not give permission to children to work such. This finding became the code namely, working independenty. In the literature, this code was found to be in relation to autonomy. However, autonomy does not have a definition of working independently. The term also means self-efficacy and self-determination (Liu, Chen, Zheng, Chen, and Wang, 2009). Therefore, some teacher behaviors, which were not related to working independently, but are in relation to autonomy, were coded as autonomy. For instance, at the preschool B, teacher and children came back to the classroom after breakfast. The

teacher started writing daily activities on the board in order to inform children about teacher's plan of that day. After finishing writing the activities, the teacher mentioned each activity to the children. She outlined the words which she read. Then, she asked children what they could do in addition to those activities. E. responded: "let's have free play time". T. said: "let's go outside". The teacher mentioned the weather condition as being cold and added: "however, we might go outside for five minutes". Then, she wrote children's wishes about daily activities on the board. This anecdote was coded as autonomy. An example from the preschool B for working independently is, on the other hand, provided below:

> K. wanted to get one more cup of soup during lunch. The teacher said: "you can go with your cup and request from the cook". Then, K. took his/her cup and went to get one more cup of soup. The teacher watched him/her.

The third finding of observations for instrument development was anger management which was categorized under self-control. Below anectode which was observed at the preschool A was coded as anger management:

> S. put a wooden block on his/her back, under his/her shirt. The teacher asked him/her to take it off from where s/he put on. S. rejected his/her teacher. The teacher again asked him/her to take it off. S. again rejected the teacher. When the teacher started walking to him/her, s/he took the wooden block from his/her back and tried to hide it. The teacher came near him/her and demanded the wooden block, again. The child said: "no". The teacher said: "give it" and took it from him/her. She held the child's hand, took him/her to a pouffe and made him/her sit on it. Additionally, she told him/her that s/he had no permission to play with toys. Then, she went near the observer and chatted with her. After a while, she went near S., and said him/her: "if you want, you can stand up. Have you thought why you sit on here?" S. responded: "yes, I have. Because when you asked me to take the wooden block from my back, I said that I couldn't." The teacher said him/her: "no, not because of this. Let's talk about the reason. When I asked you to take the block off, you did not obey what I said. Because of this reason, I wanted you to sit down and think about your behavior. What should you say to me?' S. answered as "I'm sorry." The teacher said: "ok. Now, you can play."

Teacher practices regarding self-control were observed at both preschool classrooms. Below anectode was taken from a daily flow at the preschool B classroom.

> B. said to his/her friends: "my father told me that aquariums are made from glass." Meanwhile, the teacher showed them the aquarium she made from a cardboard and covered by aluminum foil. Children asked her whether she made the aquarium by glass or not. She asked them which material she could use for making that aquarium and requested them to come and touch it. One of the children said from steel. B. said by using aluminum foil. The teacher accepted B.'s answer. B. began crying after saying: 'but my father told me that it could be made from glass." The teacher hugged B. and told him/her that "oh, my dear. Your father told you the truth. Real aquariums are made from glass. It was difficult for me to make it from glass and therefore, I used aluminum foil to make an aquarium. Do you see?" B. said "yes". The child cried for a while and then, wiped his/her tears away.

The last finding of observations in relation to instrument development was about both teachers' practices about responsibility. Observations conducted at preschool A and B indicated that teachers give children responsibility and make them take responsibility, and children take responsibility. The first anectode was observed at preschool B and it was categorized as responsibility.

> B. complained about his/her friend T. to his/her teacher. The teacher asked T. to come near her, added that she got tired and need help, and asked whether T. could help her or not. She gave T. the responsibility of throwing away some trash. T. did what his/her teacher said. The teacher praised him/her and said: "good job! Today T. will be the teacher assistant."

Below anectode was taken from the observations conducted at preschool B, and it was coded as taking responsibility.

> The teacher asked S. whether s/he would want to be the assistant of teacher assistant and wanted to learn whether s/he would accept a star. S. responded: "just a minute, I want to think about it… Yes." The teacher wrote S.'s name on the star. Then S. started to clean up the classroom.

To sum up, I could say that the themes and the codes emerged from the observations helped me to design the vignettes and interview protocol which were used for the study.

3.2.1.2 Context

The context of observation for instrument development includes two private preschool settings in Ankara. The preschool A is in Umitkoy and the preschool B is in Ovecler. The director of the preschool A was my friend. I got into contact with the the preschool B with the help of a friend.

Both preschool A and preschool B have their own buildings with gardens surrounding them. Additionally, those buildings are duplex. Children whose parents had a high socioeconomic level were attending both preschool A and preschool B.

The preschool A had four groups of children while I was conducting observations. The group which I observed was formed with six children. The preschool B, on the other hand, has three groups of children. There were 12 children in six-year-old group.

Directors of the preschool A and the preschool B graduated from a university. The director of the preschool A graduated from Psychology and Counseling department. In addition, an educational coordinator who graduated from Early Childhood Teacher Education department works for this institution. The director of the preschool B graduated from the department of Early Childhood Teacher Education and she explained that because of this reason she was accepted as the educational coordinator of this school as well.

The situations of both preschools were welcoming. Teachers working at the preschool A and preschool B had positive attitudes towards me. The teacher working at preschool A graduated from child development department of girls' vocational high schools. There was also a trainee teacher from department of Early Childhood Teacher Education in a university at the preschool A classroom. The teacher working at preschool B also graduated from child development department of girls' vocational high schools. At the preschool B classroom, a helpmate who had no background regarding early childhood education was working.

The first preschool had a school readiness policy for six-year-old children. Therefore, in the classroom there were desks instead of child-sized tables and chairs. Children sit on those desks during art or preparation to literacy activities. Other parts of the classroom was arranged according to children' sizes and there were books, blocks, dramatic play and puppets corner. Additionally, there were two flower pots with flowers. Moreover, there was a blackboard in front of the desks.

The teacher who was working at first preschool told me that because of the school readiness policy, the director and the educational coordinator of the school held a meeting with her. She said that they explained her policy. According to her, the policy includes preparation to literacy approaches plus activities, and discipline of six-year-old children. She added that for discipline of children, both the director and the educational coordinator told her the need for formation of rules. She explained me in detail that based on their sayings; she should give time-out to misbehaving children, and added that the misbehaving child should wait there although s/he cries. Moreover, she stated that she had to behave like that even though she did not want to do.

Six-year-old group classroom of the second preschool had art, books, blocks, dramatic play, puppets, science, and literacy corners in the classroom. The teacher of this group provided children some activities related to literacy. There was no policy like the first preschool has in that school.

3.2.2 The pilot study

Pilot studies are helpful for refining not only the content but also context and situation of the study. Additionally, researchers can collect broader data during pilot studies which will be helpful to cover methodological and substantive issues. Thus, they may use improved technologies during data collection (Yin, 2009). For these purposes, I have conducted a pilot study to test some important issues concerning both my skills which are my approach to participants, my using of time plus the presentation of interview protocol, and the research instrument that are the length of the interview protocol, plus the interview protocol. The preliminary interview protocol was consisted of ten vignettes and eleven interview questions. All the

vignettes were prepared according to observation findings and related literature. For the preparation of interview questions, my advisor's and committee members' suggestions were helpful.

3.2.2.1 The content

The content of the second step of this study which is 'the pilot study' includes information about participants, research procedure and the instrument.

3.2.2.1.1 Participants

The pilot study of current study was conducted with six teachers. Three of the teachers were working at a public preschool in Ankara, two of them were working at a private kindergarten and one of them was working at a private preschool. All of the teachers were the teachers of six-year-old children during the pilot study.

The six teachers were female. Additionally, all the teachers were graduated from early childhood teacher education department of a university in Turkey. Three of them were working at the same early childhood institution which was a public school. Other three of them were working at private institutions. One of those three was working at a private preschool and two of those were teachers at the same private kindergarten. Information regarding age, year of experience and marital status of teachers were provided below table.

Table 3.2 Information about the Teachers Participated in the Pilot Study

Teacher with the Assigned Number	Age	Year of experience	Marital Status
Teacher 1	26	6	Married
Teacher 2	33	8	Married with two children
Teacher 3	31	10	Married with one child
Teacher 4	25	2	Single
Teacher 5	25	1	Single
Teacher 6	26	2	Single

The first teacher who accepted to participate in the current research was a friend of one of my office-mates. She was studying on her master thesis, and the topic of current study attracted her attention. Therefore, she shared her time with me in order to get involved to the study. Second and third teachers were friends of the first teacher at the same institution. The first teacher told them the purpose of my study and said that the interview was enjoyable. The purpose sounded them interesting. Thus, they accepted to interview with me. I reached the fifth teacher with the help of one of my neighbors. Since she had special interest about classroom management, topic of the study was noteworthy for her. Fourth and sixth teachers were friends for years. We knew each other since 2004. However, after their graduation from university, we did not come together. With the help of my advisor, they learned the topic of the study and accepted to be a part of it.

3.2.2.1.2 Research procedure

I have interviewed with six teachers from June 2009 to July 2009 for the pilot study. Interview sites were up to the participants. With four of them, we conducted interviews where they were working at; with two of them, we interviewed at a silent room where I was working at. At all the sites, we talked one-on-one. Before each interview, I tried to establish a warm environment. Additionally, at the beginning, I told them their rights during interview: when they felt themselves uncomfortable we could quit the interview; if they did not want to answer any question, we could skip it; and I would not use their names or any information about their identity at the final report or anywhere else. I emphasized that there was no correct answer to any of the question and added that my expectation was sharing their views about the topic. I used an audio recorder during each interview, and I asked my participants whether it would be ok for them to record their voices at the beginning. By getting their permission, I continued. Interview with a teacher took approximately 100 minutes. During interviews, I listened to each interviewee carefully and asked sometimes probing questions such as 'How did you behave?". I constructed each interview as a conversation. After each interview, I thanked to each participant.

3.2.2.1.3 Instrument

Schoenberg and Ravdal (2000) points out and Yin (2011) focuses on that pilot studies are necessary and useful for instrument development. The instrument for the current study included ten vignettes and eleven interview questions. In order to test and refine vignettes and interview questions a pilot study was conducted. Throughout this part, the meaning and usage of vignette methodology, additionally vignettes and interview questions developed and used for this study are explained. Furthermore, the interview protocol which was tested by pilot study was presented in appendix A Moreover, the findings and implications of those findings of pilot study are reflected.

3.2.2.1.3.1 Vignette

Vignettes are tools which seek to understand attitudes, perceptions or beliefs, and additionally they do not require for participants to have in-depth knowledge about the topic (Barter & Renold, 2000; Hughes & Huby, 2002; Schoenberg & Ravdal, 2000; Stolte, 2001). Vignettes are effective in terms of pulling participants attention to process or product of a given topic. Yet, they are also accepted as an effective alternative to observation in the related literature and as reflecting individuals' behavior (Barter & Renold, 2000; Jeffries & Maeder, 2004-2005).

A vignette consists of context, people and a hypothetical scenario about those people at/in that context (Barter & Renold, 2000; Hughes & Huby, 2002; Jeffries & Maeder, 2004-2005; Schoenberg & Ravdal, 2000). They can be developed by using one of two techniques: truncated or abridged. Truncated vignettes are useful to evaluate process. At this strategy, participants are expected to complete a story by some criteria. Abridged vignettes, on the other hand, are effective in the evaluation of product. During abridged vignette interviews, vignettes are presented to the participants including story and after vignettes some questions related to the stories are asked. Second technique of vignette preparation can be used for assessing specific knowledge about a topic (Jeffries & Maeder, 2004-2005). For the current

study, I aim to reach early childhood teachers' views about a specific topic and I aim to focus on the process they live concerning this topic. Therefore, I prepared the vignettes for this study using truncated technique. Ten vignettes were prepared with the help of the codes emerged from observations and related literature. In relation to each code, a vignette was developed. During vignette development, researchers should be aware of some criteria. Firstly, it should include a scenario or a case story. Each vignette of current study gave a context, characters and a scenario at this context including the characters. One example was:

> "Erdem is a six-year-old child. *Erdem* and *Erdem's* parents were moved to Ankara from Malatya because of their jobs at the beginning of second semester of the schools. Parents of Erdem registered Erdem to a private preschool for Erdem's kindergarten education. Erdem was registered to Hidayet teacher's class. There was a video-watching time at Hidayet teacher's daily plan on the first school day of Erdem at that school. Therefore, Hidayet teacher and the class went upstairs through video-room and sat on chairs. The teacher arranged "The Cars" for children and they began watching it. After a while, Erdem pulled hair of a friend at the left-hand-side. The friend called the teacher and shouted as "the teacher, this friend (pointing to Erdem) pulled my hair". Then, Hidayet teacher asked to children that "everybody is watching the video, aren't you?" Children answered as "yes, we are". Soon, nearly after seven to eight minutes, Erdem hit on the foot of a friend at the other-hand-side. The child said "but it hurt me" and looked at the teacher."

Secondly, vignettes should not be too long. Ideal number of words used for a narrative vignette is between 50-200 words (Jeffries & Maeder, 2004-2005). Number of words of the vignettes prepared for the current study ranged from 114 to 272. Except for three vignettes, other seven of them had 114-200 words. The three vignettes, on the other hand, were composed of 204, 214 and 272 words.

Thirdly, vignettes should include real-life situations (Barter & Renold, 2000; Jeffries & Maeder, 2004-2005). In order to meet this criterion, for this study, I used observations of two kindergarten classes and got help from two colleagues who had teaching experience of young children. Apart these, each vignette included a scenario concerning a related code. Scenarios were related to topics which were interactions with a teacher and one or more children during a regular day at the

school, and teacher's techniques regarding prevention of misbehavior, or dealing with misbehavior.

Fourthly, vignettes should be designed as allowing respondents multiple, different solutions and independent thinking (Jeffries & Maeder, 2004-2005). To make criterion clear, I used unisex names for reducing gender bias. And asked three open-ended questions related to the scenario.

Lastly, they should be purposely incomplete. They can be developed either by truncated or abridged (Jeffries & Maeder, 2004-2005). As mentioned above, I prepared vignettes by truncated strategy.

The vignettes developed for this study were examined with two colleagues who were research assistants at a university in Ankara. One of them was a PhD student and he worked as a preschool teacher for four years. He had also some experience as a teaching assistant at a university in Turkey. The other colleague was a master student and she had a two-year-experience with children as a teacher. After examining with them, I and my advisor discussed each vignette together. During our discussion, we focused on flow of the scenario, words used for the scenario, names of characters, and the context of the scenario. This discussion led me to revise and make some changes on the vignettes. One change was about irrelevancy of the context with related code. So, the context rearranged. Second change was about flow of the scenario. The last change was about usage of character names. In order to form all vignettes which did not imply any specific gender, names preferred for both genders in Turkish culture were used.

3.2.2.1.3.2 Interview questions

Interview protocol, on the other hand, was developed during a course regarding qualitative research. As a course assignment, it was piloted with two participants. However, questions were highly structured. Thus, under the light of doctoral thesis monitoring committee's advices, those questions were reworded. Personally, I can say that the questions became flexible and I felt myself confident during interviews. Interview questions had three parts: a regular day in the class, misbehaviors of children, and self-discipline. All these parts are necessary for self-

discipline. In other words, the development of self-discipline can be supported by comprehensive classroom discipline, and comprehensive classroom discipline consists of preventing and correcting misbehavior and developing self-discipline (Bear, 2005). In order to make teachers get used to the interview, I started the interviews by asking for a regular day in the class. By the first question, I got information about teachers' roles and children's roles in classroom during a regular day. Then I asked the interactions between the teacher and children, and among children. After talking about a day in the class, I directed teachers' focus to the second part questions: misbehavior of children. At this part, I asked how they prevent any misbehavior before it occurred. Then, I led the conversation between me and the participant to how they reacted if a child misbehaved and continued to misbehave. After these questions, we began talking about third part questions which were: how self-discipline could be defined, whether self-discipline development was important or not, the role of teacher in self-discipline development, and indicators of self-discipline.

3.2.2.1.3.3 Findings and implications of pilot study of the research instrument

Pilot study which tested the research instrument was helpful. Findings emerged from the pilot study were categorized, and the themes were goals of self-discipline, strategies to foster self-discipline, definitions of self-discipline and importance of self-discipline. These themes included sub-themes, codes, and sub-codes. All themes and its related aspects were formed a coding sheet which was provided in appendix C.

The pilot study made some points clear about the instruments. For instance, teachers claimed that although being careful about selecting the names of the characters, the names evoked them either gender. Other important point was about the length of interview. There were ten vignettes and eleven interview questions, and listening and answering all of them were exhausting for the teachers. The doctoral thesis monitoring committee's suggestions concerning this point were helpful.

Considering their suggestions, I changed the presentation of vignettes at the main study. Pilot study was, also, worthwhile concerning my interview skills.

3.2.2.2 The context

We have met with the teachers in two different places. I have interviewed with four teachers at the institutions where they worked. Three of them working at the same public school and they told me that it would be more comfortable for them if I could go to their institutions. I said that I could. At first, I went to the preschool and met with the teachers. We have talked about daily events in our lives. After talking about our daily lives, one of the participants and I went to a silent place in the school. Since the schools were closed for summer break, they had time to interview with me in the school setting. The silent and private place for the interviews was parent meeting room.

One of the four teachers who I visited at the preschool setting was working at a private preschool. We conducted our interview in the school director's room. Although the school director was curious about the protocol, she provided us her silent room and left us alone. The teacher was careful about her sayings during the interview. Several reasons might lead her behave like that. Being at the institution which she was working at or meeting at director's room might cause this. Empathizing with her, I tried to comfort her as possible as it could be. I tried to find a common point between us. After talking about several things, I learned that she had special interest on classroom management. Thus, we began talking about this topic before the interview. After getting used to each other, I told the rights of her as a participant in my study and gave high emphasis on confidentiality of our interview. Then, we began discussing the vignettes and interview questions.

We knew each other with the two participants of pilot study. They visited the setting where I was working at in order to participate in this pilot study. I arranged silent rooms for our interview meetings. Before the interview, we have talked about several topics. Since we knew each other well, it was comfortable for them to talk with me. Both teachers were working at the same private kindergarten in Ankara. This private kindergarten, then, became the case of current research study.

During and after each interview, participants asked me some questions related to the research topic. An example of those questions is provided below:

"I know my important role in the lives of children as their teacher, in addition, I believe in the importance of self-discipline. However, I do not think the ways to improve self-discipline in young children. Now, when we discussed this issue I wonder the ways for the improvement of this topic. For instance, we indicate children some rules at the beginning of the semester. If a child does not obey these rules, we give him/her negative reinforcement. Doesn't such an approach lead children to behave externally-driven?" (P.S., P.2)

I tried to answer such questions carefully for the purposes of this research study. We discussed self-discipline in a friendly atmosphere with each participant.

3.2.3 The main study

The main study was a case study and the case was a private kindergarten. The content, context and situation of this case are provided at this part.

3.2.3.1 The content

The content of main study includes information about participants, research procedure and the instrument used for data collection.

3.2.3.1.1 Participants

After revising the instrument with six teachers, I conducted interviews with seven teachers working at the same educational institution. All of the teachers were graduated from early childhood teacher education program of a university in Turkey. Information about the ages, year of experience, and marital status of these seven women are provided in the table below.

Table 3.3 Information about the Teachers Participated in the Main Study

Teacher with the Pseudonym	Age	Year of experience	Marital Status
Nimet	26	5	Single
Ender	26	2	Married
Tuna	25	3	Single
Ilgaz	27	6	Married
Hidayet	25	3	Single
Deniz	29	6	Single
Ufuk	24	1	Single

I reached this case conveniently. I personally and professionally know the coordinator of the kindergarten. I got the necessary permissions by the help of the coordinator.

3.2.3.1.2 Research procedure

The data for the main study was collected from the end of December 2009 to the end of January 2010. The data were collected through interviews. Before interviews, I went to the school and met with the teachers. We had arranged interview schedule and places with them. Interviews were taken into place at different places. With a participant, we met at a café. The café was not crowded and we preferred to sit at a silent part in order to understand each other well. With another participant, we conducted the interview at her home. Remaining five participants mentioned that they did not have much time and requested to conduct interviews at the school setting where they were working at. I went the school nearly three times a week. Educational specialists arranged a silent room for one-on-one interviews. We came together with the remaining teachers at that room.

I explained the purpose of this study to each teacher at the beginning. We discussed their rights as participants with them as I did with the teachers in pilot study. Sometimes, they said that they could not concentrate on the vignette or interview question. At those times, we skipped that vignette or interview question. Nevertheless, I asked the skipped one to the teacher after a while and we talked about it. Furthermore, I showed the vignettes while I was reading them. Thus, they followed the scenarios easily. During interviews, I used probing in order to make

them feel that I was listening to them and I gave importance to every word they said. In addition to this, I reflected what they said frequently. After each interview, I thanked them.

3.2.3.1.3 Instrument

Vignettes and interview protocol were revised and rearranged after the pilot study and the final form of interview protocol was provided in appendix B. The changes were that instead of naming characters, characters were identified by a letter from the alphabet; and instead of asking vignettes one after another, teachers were given the opportunity to select one vignette from all of them while all the vignettes were printed on colorful papers, and put on the table in a turned position. This procedure was more enjoyable.

For this study I conducted in-depth interviews. In-depth interviews are the interviews which help researchers to deeply examine the facts and opinions. Therefore, interviews take extended periods of time (Yin, 2009). Each interview took at least one and a half hour.

Table 3.4 Research questions of the study and the methods used to reach these research questions

Research question	The method used
How do early childhood teachers perceive their role in the development of self-discipline?	By vignettes and interview protocol
How do early childhood teachers think of the techniques they use in order to prevent misbehavior?	By vignettes and interview questions directly asking the research question (interview questions 2, 3, and 4)
How do early childhood teachers think of the techniques they use in order to deal with misbehavior?	By vignettes and interview questions directly asking the research question (interview questions 5 and 6)
How do early childhood teachers define what self-discipline is?	By vignettes and interview questions directly asking the research question (interview questions 7, 10 and 11)
What are early childhood teachers' perceptions regarding the importance of self-discipline?	By vignettes and interview questions directly asking the research question (interview questions 8 and 9)

3.2.3.2 The context

The context of current study consisted of seven teachers who were working at a private kindergarten in an elementary and secondary school.

Information about the school is provided below in the light of seven headings that are general information about the school, information about kindergarten classes, information about daily flow of a kindergarten class, information about educational policy of the kindergarten, information about discipline policy of the kindergarten, information about school readiness policy of the kindergarten and information about academic staff of the kindergarten. That information was gathered from three different sources that were personal observations, conversations with the academic staff, and web page of that school.

3.2.1.3.1 General information about the school

The school building was built for the purpose of that private school at a district of Ankara. The district was far away from the centre of the city. Therefore, school provided school buses which took children from their homes and brought them to the school and vice versa.

The reason behind being away from the centre of the city was to provide students a wide and greener environment, as well as more sunlight.

There were kindergarten, and elementary and secondary classes at the school. Additionally, each of those classes was placed at four different buildings. Those buildings were connected to each other by a hall. The kindergarten was at the first building, elementary classes from first grades to fourth grades were at the second, elementary classes from fifth grades to eight grades were at the third, and secondary classes were at the last building.

The kindergarten had its cafeteria at which children had their breakfasts between 9:00 and 9:40 a.m., lunches between 12:10 and 12:50 p.m., and snacks between 16:10 and 16:50. Food for breakfasts, lunches and snacks were provided from a catering service. Moreover, it was served by a staff who was an employee. Menu was arranged by a dietician and it included necessary nutrients for children. Teachers accompanied to their group during breakfasts, lunches, and snacks.

3.2.1.3.2 Information about kindergarten at the school

The kindergarten building had four floors. Each floor had many rooms each of which serve for different educational purposes. For instance, one room was designed for educational specialists. There was a coffee machine in that room, and teachers who had some time came there and drank a cup of coffee. Apart this, educational specialists and teachers conducted one of their meetings in this room. Two educational specialists share the same room. Both of them were graduated from a prestigious university in Ankara and worked as a teacher at private preschools. Additionally, one of the educational specialists was studying on her thesis. The atmosphere in this room was so friendly that anyone could feel him/herself in his/her home with his/her friends.

Second example of those rooms was a library. The library was a very attractive room. It was designed for kindergarten children. The library had two main parts, one was for reference books and the other was for stories, fairy tales, in other words, for children's literature books. There were tables and chairs, puffs, a puppet theatre, and different puppets. These facilities helped children to investigate any topic, get relaxed, and use oral language.

Other rooms were an art studio in which children could have the opportunity to enhance their creativity; an event cuisine in which children could try new things; a computer lab which was specifically designed for kindergarten children; a science class and greenhouse in which children could find many materials to examine anything; a terrace in which children could observe the weather, sky and nature; a playground which included some facilities for cold weathers; a play garden which included a sand box and many other toys; a drama room in which there were many costumes and accessories for children's play; a music and dance room, and a physical education and sport room.

There were six classrooms at the kindergarten. Although there were six classrooms, just five of them were in use. Four of them were for six-year-olds and one of them was for five-year-olds. According to kindergarten school policy, each class should have only 18 children. Additionally, they did not make any extension for this policy. There were also two teachers in each class. Both teachers graduated from

a department related to early childhood teacher education at a university in Turkey. Additionally, both of them were accepted as primary teachers of that class.

There were two parts in a kindergarten classroom. The first part of the classroom was designed for cognitive-academic activities. There were a table, chairs, a smart board, shelves and a teacher's area. The table was in a u-shape and child-sized. There was no sharp edge. Chairs and shelves, also, were child-sized. Shelves were open and suitable for children's use. The second part of the classroom included book shelves, many materials and toys which could enhance children's cognitive and social-emotional development. All those materials and toys were situated on shelves which were child-sized. Children had the opportunity to select any material, toy, or book. There was also a lavatory in each classroom at the second part.

Kindergarten classes were named as different animals; kangaroo, dolphin, squirrel, seal, and seagull. When I asked whether there was a special reason behind these names, the academic coordinator said that it was to develop awareness to these animals.

3.2.1.3.3 Information about daily flow of one kindergarten class at the school

The kindergarten had, as mentioned earlier, four six-year-old and one five-year-old classrooms. Six-year-old group children and five-year-old children had their own daily plans. Both groups had lessons which took forty minutes. Throughout a week, both groups had 35 class hours.

The activities were named as lessons. After each lesson, there was a break. The children were starting the day with free play activities. As some teachers (PS. P4, PS. P5, MS. PDeniz, MS. PTuna) gave emphasis, children had the opportunities to play with any toy or art material during free play time. After free play, they had the responsibility to tidy and clean the classroom (PS. P4, PS. P5, MS. PNimet). Then, they went to the rest room and after, went to the breakfast. Lessons started after the breakfast. Lessons included foreign language (English), dance, creative drama, science, math, story time, chess etc. Till lunch, they had three lessons. After lunch, rest time started.

Five-year-old group had a rest time which took three hours a day after lunch. Six-year-old groups had also rest time but theirs was different. The rest time for six-year-old groups took forty minutes and they were not sleeping during the rest time. According to teachers' sayings about rest time with six-year-old groups, they generally claimed that they were reading stories, listening to music, watching some software, or just resting.

After rest time, both groups had lessons. Six-year-old groups had three lessons and five-year-olds had one lesson. Snack time followed the lessons. Children had free play time after the snack till departure.

3.2.1.3.4 Information about educational policy of the kindergarten

The kindergarten had its philosophical roots from Developmentally Appropriate Practice (DAP). DAP gives high emphasis on the child as an individual. The child is accepted as a human being having his/her own rights by the approach. Those rights are related to his/her self, family, culture and society. In addition, children have the rights of being respected and feeling of trust. Thus, programs which serve for them should be appropriate for their development (Bredekamp, and Copple, 1997).

Because of having the roots from DAP, the kindergarten focused more on play and active learning. Therefore, they developed plans based on these two key terms: play and active learning. Additionally, projects and field trips had importance. Moreover, parent involvement was a crucial point.

While I was at the kindergarten, I saw coordination among the director, the academic coordinator, the educational specialists, and teachers. Teachers felt themselves comfortable to ask or share anything with the academic staff. Educational specialists were working hard to help teachers, and to plan some opportunities for children. The academic coordinator was arranging special meetings with the teachers in order to improve their plans, or parent involvement activities.

3.2.1.3.5 Information about discipline policy of the kindergarten

The discipline policy of the kindergarten had a crucial priority for me because of my research topic, and research questions. When I examined the documents related to the kindergarten, I realized that the school gave high emphasis to self-regulation and self-esteem. The school staff developed strategies to enhance these which were providing warm relationships in which children could develop secure emotions and establishing plus implementing logical rules. The most important aspect, according to the school's document (2009) was coordination among school staff. For instance, teachers were sharing their observations about children with educational specialists; and after taking their advices, teachers were planning educational activities for the purpose of supporting good behavior.

3.2.1.3.6 Information about school readiness policy of the kindergarten

The kindergarten had a school readiness policy which included parents into the educational program. As the director of the school mentioned during an interview (2009) that they got help from their academic staff in order to develop individual school readiness strategies for kindergarteners and added that they gave high importance to school readiness. Additionally, one of the educational specialists told that beginning from April in each year, kindergarteners were developing cooperative works with first graders including some visits to their classes (2009). Moreover, according to the other educational specialist (2009), the homework which was designed for kindergarteners for weekends helped them to adapt elementary school as well as develop responsibility.

Educational program at the kindergarten, also, supported school readiness. Naming activities as lessons and limiting the lessons by forty minutes developed awareness for elementary school since beginning from the first grade, children had lessons lasting for fifty minutes.

3.2.1.3.7 Information about academic staff of the kindergarten

Academic staff of the kindergarten included a director, a coordinator, two educational specialists, and ten teachers. The director was graduated from Psychology department. The coordinator was graduated from Sociology department and had her PhD from Early Childhood Education. She had also many studies about the field. The two educational specialists were graduated from Early Childhood Teacher Education Program. The academic staff was very dynamic, open to cooperative works and aware of developments in the field of early childhood education.

3.3 Data analysis

For the current study, I analyzed the data according to Creswell (2007)'s approach. According to Creswell (2007), qualitative data analysis included procedures like a spiral. The spiral process began with managing the data. By managing data, it was meant organizing the files. In order to manage data, I transcribed the interviews with teachers during both pilot study and main study.

Second step of qualitative research was reading and memoing. At this step, researcher read the data files and write some memos (Creswell, 2007). I looked over the field notes from observations and interviews and wrote my ideas which I thought ideas while reading them.

The third step included making descriptions, interpretations and classifications. At this step, codes and categories were formed (Creswell, 2007). Ten codes were emerged from the observational data. They were behaving appropriately, showing respect for others, being honest, finishing started work, toeing the line, waiting for turn, making cooperation, working independently, anger management, and taking responsibility. Those codes, then categorized under 4 themes named as character, autonomy, self-control, and responsibility. These codes and themes were helpful for later analysis; for pilot study and main study. The final coding sheet was formed after the pilot study. It included four main themes which were goals of self-discipline, strategies to foster self-discipline, development of self-discipline, and definition of self-discipline. These main themes, on the other hand, included

subthemes. Additionally, subthemes have some codes, some codes have sub-codes, and some sub-codes have extra sub-codes. Furthermore, I labeled each theme, subtheme, code, sub-code and extra sub-code. The final step was about representing and visualizing. At this step, presentation of data could be any form, in text, by figure or tabular (Creswell, 2007). Final step of current study was presented in text.

3.4 Trustworthiness

In order to make a study trust-worthy, some criteria should be met. As the name implies, being worthy to be trusted, makes a study credible, transferable, dependable and confirmable. Thus, researchers should clear some important points about their study. There are several procedures for each aspect of trustworthiness (Lincoln & Guba, 1985, as cited in Patton & Toma, 2000).

Credibility, one aspect of trustworthiness can be provided by rigorous methods, the credibility of the researcher, and philosophical belief in the value of qualitative inquiry. Triangulation is one of the rigorous methods (Patton, 2002) and spreads knowledge concerning a theme or perspective by corroborating data from different sources (Creswell, 2007; Merriam, 1998). Additionally, triangulation has four kinds which are methods triangulation, triangulation of sources, analyst triangulation, and theory triangulation (Denzin, 1978, as cited in Creswell, 2007; Merriam, 1998; Patton, 2002). Triangulation of sources, which is one kind of triangulation, includes collecting data by different sources, such as observation and interviews, or interviews and documents. For the current study; I triangulated data from two sources: interviews with vignette method. Vignettes are complementary techniques of other data collection methods (Barter & Renold, 2000) and used as an alternative technique to observation (Jeffries & Maeder, 2004). Based on this information, I triangulated the data collected by the two methods.

Other kind of triangulation is triangulation with multiple analysts. For this, researcher uses multiple observers or analysts. Throughout current study, as well as pilot study, I analyzed the findings with a colleague. During pilot study, one of my colleagues and I coded nearly 30% of data at the same time. My colleague was a research assistant at elementary education department. She was studying on her PhD

and familiar with qualitative research. We came together at the beginning of data analysis in order to make analysis clear. At the beginning we used the codes which were formed after the observation. During analysis, by the help of related literature the final coding sheet was formed. After coding, we discussed our findings and tried to reach a consensus. We mostly satisfied with our discussion. However, there were some conflicts between us. We solved those conflicts at a percentage of 97%. For the unsolved conflicts, I asked another colleague who was also a research assistant at elementary education and knowing qualitative methodology. She led me through the solution.

For the main study, the procedure was the same. Based on the coding sheet which was formed during pilot study, I prepared a coding information sheet in order to train second-coder of the main study. The coding information sheet included definitions, information and examples concerning themes, sub-themes, codes, sub-codes and extra sub-codes. With this coding information sheet, I conducted a treatment. Second-coder of the study was a research assistant at elementary education department. She was, also studying her PhD. She had interest about motivation and self-regulation and had also knowledge about qualitative research. Before starting the analysis, we made a sample coding. After analyzing 30% of the data, we came together and discussed the findings.

Transferability, the second aspect of trustworthiness, is related to external validity, in other words, generalizability. Generalizability is an important and essential concern which is related to external validity in positivist research. In qualitative research, on the other hand, generalizability is accepted different from quantitative research (Altheide & Johnson, 1994; Tobin & Begley, 2004). Generalizability in qualitative research is accepted as transferable from one case to another. In order to achieve this, researcher may select one of the three strategies that are providing rich, thick description; describing a program, an event or a case in order to show that it is a typical one; and using more than one cases (Merriam, 1998). For the current study, I gave thick description of the case to help the readers determine whether the case is close to theirs, and to make the case transferable.

Dependability is the third aspect of trustworthiness and it is about reliability of the research. Reliability in quantitative research means the replicability of the findings. Qualitative research, different from quantitative research, is a methodology by which researchers seek to reach experiences of participants. Regarding this, it becomes more important to make results dependable with the data collected. This can be achieved by the position of investigator, triangulation, and audit trail (Merriam, 1998). In order to make current study dependable, I tried to reflect my position while writing it and triangulated the data. To achieve this, I focused on myself as a researcher, analyzed my biases; and used triangulation of sources and triangulation with multiple analysts. Furthermore, explaining contexts is helpful for case-to-case generalization which is dependability (Patton, 2002). The contexts of current study were observation for instrument development, pilot study and main study. These contexts were described with situations as well.

The last aspect of trustworthiness is confirmability which is named as objectivity or neutrality in positivist research paradigm. Additionally, according to Tobin and Begley (2004), confirmability can be provided by dependability. By both aspects: dependability and confirmability, researcher demonstrates that interpretations are derived from the data and they are not his/her fanciful. For this issue, I tried to reflect my point of view and used triangulation of sources and triangulation with multiple analysts.

3.5 Ethics

Ethical considerations are important for qualitative studies. Those considerations are twofold, during data collection and dissemination of findings (Merriam, 1998). For "respect for truth" (Bassey, 1999) principle which means not deceiving the participants, ourselves and others, I explained the participants of each step of this study that they had some rights as participants and as a researcher, I would protect them. I told each of them that I would use pseudonyms or labels instead of their names, and there would be no information about their identities. I added that although I recorded their voices, only I could listen and transcribe. Additionally, I claimed that I would not share the transcriptions with the directors of

their schools. In order to do what I claimed, I used labels instead of names of the teachers in pilot study and pseudonyms instead of names of the teachers in main study. Moreover, I did not give any information about their identities, such as their interests, the name of the schools which they worked. In addition, I did not share the transcripts with any of their directors, coordinators, or educational specialists.

CHAPTER 4

FINDINGS

For current embedded single-case study, I tried to reach in-service early childhood teachers' views about self-discipline. Specifically, the study investigated how early childhood teachers perceive their role in the development of self-discipline. The current study also investigated how they define self-discipline, what early childhood teacher perceptions are regarding the importance of self-discipline, how early childhood teachers think of the techniques they use in order to prevent misbehavior, and how they think of the techniques they use in order to deal with misbehavior.

In order to reach this aim and research questions, interviews were arranged with seven early childhood teachers. Data from these two sources were analyzed and presented in this chapter. While presenting the findings, pseudonyms are used instead of writing teachers' names for ethical considerations. The themes and sub-themes emerged from the data are found to be related to the research questions. Following table represents this relatedness.

Table 4.1 The explaining theme and sub-themes of research questions

Research questions	Explaining theme and sub-themes
How do early childhood teachers perceive their role in the development of self-discipline?	Goals of Self-Discipline Strategies to Foster Self-Discipline
How do early childhood teachers define self-discipline?	Definition of Self-Discipline
What are early childhood teacher perceptions regarding the importance of self-discipline?	Importance of Parents, Teachers, Administration, Society, Peers, Age, Culture, and Time
How do early childhood teachers think of the techniques they use in order to prevent misbehavior?	Preventing misbehavior
How do early childhood teachers think of the techniques they use in order to deal with misbehavior?	Dealing with misbehavior

To sum up, throughout this chapter, in order to answer the main research question which searches for how early childhood teachers perceive their role in the development of self-discipline, findings which were coded as goals of self-discipline, and strategies to foster self-discipline are explained; to reflect findings regarding how early childhood teachers define self-discipline, data coded as definition of self-discipline are described; to report findings in relation to what early childhood teacher perceptions are regarding the importance of self-discipline, data coded as importance of parents, teachers, administration, society, peers, age, culture, and time are demonstrated; to provide results underlining how early childhood teachers think of the techniques they use in order to prevent misbehavior, the code emerged from the data and named as preventing misbehavior are explained; and in order to explain findings in relation to how early childhood teachers think of the techniques they use in order to deal with misbehavior, data coded as dealing with misbehavior are stated.

4.1 Findings explaining how early childhood teachers perceive their role in the development of self-discipline

According to the findings, the main research question of the current study is found to be explained by two main themes which were named as goals of self-discipline and strategies to foster self-discipline. Both main themes had also some sub-themes and codes which helped to define these themes.

4.1.1 Goals of self-discipline

This main theme was derived mainly from the related literature. Goals of self-discipline theme gained importance in the literature, and all the teachers which I have conducted interviews gave emphasis to their practices in relation to this theme during interviews. For goals of self-discipline theme, four sub-themes were defined which were determined to be related to the goals of self-discipline during data analysis. These sub-themes were developing positive emotions, developing moral emotions, developing coping skills, and developing self-control.

4.1.1.1 Developing positive emotions

Emotions form an important part of us. Therefore, it is crucial to develop positive emotions. One of the teachers emphasized her view about this subtheme during discussing the vignettes as following sentences:

> B teacher should talk with the child in a way, in a private way that does not affect his/her self-confidence and the teacher should be careful about not disturbing the child's privacy, not hurting his/her feelings. If the teacher says the child that "I know, you did it" in front of his/her friends, his/her feelings will get hurt. Such behavior, also, harms the trust relationship between the teacher and the child (Nimet, Vignette 3).

> The child will get used to and at the end of this process s/he realizes that "yes, when I behaved liked this, my teacher and my friends accepted me. I felt myself happier. My teacher still behaves well to me and she accepts me in every situation. But when I behave like that, I communicate with my teacher and friends more friendly (Nimet, Vignette 4).

The other teacher, also, had focused on her practices parallel to this sub-theme during vignettes as following:

> The child will be happy because it is the thing which he wants to do. Sometimes we do some changes just for making children happy. We have the flexibility to make changes on the plans. I think like this. Ok, we have plans, we should act according to them but we can, also, do anything we or children want. I think that this will be a happy step for our future (Deniz, Vignette 2).

Developing positive emotions helps children develop positive self-worth as well (Bear, 2005). Developing positive self-worth was a code which was developed in relation to the sub-theme of developing positive emotions during pilot data analysis. All teachers participated in the main study mentioned this code. Except for one teacher, all other teachers mentioned their practices regarding this code during vignette discussions. The teacher, on the other hand, gave emphasis to her views in relation to this code during the interviews.

Ok, it will be written on my plans that we will do these activities, but if children's interests and performances seem to be better during any other activity I will change it. However, I will try to be fair and support rights, self-defense, and respect for others' rights. Additionally, self-expression and skills needed for self-expression are important for me (Tuna, Interview question 1).

If I behave like that I will humiliate the child from what he did by his/her body and labeling child who is exploring his/her body will give harm to him/her. Instead, our goal is to prevent such a perception: feeling shame about his/her body (Hidayet, Vignette 3).

It will support children's self-confidence (Ender, Vignette 10).

The data of current study tells that teachers use nine techniques to develop positive emotions in children.

The first technique is attributing responsible behavior to one's own efforts. Three teachers participated in this study mentioned their practices parallel to this sub-code during interviews and five teachers mentioned while discussing the vignettes. One of them gave emphasis during both vignettes and interviews.

Well, considering the child, I can say that s/he will recognize that the thing s/he did is not true. Additionally, s/he will realize that s/he has the chance to correct it and no one has made him/her ashamed because of that behavior. Moreover, his/her motivation for correcting his/her misbehavior will be supported and s/he will make effort (Hidayet, Vignette 3).

In general, for instance, we begin from the behaviors. We try to make children own their behaviors' responsibility. I can say this as my view (Hidayet, Interview question 1).

S/he should know the results of his/her behaviors (Ender, Vignette 7).

If s/he did it, s/he would behave appropriately at the next time. If s/he did not do it, there would be no need for such a talk (Tuna, Vignette 3).

Like as the previous case, all of us made noise. We should make them aware of that in order to make our lives easier, is it necessary? Will this practice make our lives easier? They become aware of faulty things (Ilgaz, Interview question 7).

The second technique of developing positive self-worth is demonstrating social support which is also a sub-code under this code. Six teachers pointed out this issue during the discussions of vignettes.

> I will go near him/her, sit down, and touch his/her head or shoulder in order to make him/her feel that I am here, near him/her (Ufuk, Vignette 4).

> A talk including such questions as "do you need my help? Do you have something to share with me?" can be done with the child (Deniz, Vignette 3).

The third technique is getting social support from others, especially parents and peers, in general from colleagues, guidance service, and/or educational specialists. Analysis of data of five teachers showed that they had practices in their classrooms regarding this sub-code. Only one of those teachers mentioned it during both vignette discussions and interview questions.

> "I think each of us can provide support for him/her, all of us help him/here. Maybe we will set the pace for him/her. Sometimes, s/he can forget anything, s/he can forget many things which we do" I will make such an explanation to the children (Tuna, Vignette 1).

> In order to support his/her talent, for instance, we could get into contact with his/her parents (Ufuk, Vignette 2).

> This is because, I am an early childhood teacher, I am not a special education teacher. Therefore, I need their help. Because of this, I will ask a special education teacher what will be their response to such a situation, and how they calm down the child. Only after I find the solution, I will set my route. I will talk to other child and continue my observation. I think that s/he will share the problem (if there is) with me and we will leave this subject. But if the child does not share the problem with me, I will continue observing him/her till finding a solution. I will observe the behavior and after that, I will share my observations with guidance service and educational specialists. After all, I will get into contact with his/her parents to analyze the situation (Nimet, Vignette 1).

> For instance, I go to the educational specialists and say that "they are still very active; I think that there is something missing. They say that "this is not the case. Don't you notice their behaviors nowadays? They do that, etc." (Nimet, Interview question 10).

The fourth sub-code, in other words, technique is demonstrating consistent respect, acceptance, and care towards all students. This technique was given importance during vignette discussions with all teachers. Only one teacher expressed this issue while both interviewing and discussing the vignettes.

Because of telling them that I love them, emphasizing how much I love them, they do not diverge from me. They say that "my teacher, I know that although you get angry with me, you still love me. S/he uses my sentences in order to respond me (Nimet, Interview question 3).

If anyone tells you always your wrong behaviors, you will also hate him/her. They are also small individuals. Therefore, it is necessary to reflect them you are aware of both good and bad and to show them that in every situation. Sometimes I experience such situations that although you just pat his/her head, s/he still becomes happy and says that "my teacher loves me". It is not necessary to say "good job" in every situation. (Deniz, Vignette 4).

The fifth sub-code is avoiding social comparison, expressly, encouraging children compare only their performance is mentioned by three teachers during vignette discussions. One of the teachers expressed this strategy as following quotation:

I won't go to the restroom with B because they feel uncomfortable deservedly. You do not go with other children but you go with the children who you think it is necessary. I think that this is a bad perception. (Tuna, Vignette 3).

The sixth strategy is making children experience a sense of social belonging. Five of the seven teachers expressed this issue during vignette discussions. Their points of views concerning this strategy are illustrated by following examples.

Six children in the class already got used to each other. It is the second term now. The teacher should make children to accept the newly came children as a friend (Deniz, Vignette 5).

The newly came child did not have a chance to know the teacher well. Thus, the children who were already in the class should present the classroom

facilities to him/her. This may help them to accept newly came child easily (Ilgaz, Vignette 1).

The seventh sub-code of developing positive self-worth is about avoiding public humiliation that is handling discipline problems privately, not publicly. All teachers focused on this strategy as essential while discussing the vignettes. For instance,

> For instance, at this case the teacher asks who came there not flushing the toilet. According to me, this is a worse situation for the child (Tuna, Vignette 3).

> For G, this is such a critical point, a thread that I may cause the child to be mishandled or damaged while trying to show him/her the appropriate behavior. Therefore, I won't mention this in fron of other children (Hidayet, Vignette 1).

Conversely, three teachers stated that it was sometimes necessary to handle some discipline problems publicly, again, during vignette discussions. For example;

> After coming back to the class, I will explain the children that we have talked this. Additionally, I will say that s/he will not behave like that and moreover, I will state that we are hopeful about not experiencing such behaviors again (Ilgaz, Vignette 4.

The eighth strategy, which is respecting for the autonomy of the child, was commented by all the teachers during vignette discussions. Two of them, also, mentioned this during interviews. Following excerpts are examples related to this sub-code.

> After a while, I will arrange another activity to implement the child's wish. I will mention that after finishing this activity we can write really a good note for his/her mother. Additionally, I will say him/her that we can write what s/he wants on that note. In addition, I will emphasize that if s/he still wants to make a present, I will plan an activity which s/he and his/her friends will have the chance to make authentic works during either group free play time or individual free play time (Ender, Vignette 2).

It is letting to his/her initiative (Hidayet, Interview question 9).

The last strategy is establishing a positive and caring environment, and all participant teachers gave emphasis on it while discussing the vignettes. In addition to this, three of them stated this issue during interviews. Some examples from teachers' quotations are as follows:

> I will try to take the child off the classroom. I behave like this in order to make the situation invisible for other children in the classroom because other children may be affected. I have to think of classroom atmosphere (Deniz, Vignette 4).

> Children in my classroom can reflect their feelings and distress freely. They have such freedeom; we always talk with them (Ender, Interview question 3).

4.1.1.2 Developing moral emotions

The second sub-theme of goals of self-discipline is developing moral emotions. The development of moral emotions is mentioned as crucial in the related literature (Bear, 2005). This sub-theme includes two codes. However, some general evaluations of teachers do not fit in to both codes and therefore, those evaluations are coded as developing moral emotions. Example for this sub-theme emerged from one teacher's sayings.

> I will talk with the child certainly about the inappropriateness of that word during the activity. After activity, I will talk with him/her differences of his friends individually. I will converse with him/her about why s/he is different from us and that s/he needs our help. After this conversation, I will give him/her a responsibility related to that child. Thus, I will make him empathy and help to that child. Maybe, I will develop a creative drama plan regarding this situation (Hidayet, Vignette 1).

According to teachers' sayings, it was concluded that development of moral emotions had two aspects which were also codes of this sub-theme. The codes were developing empathy skills and developing skills related to responsibility. Four teachers expressed her point of view regarding the first code that was developing

empathy skills during vignette discussions while one teacher emphasized her perceptions during discussion about interview questions.

> And really, the teacher should make the child empathy about the situation. Thus, s/he may begin thinking how anyone may feel when realize this situation. According to me, the teacher should make children realize the importance of that in relation to either for being clean or empathy. (Ender, Vignette 3).

> They are aware of me as being sad; how much I feel sad; and how I work hard for their happiness. I always tell these to the children. I always explain them that I am doing that for them and add that I am playing this play just for their joy. Furthermore, I warn them that if they behave like that I can not play this play despite loving it much. Moreover, I say that I feel sad because they do not hear me, see me. I always make such explanations to the children (Nimet, Interview question 3).

Focusing on the feelings of others was found to be related to developing empathy skills based on teachers' sayings. Two teachers mentioned this sub-code. Following is an example.

> I would say the child that when s/he hit any other friend, his/her friend feels hurt (Ilgaz, Vignette 4).

Developing skills related to responsibility, which was the second code of developing moral emotions, was expressed by four teachers. Three of them expressed this issue during discussions of vignettes and two of those three teachers stated this code during the interviews. The below excerpts are in relation to this code.

> Escaping from responsibility will affect him/her negatively during him/her future life. This child will begin elementary school after a year. This may lead such a behavior that before each exam s/he may say that "I feel myself bad". I will say him/her that this is your responsibility and add that s/he should do it. I will make him complete this work (Ufuk, Vignette 6).

> They take crayons, their books; I mean that they do everything they need. I will say that "now, we will take the red book" and each child goes and takes red mathematics book. If I say that "now we should take white mathematics book, they will go and take white mathematics book. I do not distribute

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anything. They do everything. They are aware of their responsibilities. They know what they should take and what they should do. I will just give the direction to them. I did not distribute any book to them at the beginning of this term. At first, I present them the books which we use. We talked about them: "what do you think about the topics of these books? It has numbers on it. Let's think about what these books could be related. What could they be related? Mathematics." They said that there was one more book which had numbers on it and we talked about what that book could be related. Finally, we concluded that it might be also related to mathematics. Then, we asked how we could differentiate those two books. I asked them how they could understand which one would be studied. They emphasized on their colors: one of them was red and one of them was white. I said "ok. When I say white book, which book you should take? White book. We decided each book. Therefore, I say that "now, we will take blue, stripe book" and everyone go and take that book. There is no chance for them to mix the books because we decided with children (Nimet, Interview question 1).

According to teachers, the development of skills related to responsibility can be achieved by three approaches which are emphasizing social responsibility, giving responsibility and emphasizing moral responsibility. All teachers gave emphasis on the first approach: emphasizing social responsibility, during vignette discussions. For instance;

There is still three weeks and when it is announced at the class, this will lead a competation in the class. Children are affected negatively in such situations. For instance; there is a practice in our school. This practice includes an environment agent. They decide on the cleanest classroom in the school. Children heard this and now, there is an incredible competition. They become informing against their friends to us; such as he does that or she did this. Instead of this, the teacher may tell the whole class that we will memorize a poem altogether. Thus, s/he may not study with only one child (Ufuk, Vignette 6).

According to teachers, this sub-code has three main techniques to develop social responsibility in children. The first one is making cooperation. Four of seven teachers emphasized on this technique while discussing the vignettes of interview protocol. Following is the example.

The child should tell the reasons: we played those toys together and therefore, we should collect them together (Nimet, Vignette 7).

Second technique to develop social responsibility in children is being aware of. This technique was stated by all teachers during interviews. All of them expressed it during vignette discussions and four of them mentioned it during interviews. The examples are:

At first, the teacher should mention differences of D when D. is not at there. S/he may explain them that "D. is different from us. We all different from each other but D. is a bit different from us. D. has different needs". For instance, we express children the reasons of behaviors of a naughty child as "yes, it is true that s/he behaves different from us because s/he did not go such as school or s/he did not such rules". For this case, we can tell children that D. has different characteristics and add that we can show and tell him/her something. Furthermore, we can state that we will love D. with his/her own characteristics, and add that we will get used to him/her as accepting his/her differences. I can say that I will use concrete examples for such cases (Ilgaz, Vignette 1).

For instance, when I said him/her that "can you please think what you did?", they were giving such responses: "no", "why? But s/he also did it to me?" "I won't think about it". However, now, they say me that "my teacher, I thought and decided" For me, hearing such a sentence is invaluable (Tuna, Interview question 9).

Third technique of developing social responsibility is listening to other and this technique was emphasized on by one teacher. She evaluated it as following:

This leader child will realize that others have rights (Ufuk, Vignette 3).

The development of skills related to responsibility can be achieved by giving responsibility as a second approach according to teachers. Six of seven teachers gave emphasis to this approach during vignette discussions. Two of those six teachers expressed it, also, while our talk about interview questions. Below excerpt is an example;

For instance, we will ask the child: "we learned that you have come from Malatya, haven't you? We do not know Malatya, we haven't visited there yet. Can you prepare a poster including your paintings or photographs at home and take this poster tomorrow? Can we look it over tomorrow because your friends wonder? You can put your mother and father's pictures on the poster. We really wonder about you. You can also look at our posters which we prepared at the beginning of this term." (Tuna, Vignette 5).

I prepare responsibility table. I indicate which responsibility is designed for whom (Nimet, Interview question 1).

The third approach to the development of skills related to responsibility is emphasizing moral responsibility. One of the teachers emphasized its importance during vignette discussions and other teacher focused on this approach during whole interview. Examples provided for this are as following:

At first, I establish calmness at the classroom. I tell them that you should not accuse each other (Nimet, Vignette 3).

Ok, it will be written on my plans that we will do these activities, but if children's interests and performances seem to be better during any other activity I will change it. However, I will try to be fair and support rights, self-defense, and respect for others' rights. Additionally, self-expression and skills needed for self-expression are important for me (Tuna, Interview question 1).

Being honest, according to three teachers, is an important aspect of emphasizing moral responsibility. Two of them emphasized this while talking about the vignettes and one of them expressed it during interview questions. For example;

I will say them "children, it is ok if there is somebody who forget something. We can forget doing anything sometimes. Actually, I also forget sometimes (giving such a utopic example). If there is somebody who forgot, I wait him/her come near me and whisper that s/he forget." The teacher should behave like this because the child may hesitate to express himself/herself in front of his/her friends. I want the child to express him/her. I do not approach this child as "this is a very rude behavior. Who did it?" Instead, I prefer to give a message as "someone has forgotten. This is possible. If s/he come and tell me, I will help him/her. We will go to the restroom and clean there together. We may talk about it." (Hidayet, Vignette 3).

I experienced difficulties during the first month, especially the first week. The child made something but not accept his/her behavior. For instance, s/he spilled the papers, however, said that s/he did not do. Another example was that s/he pushed one of his/her friends and told that his/her friend also did something to her/him. The child found always some rationale to his/her behavior instead of accepting the fault. We couldn't able to get a sentence that "yes, I did". Nowadays, I think that this becomes clear (Tuna, Interview question 9).

4.1.1.3 Developing coping skills

Coping skills are necessary for anyone to feel happy. Two teachers expressed the development of these skills during interview questions. One of the teachers focused on the importance of parents by following excerpts:

Children may not realize such coping skills in their families or environment. I think such skills are not taught well. The child's parents are always near him/her. For instance, I really like child education models abroad. When the child fells off, his/her parents do not run near him/her. Instead they wait him/her to stand up. Another example is that the child eats his/her food as pouring or spilling around but they do not interfere. The child does not cry in order to request anything. If s/he cries, his/her parents do not buy it. I think this is about the profile of families. If parents are always with the child and overcome all the problems that the child has, it becomes very difficult for me to solve this. Solving this takes too much time (Hidayet, Interview question 10).

The parents should direct their child to coping skills such as making him/her to ask his/her friend that "why did you behave like this? Your behavior disturbed me". They should also add the importance of talking about his/her feelings. Thus, parents will give their child the message which tells assuring his/her rights (Hidayet, Interview question 10).

The other teacher, on the other hand, gave importance on the relationship between and among children. Following example reflects her viewpoint.

My approach to such conflicts as making children to solve their behaviors if there is no serious physical harm. I do not tamper children in situations which I realize that there could be a conflict. I do not say them that "Aa.. please. But it is not.. let's agree". I let them be in conflict with each other. Of course, they will, we will get in conflict with someone. Having conslict is a reality and we experience it frequently. They should live this conflict

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and then learn how solve. I want for every child live such situations: conflict, discussion, work out and agreement (Tuna, Interview question 4).

In order to help children develop coping strategies, some teachers are found to use some methods. Three teachers stated that they were making children express their emotions in ways that did not harm themselves or others while evaluating the vignettes. For instance, one of the teachers said that:

> The teacher should not say. Instead, s/he should say L. that "please, call your friend. You have played with these toys and you should collect them together. K. does not have any work related to the books (Deniz, Vignette 7).

Another teacher gave emphasis to this method, also, during interview questions.

> For instance, s/he says that "my teacher, I did not make it in order to mess up, instead I was trying to collect but it spilled". Or, s/he may touch one of his/her friends hard and says that "my teacher, I touched my friend in order to get support from him/her because I was nearly felling off. However, s/he supposed that I hit him/her". Now, they solve this conflict between them, not need my help to solve (Tuna, Interview question 9).

In addition to this method, one of the teachers stated that she preferred to make children develop protective strategies when faced with challenges.

> For instance, at the beginning of the term, there was a child like him/her in our classroom. S/he was very shy and passive. One day, during preparing for school buses at the evening, s/he came near us and said us that "can I say something? I am very afraid of school bus." We didn't expect him/her to share his/her fear with us because we were realizing his/her interests or needs and did them and thus, we puzzled. I asked him/her why s/he was afraid of the school bus. I evaluated the situation with him/her by asking such questions: "what makes you frightened?" "The darkness", etc. S/he said that it wasn't and added that the time was too long and that made him/her get bored. We asked what we could do and we altogether thought this. Finally, I prepared a school bus notebook for him/her and said that "look at outside while going on the school bus. Then, draw what you see on this notebook. During the next school bus journey, you will look at your

previous drawings and think that I passed this, this, and finally we come back to home." The child said me that "ok teacher. Let's do it." S/he was crying during this speech. I said him/her that if this did not work we would find and try another one. We prepared the notebook and ornamented it. Then, I gave it to the child with a pen. S/he liked it very much. S/he got on the school bus as crying at the first day but s/he did not cry at the second day. Following day, s/he showed us the drawings s/he made and told us where the school bus went by those pictures. (Tuna, Vignette 1).

4.1.1.4 Developing self-control

Developing self-control is found to include controlling behavior, controlling emotion, working independently and finishing started work according to participant teachers' sayings.

Making children control their behaviors is stated by all teachers as important during vignettes. For instance;

The child will feel that s/he does not the right to make whatever s/he wants. I do not blame him/her. Thus, s/he will feel my support (Ufuk, Vignette 4).

If the child made an explanation and that explanation was suitable to that situation, I would say "ok but please be careful about not repeating it. We should not behave like this because our topic is different than you mentioned (Nimet, Vignett 1e).

In addition to vignettes, two of the teachers expressed this while taking about interview questions.

There is a train in our classroom. Children can see which lesson comes next when looking at it. Thus, they go, look at the train and realize the next lesson without getting any help from others. This helps them to decide on what t do during any specific activity. (Ufuk, Interview question 1).

The mostly cited behaviors which teachers gave emphasis to make children control are behaving appropriately, toeing the line, and waiting for turn.

For behaving appropriately, two teachers focused on peer relationships during vignette discussions by using following sentences:

G. could most probably become calm. I convinced him/her. I said him/her that this behavior was not good and s/he sat down. His/her friends behaved like him/her and they also sat down (Nimet, Vignette 1).

We say that "now, it is time for playing with our friend's toy after making an agreement (Tuna, Vignette 8).

Toeing the line was taken into account by all teachers during vignette evaluations. Additionally, five of them gave importance to this behavior while talking about interview questions. Sample quotations from teachers' sayings related to this behavior are provided below.

Thus, we could not experience such a thing that s/he wouldn't say: "but we have such a rule". If s/he says this, I will state: "you are right. We have such a rule. We also decided on such a rule for him/her, we talked, do you remember?" By mentioning this, I will provide a connection with the previous discussion. After this, we will sing the song "kirmizi balik golde" altogether (Tuna, Vignette 1).

This means that the child needs to be taught the rules. Therefore, I will talk about the rules of our classroom. Then, I will plan an activity which teaches the rules very well. This will be a reminder for other children but it is necessary for him to learn them (Ender, Vignette 5).

The key point is the reason. We use rules instead of discipline most of the time because discipline sounds them an abstract phenomenon (Ilgaz, Interview question 7).

According to one of the teachers, waiting for turn is also related to controlling behavior and she emphasized it in relation to toeing the line. She expressed her ideas about this as following:

I will provide a conversation atmosphere in the classroom before this during conversation time. At first, I could not get involved in the environment: everyone would talk. I would ask a question and they would say something. One child might say from left-hand side, the other might right-hand side. And nobody would raise his/her hand. I would not say anything for five or ten minutes. Then, I would quite the classroom and ask them: "now my children, what have we done previously?" they might say: "conversation". I would ask: "what have I asked you?" "I asked you whether we could plan a toy day" each child might say something related to this and I would

emphasis on: "each of you said something but I did not understand what you said. Is there anyone who heard and understood?" one of them might say: "yes, I tried to say you this but you did not understand me." Another one might mention any related statement. Thus, we will make not being heard clear. At this point, I will mention: "nobody heard any of his/her friends, did s/he? There were no of us who understood what was being discussed. There were many sounds but I did not understand any of you. Why?" they might say: "because we tried to tell what we wanted to say very loudly." They will understand that because of talking at the same time, we could not understand each other well; and this led us to talk more loudly in order to make our words understandable, we would reach this point. At first, I try to make them realize. At this point I will ask them what we should do in order to understand each other. They will say that we can raise our hands in order to get permission to share our ideas or feelings. This will be a rule in our classroom. I will praise and write this rule on the board. Then, we will clarify the second rule. I will ask them "ok. You are right; we should talk by raising our hands to get permission. For instance, one of my friends raised his/her hand and after getting permission, s/he began talking. However, I have something really want to share, what should I do? Will it be true to say it when my friend is talking?" Some of them might say that I should say and some of them might say that I shouldn't say. This will create a chaos. At this point, I will give permission to one of them to tell us his/her toy but during his/her talk, I will break his/her talking several times. The child might say that 'but my teacher…". I do this frequently in my classroom. Then, I asked to the child: "do you feel comfortable when I always broke your words? How did you feel?" the child will say: "I did not like it" Then, I will say that "Ok. Let's find a solution, also, do such situations. What should we do when somebody is talking and we have something to share?" children might say that "raise our hands. Don't break his/her words. Say our words after our friend's speech". This is the second rule. They decided on these rules and thus, they will own them (Tuna, Vignette 8).

Three participant teachers emphasized that they make children take responsibility in order to help children control their behaviors. One of the teachers expressed her idea during vignette discussion; two of them explained it as necessary during interview questions.

Giving child the responsibility really works. After a while, the child becomes saying that "teacher, here is untidy, do I clean?" (Tuna, Vignette 8).

They clean up. "teacher, water has spilled here". For instance, they fill their water bottles. When it spills, I say that "ok. It may happen but you should

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go, get a piece of tissue and clean it up". The child goes, takes a piece of tissue and clean up. If the tissue is not enough, s/he will go again, get another piece of tissue paper and continue cleaning up. After completing, s/he throws them to the waste bin. For instance, s/he sharpens his/her pencil. If it spills, s/he collects the trash and throws to the waste bin. All of us become vacuum cleaners and each of us collects the trash under our table (Nimet, Interview question 1).

It is important to give children responsibility for self-regulation. The child shoul realize this trust by taking or putting anything. Taking the responsibility of anything is an important step (Hidayet, Interview question 1).

Controlling emotion is the second related aspect of the development of self-control according to the participants of this study. One of the teachers explained this aspect as transferring children's enthusiasm from misbehavior to positive behavior while discussing a vignette as following.

For example, we experience such situations in the classroom. Teacher: "You were late". Child: "Because I was running in the class while you were doing this." Teacher: " because you behaved like this, you did not find the chance to put on your clothes while your friends were putting on and now they are getting ready to go outside. Now, we will start getting ready. Next time, if we get ready early, we will go outside with them. Is it ok?" next time, really, this child will get ready earlier than his/her friends in order to be on time. Actually, s/he has such a speed. Therefore, we can use this. We will make this child to use his/her energy for being prepared instead of running around the class. My goal is not abolish his/her enthusiasm. I certainly make it direct to more acceptable behavior (Tuna, Vignette 8).

The other, also mentioned controlling emotion. Her point of view was different than previously stated teacher. According to her, emotion control is important for their future social relationships. She stated her thoughts related to this code while talking about and evaluating the interview questions.

Making children feel emotional discipline. The teacher should achieve this. It is OK that our responsibility is to put something into order, but children should know how to behave in social situations. We, as their teachers, lay the foundations of their future social relationships. We might add this to the definition of discipline: emotional discipline (Deniz, Interview question 7).

Anger management was taken into account by all teachers as related to emotion control. Except for one teacher, the six participants emphasized this during vignette discussions. Examples of excerpts taken from teachers' sayings are provided below:

> The child may reject but even s/he rejects, I will mention that s/he cannot return to the activity unless s/he manages his/her anger clearly. I will wait. Does not s/he calm down? S/he may cry. At this situation, I will remove him/her from the classroom. I will take him/her to the restroom and make him/her wash his/her face; then take him/her to a silent place where I talk with him/her; and after solving it, we will go back to the class. At the class, I will make the child collect the toys which s/he played (Nimet, Vignette 7).

> The child should control his/her emotions. The child, who has a temper tantrum, should not have it in the future. S/he should keep himself/herself. The child should be raised as an individual by the teachers. S/he should learn being an individual as well as feeding himself/herself, going to the restroom and toeing the line. We can add this to the strategies to foster self-discipline: emotional control (Deniz, Interview question 7).

To help children manage his/her anger, one of the teachers mentioned that she could say the child to sit on the cushion. Thus, she expressed that giving time to the child may be helpful for him/her to manage anger. Additionally, she said that she would get parents' support in order to make the child express his/her ideas and feelings. Moreover, she stated that she could direct the child's attention to another activity, such as washing his/her face and walking around the school. Another teacher also emphasized directing attention of the angry child to another activity. Like the first teacher, she said that she would offer the child to wash his/her face.

Developing self-control, which is one of the goals of self-discipline, includes working independently as well according to a teacher participated in this study. Only one teacher mentioned this point. Her statement regarding working independently is given below.

> The child does not behave like a five-year-old child. It means that s/he does not work independently (Ender, Interview question 3).

Finishing started work is the last part of developing self-control. All teachers made this point clear for this study during vignette discussions. For instance, one teacher emphasized the psychological aspect as following;

> The child may become motivated. S/he makes it. S/he feels happy because of finishing the started work or completing missing part (Ilgaz, Vignette 10).

The curriculum aspect was clarified by two teachers. Below statement is an example to this aspect;

> The teacher may say to the child that "let's complete this work. After completing it, I will give you some beads and you will design your mother a necklace." thus, the teacher will not also make children finish the started work but also support him/her about his/her request of making a necklace to his/her mother (Ufuk, Vignette 5).

The other teachers focused on the responsibility aspect of finishing started work. Following excerpt is quoted in order to give an example:

> I would talk with the child and make him/her remember that s/he wanted this responsibility. I would emphasize how s/he was lucky. Thus, I would motivate him/her. I would encourage him/her by talking future happy moments. Maybe, these would help me to make him/her memorize the poem. This is the child's responsibility. Therefore, s/he should finish it (Ender, Vignette 6).

4.1.2 Strategies to foster self-discipline

Both during interviews and data analysis, I realized that teachers use different strategies which foster self-discipline. These strategies are presented and examples for them are provided.

4.1.2.1 Being a role model

One of those strategies is being a role model. Five teachers mentioned the importance of this strategy during interview questions. Two of these five, also, expressed this while discussing vignettes.

> We should be role models for children. If I make a fault, children may also make faults (Hidayet, Vignette 8).

> I am saying children that "hey, children. Look at me. I am also collecting the garbage under my desk". Thus, by being a role model, they collect the garbage (Nimet, Interview question 1).

4.1.2.2 Praising and rewarding –Positive reinforcement-

Second strategy which teachers use to foster self-discipline is praising and rewarding, in other words, positive reinforcement. All teachers participating in this study mentioned this strategy during vignette evaluations. Two of the teachers also mentioned this while talking about interview questions. Example quotations are as below:

> The child did a good behavior. Therefore, I should give him/her a positive reinforcement and I will thank him/her (Ufuk, Vignette 2).

> The teacher should say "good job" to L. and thank to the child (Ender, Vignette 7).

> Teacher may say something conversely to the fact. I mean, s/he may focus on the good behavior of children instead of misbehavior. Maybe, this positive reinforcement helps the child to control him/herself (Ender, Interview question 4).

4.1.2.3 Arranging curriculum

Third strategy to foster self-discipline is arranging curriculum. Arranging curriculum was taken into consideration by one teacher while vignette evaluation and by another teacher throughout the interview protocol. Examples to this strategy are:

After I satisfied the child, I will implement the card making activity. Then, I will arrange a time for what the child requested me. The early childhood curriculum is flexible thus, I can arrange a time. However, I will arrange this for the whole group. If I arrange this activity privately, the class will be affected negatively. Therefore, I will ask all children what their mothers like most. Then, I will question what we can do to make their mothers feel happy when they get from their children. After discussing these questions, I will put waste materials on each table and ask them whether they need anything else. Then, I will say them: "now, it is time to make the things which our mothers like most" (Nimet, Vignette 2).

Except for this, we have a routine program and everything goes related to this program. I say "we can experience anything at anytime" because needs and interests of the children may be different than that program during that day: they may be very active or very creative. According to these observations, I will make some changes on my program. If I feel that they need an art activity –if taking any art material, putting it on the table, and all of them are making something on the table- I will plan such an activity. If I think that they are very active and we have mathematics lesson, I will arrange this mathematics lesson according to children's activity level. If I observed that their senses are open during that day, I will arrange an observation or experiment activity. In other words, I will have a plan but I will let it to be changed according to children, the classroom atmosphere. I mean, my program is flexible (Tuna, Interview question 1).

According to teachers, they arrange curriculum by activities (cited by all teachers), methods plus techniques (cited by two teachers), and materials (cited by two teachers).

All participant teachers mention that they arrange activities in order to improve children's relationships throughout vignette evaluations. For instance;

I would not think any interactive activity if it is the first day of the child in the school. Instead of video watching activity, I will prefer free play activity since it helps children come together and socialize with the friends. Also, I will observe the child's development: what s/he can do and what s/he cannot achieve (Tuna, Vignette 5).

Another example is that;

Anyway, I would develop an activity which helps them come together and be in the same group in order to improve the relationship between them (Ender, Vignette 1).

One of the teachers mentioned her reason of arranging activities as to pull children's attention when we discussed the interview questions. The other teacher discussed arranging activities in relation to the previously stated teacher's viewpoint during interview questions. Additionally, it was seen that she emphasized also the arrangement of environment. She expressed that;

The child internalized it. Why? How? Maybe a creative drama activity practiced in the classroom helped, or environmental things worked. However, the child internalized it. S/he began criticizing his/her mother who was not careful about traffic lights while driving (Ilgaz, Interview question 7).

Two teachers expressed their practices regarding arranging methods and/or techniques during vignette discussions. For instance one of them said that:

I may make a table concerning behavior. Each time the child behaves well she or he can earn a smiling face. This may encourage good behaviors (Ender, Vignette 4).

The other teacher also mentioned a table concerning classroom rules. However, she stressed on that she and all children in the classroom will form that table.

These two teachers, again, highlighted their arrangement of materials during vignette discussion. For instance, one of them said in relation to this below statements;

I search for child's needed materials as soon as possible, if I could not find the materials I will try to create them. I appreciate such child's efforts because s/he thought and decided to make such a different thing (Tuna, Vignette 2).

4.1.2.4 Arranging environment

This sub-theme is accepted as an important strategy to foster self-discipline by six of seven participant teachers. Each teacher stressed the strategy during vignette evaluations. One of these six teachers also gave emphasis this while we were talking about interview questions. The example excerpts of arranging environment are as following:

> For instance, there is a friendship bracelet in our class. The aim of this bracelet was to make children remember our classroom's rules of friendships. Each child made one and united them together after writing "we have learned our friendship rules" on the. Then, we hung this united friendship bracelet. While we were making this, we questioned what we should do with children. Each child said something related to it. Then, we said that "let's make a commitment" and each one signature his/her bracelet (Ender, Vignette 5).

For arranging environment, all teachers mentioned that they were arranging learning environment and five of them stated that arranging social environment was a necessary strategy to improve self-discipline.

Only one teacher discussed arranging learning environment during whole interview protocol. Quotations from both interview techniques are:

> The reason behind my aim to develop the table for the child is to make him/her get used to gradually conversely to the previous behavior. Thus, accepted behavior will become visible in that child. (Nimet, Vignette 4).

> There is a routine train in our class. This train shows us what we will do throughout the day. Every child sits on chairs. While they are preparing for the lesson, I will arrange this train (Nimet, Interview question 1).

At the first quotation she found to be mentioning arranging learning environment to help children develop acceptable behavior. Four participant teachers also explained their ideas in relation to this code. However, second quotation tells that she arranges learning environment to make children become aware of their day and thus control themselves. Two teachers also reflected their ideas regarding this code during vignette discussions.

One of the teachers has a different point of view regarding this code. She focused on the activities while mentioning the arrangement of learning environment.

But, for instance, we could not say ok to the children who do not want to study mathematics. Since the lesson which is mentioned at this vignette is art, I say this. Maybe the child is not ready for art lesson or the child may feel such at that day. But children do not behave during lessons such as mathematics; they do not say that 'I don't want to do that' (Ilgaz, Vignette 10).

Arranging the environment socially discussed with four teachers during vignettes and one of them while interview question evaluations. According to the teachers, they were arranging social environment in order to make children take responsibility, solve a problem and be aware of anything. For instance, one teacher made her ideas in relation to this code explicit by below statements.

I will give responsibility of presenting the interest corners to D. to the children. I will explain the reason to the children as 'D. is unfamiliar to our class. It is our responsibility to tell him/her our classroom, our rules, and the results of not obeying the rules' (Ilgaz teacher, Vignette 1).

4.1.2.5 Preventing misbehavior

This fifth sub-theme of strategies to foster self-discipline is also mentioned in the literature as an important aspect of comprehensive classroom discipline and self-discipline. One of the research questions of this study led the study to find how early childhood teachers think of the techniques they use in order to prevent misbehavior. Thus, this strategy is explained in relation to this research question below.

4.1.2.6 Dealing with misbehavior

Comprehensive classroom discipline which helps or prevents children develop self-discipline includes also dealing with misbehavior. This sub-theme was emerged from the data as a strategy to foster self-discipline, and this strategy also explained the research question searching for how early childhood teachers think of

the techniques they use in order to deal with misbehavior. Therefore, this strategy is explained in relation to this research question below.

4.1.2.7 Helping children cope with stress and situations in which they have little control

Children face some situations which they can feel that they have little power, in other words control over throughout a day (Bear, 2005). This feeling may result in stress on children. The data from the teachers showed that they gave importance to this sub-theme. Especially, three teachers mentioned their help to children in coping with stress during discussions about vignettes. For instance, one of these three teachers focused on its importance via below statements:

> Instead of not making it, the reason behind the child not making will be important for me. I will be interested in what the child felt, and the stress s/he faced. I will discuss this situation with him/her. I will ask whether he really did not want to make it, and whether he felt anything disturbing. I will mostly question him/her. I will try to share his/her feelings and I will be careful about not making him/her feel uncomfortable. After that, if the child did not participate in the process because of not wanting to do, what can I do? You cannot have anyone make anything. The child should do it because s/he wants to do it. If s/he does not feel comfortable, there will be no need to put one or two things to the car (Ender, Vignette 10).

One of the teachers expressed that she preferred brainstorming with the child in order to help him/her. She indicated her view by below statement:

> "When you hit your friend, did s/he play with you?" "No, s/he did not". Therefore, there is something we should do instead of hitting. I wonder what we should do?" I will talk with the child like this (Tuna, Vignette 4).

Four participant teachers stated the use of evaluating with the child as in order to help him/her cope with stress and situations in which they have little control while discussing the vignettes. One of them uncovered this code via below statements.

Maybe teacher asks the process. If I were the teacher, I will foster the child to talk about such questions: "s/he may not really want to do that. Maybe s/he wanted to do anything instead." I will ask the process at first and then, I will try to reach the answer by questioning with the child (Ufuk, Vignette 3).

Other one of the teachers stated her view via below statements:

The child may decide according to the choices. I will change the choices taking children's preferences. If he says that "I'm bored", I will ask him a choice which is "If you do not continue, does presenting it another friend disturb you?" Maybe s/he asks "how" and I will tell him/her such as I will give your responsibility to another friend and s/he will present this poem on 23 April ceremony. Will this affect you? I will tell the child each choice in detail. Would you like this? Or you are already reading the first stanza well. I will give him positive reinforcement. What should we do for the second stanza of the poem? Would you like to continue studying on it at home? It will be good to take his/her preferences. The teacher will offer him other choices after taking his/her point of view (Ilgaz, Vignette 6).

Three teachers indicated that they preferred to encourage the child who felt stress to implement alternative solutions while evaluating the vignettes. One teacher's statements which are presented previous code were taken into account as appropriate for also this code because the teacher did not only evaluate the situation and alternative solutions with the child but also encourage him/her to implement an alternative one. The other teacher mentioned her ideas related to this code parallel to the first teacher.

"Ok. What do you think about doing it such: You know the first stanza of this poem well, don't you? You will read this part of the poem during the ceremony." S/he might accept. I will say him/her that "ok. Let's read this part. I think you will read this first stanza very well." If it is possible I will may change and make the poem shorter. Then, I will show the shorter version of the poem to the child and s/he will read this version (Tuna, Vignette 6).

The teacher cleared her point below statements:

> Additionally, would not be there sad children who did not selected via lot? Yes, there would. I say them that there are many festivals throughout the term and I add that you will have probably a chance for one of them. We can use these words. I mention them that we will have a year-end show. I focus on that at this show each of you will have a role. Moreover, I state the children that we will sing songs, and have role plays (Nimet, Vignette 6).

As a fourth strategy, these two teachers expressed that they make the child to express his/her feeling while vignette discussions. Both teachers expressed their views concerning this code as helping the child to uncover his/her feelings. For instance;

> By this, the most importantly, the child's self-expression will develop. The child will realize how to express his/her feelings. The child knows expressing himself/herself at this case but s/he does not know how to express appropriately, this expression is done via crying. If s/he gets what s/he wants by crying, this is his/her expression type. She has one type of expression but this is faulty. We will try to change this expression type (Tuna, Vignette 4).

Giving time was the last strategy which was reflected as helpful was reflected by one participant teacher during vignette evaluations. She focused on this strategy by using following words:

> If s/he continues not participating in, I will not go over. I won't force the child. I could not say him/her that this is a group work and I won't tell him/her that s/he has to do something. Instead, I will wait him/her to be ready because maybe I discover during an observation that the child needs to get relaxed. Sometimes, children feel anxious and worried during group work (Tuna, Vignette 10).

4.2 Findings explaining how early childhood teachers define self-discipline

According to the findings of this study, teachers defined self-discipline as following terms, and these terms were categorized under the main theme namely definition of self-discipline. Furthermore, in order to make definition of self-

discipline clear, I asked teachers how self-discipline could be assessed, and assessment of self-discipline became a sub-theme defining self-discipline.

4.2.1 Definition of Self-Discipline

> Early childhood education is accepted as funny and playful but according to me, this is the foundation of education. Conversely, for me, this is the time when some values such as equity, respect, respect for others, respect for self, being aware of own rights and vindicate, self-organization, planning, following are developed. (Tuna, Vignette 9).

> Does s/he take the responsibility of his/her actions? Does s/he use his/her properties neat? Does s/he put any property to its place after using it? These are the basic examples which reflect me whether self-discipline developed (Hidayet, Interview question 10).

Actually, these quotations summarize what teachers mainly focused on while defining self-discipline. However, they specifically, pointed out self-expression, self-control, self-regulation, self-organization, knowing what to do, discriminating right from wrong, and not being controlled by external forces and behaving like somebody exists in order to define the topic.

4.2.1.1 Self-expression

Self-expression was highlighted as a definition of self-discipline by two teachers. One of the teachers made it clear during interview questions and other teacher focused on this definition throughout the whole interview.

> Sometimes it occurs in the classroom. Although it was not the case, Dori thought that it was her turn and asked me that "But my teacher, yesterday was Eddy's turn. Isn't today my turn?" I said her that "yes, very nice, it is your turn, I think I have mixed and looked wrongly". Thus, I realized whether she demanded justice or not (Tuna, Vignette 9).

> Expressing self and the ability to express self are the two topics which are crucial for me (Tuna, Interview question 1).

4.2.1.2 Self-control

During interview questions, I defined one aspect of self-discipline as self-control and asked teachers what they could put on this definition and how they defined it. Six teachers accepted this aspect important as I did. Five of the teachers emphasized it during interview questions. Only one teacher focused on it while discussing the vignettes. According to her, self-control can be enhanced by responsibility. She reflected her point of view as following quotation:

> Maybe, H does not want to take such responsibility. S/he may think that it was so boring and share it with one of his/her friends (Deniz, Vignette 6).

Other teachers mainly focused on what self-control meant in relation to self-discipline.

> I accept self-discipline as controlling the self, controlling behaviors. I evaluate it as internalizing that behavior and practicing it individually (Ender, Interview question 7).

> For self-discipline, the child should evaluate that there are social rules, the world around him/her is not unlimited, there are limits in it, and s/he should limit himself/herself accordingly by his/her inner voice (Ufuk, Interview question 7).

4.2.1.3 Self-regulation

According to four teachers, one definition of self-discipline was self-regulation. Two of the teachers mentioned it throughout the whole interview where other two of the teachers expressed it during interview questions:

> Therefore, my intervention could be related to making him/her to form the process by himself/herself. I can name this completely self-regulation (Tuna, Vignette 9).

> For instance, when we examine children, how many of them behave like that because they develop in terms of self-regulation or how many of them do that because they are afraid of their teacher and not wanting to get a warning from her/him (Hidayet, Interview question 1).

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4.2.1.4 Self-organization

This definition was expressed by three teachers. One of the teachers mentioned it during vignette discussions and two teachers stated it while talking about interview questions. Below quotations are selected as providing examples for this definition:

Generally, I have a form related to this and I get this form, sit down on my chair, and start observing children. I call them one-by-one and ask why s/he is playing at that interest corner, what is attractive at that corner, who you play with, etc. I ask such questions in order to organize them (Nimet, Interview question 1).

The child may think that s/he can decide on topics related to him/her and may create the choices about himself/herself. The message which is given is that you do not need only my ideas, you can also think, you can also add or eliminate something. This self-organization is so important for me that it may develop other domains (Tuna, Vignette 2).

4.2.1.5 Knowing what to do

All teachers mentioned this as one definition of self-discipline during interview questions. The two teachers, also, expressed it while discussing vignettes.

We are trying to make children develop that self-discipline. S/he should know what to do. We try to develop this (Ender, Vignette 8).

The child does this for me when s/he was six-year-old but does not behave like that for elementary school teacher. At this point, I will think that I did not develop self-discipline in this child and I will question myself. Why? Because this shows that s/he did that for me, not for him/her, but s/he should do it for himself/herself. S/he did not internalize those rules. It should always be stressed for the child that s/he should do it for himself/herself (Nimet, Interview question 9).

Someday ago, one of the children in my classroom did something inappropriate. Other child warned him/her using our words that were "We do such, don't we my friend?" I realized that s/he internalized that rule. S/he internalized thus she began warning his/her friend about it. Whereas we are warning and telling something, I see that we go one step further. They are telling each other and solving their problems (Ender, Interview question 10).

4.2.1.6 Discriminating right from wrong

Three participant teachers focused on this definition throughout vignette discussions. Additionally, two teachers made this definition explicit while talking about interview questions. For instance:

> The child will learn the right behavior and s/he will discriminate how to behave appropriately. We are trying to gain children the appropriate behavior (Ender, Vignette 4).

> If I throw away my garbage, I should think the reasons of it as well as the future results. We could make it more concrete. In other words, I think that it would be meaningful to behave taking its possible results into account (Hidayet, Interview question 8).

4.2.1.7 Not being controlled by external forces

Three participant teachers highlighted this as one of the definitions of self-discipline. One of them made it explicit throughout interview questions; the other one of them stated it while discussing the vignettes; and the third teacher gave it emphasis during the whole interview. Below excerpts provide a more clear definition of self-discipline regarding this sub-theme.

> Thus, the child becomes not accepting every orders from the top (Ufuk, Vignette 7).

> For instance, I think that using such words as "your behavior made me upset" is not appropriate and I do not prefer to use them. The child should behave responsibly because s/he thinks that s/he should do, not because of my words. I think that we use "you hurt me" or "I will be hurt" wrongly because by emphasizing this, we will make him controlled by external forces rather than internally. The child may make me upset and this may not interest him/her. According to me, at this point, the most important thing is to make children evaluate his/her behavior's reasons and consequences and recognize them. Besides, self-discipline starts at this point (Hidayet, Interview question 1).

4.2.1.8 Behaving like somebody exists

This was the last definition of self-discipline. For this code, four teachers mentioned that self-discipline was also behaving like somebody exists. Three of the teachers focused on this definition during interview questions; and two teachers emphasized it while discussing vignettes. The examples of this definition are:

> If you give attention to the fact in the class, tell them this fact as disgusting and try to solve it in class, I will say that it is not true. What will the child do? Maybe another child has such a problem; and after experiencing such an approach, s/he won't come and tell you. Instead, s/he will not do it in the class, but out of the class s/he will do it. Our goal is not preventing such behaviors only at school. Our goal is to make children aware of its inappropriateness in anywhere: home, outside. Thus, children will learn that this behavior is not an appropriate one (Hidayet, Vignette 3).

> Now, they do it personally. I do not say any direction to them. When they pour water to somewhere, they take a piece of napkin and clean it up. At such situations, they do not come near me and need my help (Nimet, Interview question 1).

4.2.1.9 Assessment of self-discipline

When I asked teachers how self-discipline can be assessed during interview questions, all teachers mentioned that by observation. Moreover, four teachers stressed it also while discussing the vignettes. Examples for this sub-theme are:

> If I were P teacher, I would observe "I" during group work. I would be careful about why s/he did not make anything (Deniz, Vignette 10).

> When I think how self-discipline can be assessed, I realize that by observing (Ender, Interview question 11).

4.3 Findings explaining what early childhood teacher perceptions are regarding the importance of self-discipline

During our discussions about interviews with teachers, teachers stressed the development of self-discipline concerning the important roles of several parties. According to teachers, parents and especially teachers have the most important roles on development of self-discipline. Administrators, society, peers, children's age, the

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culture and time other aspects which were indicated as having important roles on self-discipline development.

4.3.1 Importance of parents

All teachers participated in this study gave emphasis on the important roles of parent regarding self-discipline throughout the whole interview. Example quotations are provided below:

> Parents, also, should apply these in order to make what we try to achieve in school sustainable for children. If there is no continuity of what we do in class at home, we could not precede one step further because parent-school cooperation is that (Deniz, Vignette 4).

> This situation may be resulted from parents. You say the child to do something but s/he does not do it. After you come near him/her and make him/her to do it, s/he does it. The reason behind this is that parents did not use an appropriate language. I guess that the child did not achieve anything individually; instead parents helped him/her all the time. His/her mother did everything for him/her (Ender, Interview question 3).

> It is the fact that you could not develop something despite parents (Hidayet, Interview question 9).

4.3.2 Importance of teachers

This sub-theme was highly emphasized by all teachers during the interviews. They reflected views about their crucial role in the development of self-discipline as following:

> If the teacher does his/her mission consciously, it is the most important responsibility of him/her to raise good individuals for future (Deniz, Vignette 4).

> Absolutely, teachers have important roles at the first step, after parents. They have catalytic roles which sustains self-discipline development. In other words, teachers either extinguish the behavior or sustain it. They are at a point that may cause to extinguish the behavior which the child gained from his/her parents. We, as early childhood teachers, shape the child's not only self-discipline but also whole personality development. I always associate our profession with constructing a building and actually, we lay

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the foundations of the child with parents. Most of the time, parents may stay behind (Hidayet, Interview question 9).

4.3.3 Importance of administrators

This sub-theme was accepted as important for the development of self-discipline of children by the two participant teachers while discussing the vignettes. For instance, one of them mentioned the importance of administrators via below words:

> School principals… Elementary school principals do not know child development and show huge demands from six-year-old children (Ufuk, Vignette 6).

The other teacher also stressed the importance of having information about child development while mentioning this sub-theme.

> The school principal should understand child's age level. If they understand this, they do not force the teacher to make children read the whole poem (Hidayet, Vignette 6).

4.3.4 Importance of society

According to five participant teachers, society has an effect on the development of self-discipline. The three teachers questioned its effect during interview questions and the two teachers emphasized it while discussing vignettes. Examples suitable for this sub-theme are provided below:

> Eventually, in order to save the child… Each child is different. Some of them are affected by their families; some of them are affected from the societies (Nimet, Vignette 4).

> Eventually, we are in the society as individuals but society and individuals have always an interaction. Apart from our individuality, we make something for our society, too and also, we expect something from the society. In order to achieve this, in order to have such an expectation from society, I should think some topics based on the society (Hidayet, Intervew question 8).

4.3.5 Importance of peers

Four of the seven participant teachers emphasized the importance of peers during vignette discussions. One of the teachers focused on this also through evaluating the interview questions. Some quotations in relation to this sub-theme are provided to make it clear.

> They will make the same thing for each other. They really try this. One day, one of them tries it, the other day another one tries. They really affect each other (Nimet, Vignette 9).

> When one of the friends sees, s/he may say that "you should clean this up because you have done it". They warn each other. Thus, there becomes no need of me (Nimet, Interview question 1).

4.3.6 Importance of age

Emphasis on the importance of children's age regarding the development of self-discipline was given by six teachers. The four of these teachers focused on this subtheme during vignette discussions and four teachers mentioned it while talking about interview questions. The examples are:

> Six-year-old… This is the time during which character and personality of child develop. Gaining child the acceptable behavior means that s/he will take responsibility and achieve this during his/her whole life. S/he will obey the rules and be democratic in his/her future life (Ufuk, Vignette 2).

> Eventually, if I could not develop self-discipline in children at this age, it would not be gained when s/he grew up. Like you can't teach an old dog new tricks. I give the child simple responsibilities; the responsibilities which s/he can achieve and these responsibilities will increase by age. I should make the child achieve those responsibilities at this age and thus, s/he will be ready for future responsibilities (Nimet, Interview question 8).

4.3.7 Importance of culture

Only one teacher mentioned the importance of culture. She expressed her ideas regarding this as following:

Each child comes from different cultural background regardless of their parents' socio-economic status (Nimet, Vignette 4).

4.3.8 Importance of time

The time needed for the development of self-discipline was highlighted by four teachers. The two of these teachers mentioned it during interview question while others made it explicit during vignette discussions. The quotations, retrieved from teachers' sayings, are:

> This sounds me too early. We have said that it was the third week. Maybe, the child had no school experience and this was the first time he entered to a school. According to me, third week is too early. Children are practicing the activities newly. Maybe, we have done our first science experiment. The first two weeks.. Children may not go outside before. Therefore, it is difficult to go outside before understanding each child. I think that the teacher got to know the children during the first two weeks (Tuna, Vignette 8).

> Really, this is not a period of one or two months (Hidayet, Interview question 4).

4.4 Findings explaining how early childhood teachers think of the techniques they use in order to prevent misbehavior

The research question is explained by one of the strategies teachers use to develop self-discipline. This strategy was a sub-theme of strategies to foster self-discipline. Three teachers expressed this during vignette discussions. We evaluated this with one participant, also, while talking about interview questions. One point which she cleared was making children be aware of anyone's misbehavior and this would lead preventing any misbehavior like that:

> There are children who try this and make some evaluations about this. They probably say that: "You see, I have cleaned up. If you don't clean up, you will see such a situation. Teacher, we have cleaned up, haven't we? We did it, didn't we? We have right to participate in the activity, don't we?" This will be an experience for other children in the class. Thus, they will gain some benefit from other's experience for their life (Nimet, Vignette 7).

She also added that pulling attention to the activity and making explanation were helpful for preventing any misbehavior.

A participant teacher explained her one of the strategies of preventing misbehavior as praising the child who behaved well while discussing vignettes. According to her, positive reinforcement was an important tool. Like the teacher, the other teacher, also stated during interview questions that she made explanations before the misbehavior occur and by these two ways, misbehaviors might be prevented.

One of the teachers expressed her strategies to prevent misbehavior as controlling the child, being aware of children's attention span while developing the activity plan, pulling attention to the activity and making explanation. She emphasized on the last two strategies during vignette discussions.

As previously mentioned two teachers, another teacher gave emphasis on pulling attention to the activity while talking about interview questions. She stated her point of view as following:

> Initially, I remind children the rules of this area before each activity. I make this for prevention. For instance, before going a field trip, I ask children "what are the rules of fieldtrips? We will go but what should we do and what should not we do?". Reminders such as these will surely be done (Ilgaz, Interview question 4).

In relation to these teachers, remaining four teachers focused on the importance of making explanation before misbehavior during the conversation about interview questions. For instance;

> There should be a warning, an explanation in order to prevent misbehavior. There are also some exercises which include what we are doing, what we will do, and what the reason of this is; and such exercises give information to children. Let call these exercises as information notes. Generally, we achieve this by talking with children (Hidayet, Interview question 4).

4.5 Findings explaining how early childhood teachers think of the techniques they use in order to deal with misbehavior

As mentioned earlier, one of the teachers' strategies to foster self-discipline was coded as dealing with misbehavior and this strategy was found to explain the research question searching for how early childhood teachers think of the techniques they use in order to deal with misbehavior.

Four teachers mentioned this strategy in general. Two of them mentioned about this strategy during vignette evaluations and two of them explained its importance throughout the interviews. For instance, one of the teachers summarized her strategies to deal with misbehavior as following excerpt:

> Therefore, in a hierarchical order, I am thinking of at first warning, then talking methods, and finally giving time-out. However, I believe that this will be solved (Hidayet, Vignette 4).

Teachers mentioned the power of talking with the child in order to deal with misbehavior most of the time during interview protocol. Teachers also added the time they preferred talking with children as during the activity or out of the activity, and the atmosphere during talking as individually or publicly.

According to teachers, misbehaviors which were occurred in front of the class should be talked with children during the activity and this should be done publicly. For instance, one of the teachers explained the reason behind why she preferred such to behave as following:

> If I talk with the child individually, I will give only him the importance of this situation. But other children in the classroom witnessed this situation. For this reason, I do not take G. out of the activity and talk with him/her individually. Instead, I will say that s/he is one of our special friends and s/he does not deserve such a word while s/he is with his/her friends. After saying these, I will ask him/her to apologize. In addition to this, I will emphasize that his/her behavior is not an appropriate behavior. This is a subject who should be discussed publicly (Ender, Vignette 1).

Talking with the child individually while s/he misbehaved was mentioned by the teachers because they had limited time or in order to avoid public humiliation. For instance one teacher stated in relation to limited time that,

Anyhow, children will be talked about his/her behavior and questioned why s/he behaved like that, whether there is any reason behind that behavior. But sometimes, you experience such moments that you could not enough and necessary time to talk with the child. Therefore, at those times, you may say the child that 'I will talk this behavior with you, this behavior is not accepted, it is not appropriate, I will talk about it', and after a while, during more appropriate time, you will really talk with the child. You will criticize with the child that why s/he behaved like that, and what s/he should do instead of that behavior. Thus, we are trying to find the answers (Hidayet, Interview question 5).

Other teacher's below quotation, on the other hand, reflects the idea of avoiding public humiliation.

Again I will talk with the child individually, not in front of his/her friends. Because it is clear that the child has a problem. S/he does not want to participate in the activity. I prefer to talk such a child in a silent place, away from his/her friends where the child may talk comfortably with me (Nimet, Vignette 10).

In addition to talking with the child to deal with misbehavior, four teachers stated that they preferred to ignore the behavior once. Three of the teachers expressed their ideas during only vignette evaluations where one of them emphasized it throughout the interview. She reflected her view by below quotations.

No one could sing a song during story time. This may be showed to the child. Or maybe, at that time the teacher will ignore (Hidayet, Vignette 1).

During such a situation, I may ignore once (Hidayet, Interview Question 5).

Controlling the child was the third strategy to deal with misbehavior according to teachers sayings. Six of the seven teachers focused on this strategy. Two

teachers are the ones who mentioned this throughout our interview. Other four teachers, on the other hand, gave emphasis on it during vignette discussions.

> I will either take in the child to my arms or hold his/her hand or arm and take him/her away from there because both of us need to calm down (Ilgaz, Vignette 4).

> I will intervene if there is something which can give harm verbally or physically to the individual. I cannot tolerate. I will intervene by limiting; if any abusive language is being used I will hush. I will certainly freeze that time (Ilgaz, Interview question 5).

The fourth strategy was warning. Six teachers gave emphasis on this strategy. We have talked about this strategy with the six teachers during vignettes, and two of these teachers while evaluating each part of the interview protocol. One of them stated that she could warn children in the case of not obeying the rules.

> I will warn V at this time and ask that "we have indicated the rules of our classroom last week. So, what should we do?" (Deniz, Vignette 8).

Other teachers also focused on this strategy as previously mentioned teacher. Other one of the teachers' point of view during interview question evaluation concerning this code was as following:

> In order to pull children's attention, I warn them (Hidayet, Interview question 5).

Negative reinforcement was a highly cited strategy to deal with misbehavior. This strategy was emphasized by all teachers during vignette discussions. Two of the teachers also stated this throughout interview questions. For instance, one of the teachers expressed that:

> This cannot be achieved only by a talk with the child. Talking with him/her several times is needed. Talking cannot be helpful with some children. Thus, at this time, I say to the child that s/he cannot play during free play time. This is not a punishment. This means that "if we do not collect the toys we played with, we cannot play with them". If s/he does not clean up

the legos s/he played with, I say "don't play with them". This will lead him to realize that each behavior has some consequences, and s/he should face with these consequences. In other words, negative reinforcement (Ufuk, Vignette 1).

All teachers emphasized on the necessity of contacting with parents to deal with misbehaviors of children during vignette evaluations in addition to above strategies. Three teachers were the teachers who focused on this while also talking about the interview questions. The example quotations mentioning about this strategy are as following:

> … Therefore, I think that there is such a habit in the family. Because of this, I will contact with the parents as soon as possible. I will tell them the situation and say them that I need their help in order to overcome this behavior. I think that with the help of parents, we will solve this misbehavior (Hidayet, Vignette 3).

> For this situation, it is necessary to make parents involve in. Of course, it would not be achieved suddenly. It would not be said them to be selective about doing their child's wishes. However, it is necessary to make them become aware of this: not meet every wishes of their child even though they cry. And the reason may be explained as that the child lives hard times in the classroom (Deniz, Vignette 4).

> … I will contact with the misbehaving child's parents. We will discuss what s/he does at home and how s/he behaves (Tuna, Interview question 5).

One of them stated that using I-message in dealing with misbehavior was one of the effective strategies. She stated that she would use this as a complementary strategy.

> ... I will make the misbehaving child to criticize the situation by guiding him/her with alternative questions like "why do you behave like this? Instead of behaving like this, how might you behave? If you behave like you mentioned what will be the difference?, e.g." If necessary, I will use I-message in order to achieve this (Hidayet, Vignette 4).

All the teachers said that they were consistent in dealing with misbehavior. Six of the teachers focused on this strategy during vignette discussions where two

teachers emphasized the necessity of being consistent while evaluating the interview questions. They stated this code as following excerpts:

> The child will realize a role model who is consistent (Ilgaz, Vignette 4).

> Being consistent. There is no situation that I did and my partner did not. Both of us obeyed the rules that we indicated, we gave the same answer. This is important because children know. They tried at the beginning. But my partner emphasized that it was true which I mentioned. I did also the same thing (Deniz, Interview question 2).

The ninth crucial strategy of dealing with misbehavior according to four teachers was being clear to the misbehaving child. They all stated this strategy on vignette discussions. One of these teachers also gave emphasis on it during interview questions. The examples of this code make it clear, thus, they are provided below.

> The child will realize that s/he cannot tell anything to me while crying. Additionally, s/he discovers that I cannot understand his/her sayings. In other words, when the child comes near me and tells me something while crying, I will say him/her that I could not understand her/him and request him/her for coming after managing his/her anger (Tuna, Vignette 4).

> It is such different that a parent asks you what s/he should do. I say them to be clear, and decisive. Furthermore, I emphasize that they are adults and add that they should reflect this to their children (Ilgaz, Interview question 7).

The second mostly cited strategy of dealing with misbehavior was making children own and solve the problem. It was apparent from teachers' focus that they gave high emphasis to this code. All teachers stated this strategy during whole interview (including both parts). Below statements are examples for this code.

> Why? The reason is that the child must think the consequences of his/her behavior which s/he made the teacher and his/her friends experienced (Ilgaz, Vignette 7).

> Children should solve this problem between them. They should try to solve it. If they could not achieve, teacher may intervene. Actually, we, as teachers, behave like this. If you direct the child in every situation, s/he

becomes not solving any problem related to him/her. Therefore, I let children to solve the problem (Ufuk, Interview question 1).

If they give harm to each other, they apologize from each other. They get used to this during the process in the classroom. Anyway, there becomes no need of your intervention (Nimet, Interview question 2).

Time-out was appeared to be dealing with misbehavior strategy by six teachers. This code was emerged from five teachers' vignette discussions and three teachers' interview evaluations. The examples are:

... and if it becomes necessary, I will debar children from something s/he likes, in other words, giving time-out (Hidayet, Vignette 4).

We do not call this as punishment. Instead, we use time-out. I will give him/her time-out. I will debar the child from any favorite activity (Ender, Interview question 6).

Three participant teachers indicated the last strategy to deal with misbehavior as contacting with guidance service. One of them stated that she preferred contacting with guidance service when necessary during whole interview. Two of the teachers expressed the use of this strategy while evaluating the vignettes. Following quotations provide examples of this code.

If the misbehavior continues, after I get into contact with guidance service, educational specialists and parent, I will prepare a table (Nimet, Vignette 4).

At this time, I ask for help. If I tried everything, firstly I talked about the rules with the child, then I provided different activities, gave time-out, talked individually, tried a lot of things, I could ask for help from the guidance service (Ender, Interview question 6).

4.6 Summary of findings

The major finding was teachers' first mostly cited goal of self-discipline. Teachers emphasized during the interview that making children feel positive self-worth was important for them. According to them, love between teacher and children was a bond which made both feel secure. They stated that with this powerful bond,

children would develop positive self-worth. Their views were also supported by related literature. The second mostly cited goal of self-discipline according to participant teachers was developing empathy and responsibility skills which was also found to be quoted as an important goal in the references. The third mostly cited goal was developing self-control. It was accepted also a definition of self-discipline both by teachers and the literature. However, although it was mentioned in the literature as an important goal, the last one which was developing coping skills was taken into account less. Based on this, it can be concluded that teachers had necessary knowledge of the goals of development of self-discipline except for coping skills.

Teachers mentioned their strategies in order to support self-discipline development. It was found that they mostly arranged curriculum and environment, and prevent and deal with misbehavior. These four strategies were also emphasized in the literature as effective strategies supporting self-discipline development. The other effective strategy was being a role model according to the literature. Despite its effectiveness, it was stated by five teachers, not by all of them. Helping children cope with stress and situations in which they feel little control was also an effective strategy for the studies. However, participants expressed it just during vignette discussions and not very frequently. The other finding was about a mostly stated strategy. Teachers emphasized their frequent use of praise and reward during whole interview. According to the literature, on the other hand, it was stated as making children dependent to adults and thus, an effective strategy of external discipline.

One of the strategies to foster self-discipline was preventing misbehavior. This strategy also stated in the literature as one aspect of comprehensive classroom discipline which supported self-discipline. Accordingly, preventing misbehaviors is one aspect of comprehensive classroom discipline. Teachers who participated in this study expressed that they were making explanations to children before misbehavior occurred most of the times and/or pulling children's attention to the activity sometimes.

Dealing with misbehavior was another strategy teachers were using for support of self-discipline development. Making children own and solve the problem,

and talking with children were the most effective strategies which were mentioned by teachers in terms of related literature. Teachers emphasized their use of controlling the child and giving negative reinforcement and time-out throughout the interview frequently. However, these three strategies were mentioned as affecting self-discipline development negatively and making children develop dependent discipline. On the contrary, although giving I-messaged was stressed as effective and necessary in the literature, teachers were cited this strategy rarely.

Teachers made their own definitions of self-discipline. Their point of view concerning the definition was in relation to the related literature. Moreover, they added three more definitions: self-expression, self-organization and discriminating right from wrong.

Participants of this study stated the importance of parents, teachers, administrators, society, peers, age, culture and time on the development of self-discipline. All these statements were in relation to related literature. Furthermore, although it was found by Duckworth and Seligman (2006) that girls were more mature in terms of self-discipline, no participant teachers mentioned importance of gender. This might be because; either they did not observe a situation in this age group or they did not have a focus on this issue.

CHAPTER 5

DISCUSSION and CONCLUSION

"What distinguishes top students from others? Are they simply smarter? If so, what explains the wide range of performance among children of equal IQ?" (Duckworth, 2006, p.3).

Above questions were asked by Angela Lee Duckworth (2006). According to her findings, self-discipline is one aspect that explains "the wide range of performance among children of equal IQ" (Duckworth, 2006, p.3).Therefore, these questions and one of the answers were the starting points of current study. In order to make the starting points clear, views of one important party in children's lives; namely, teachers were searched. Thus, for this study, the microphone was given to seven in-service early childhood teachers and throughout this chapter; readers notice at first, how views of these heroines of children concerning the development of self-discipline in six-year-old children are related to previous studies. In order to draw a comprehensive picture of current research study, research questions were explained in detailed in this chapter. After noticing their views in relation to the literature, possible and/or necessary implications are provided; additionally, limitations of this study are described; also, recommendations for future research are provided.

5.1 Discussion

The current study tried to explain how early childhood teachers perceive their role in the development of self-discipline. This main research question had also four sub-research questions. The two issue sub-questions of this research seek to find answers of how early childhood teachers think of the techniques they use in order to prevent misbehavior; and how they think of the techniques they use in order to deal with misbehavior to find out the strategies teachers use for establishing comprehensive classroom discipline. The third issue sub-research question tried to discover how they define what self-discipline is. The final sub-question investigated

what early childhood teacher perceptions are regarding the importance of self-discipline. These research questions are discussed via related literature.

5.1.1 Discussion on how early childhood teachers perceive their role in the development of self-discipline

Self-discipline is a task which becomes developing at home and continuing to development during school years. In other words, self-discipline is a teachable task (Bear, 2005: Bennis, 2008; Combs, 1985; Purkey, 1985). Thus, teachers have invaluable effects on self-discipline development. In relation to this, the main aim of current research was to find early childhood teachers perceptions regarding their roles in self-discipline development process. According to early childhood teachers, who participated in the current study, they gave great importance on the development of self-discipline. When their statements were analyzed, it was concluded that they define their roles in terms of goals of self-discipline and strategies of self-discipline development in children.

5.1.1.1 Goals of self-discipline

Related literature gives high emphasis on goals of self-discipline (Bear, 2005; Brooks & Goldstein, 2007; Flicker & Hoffman, 2006). Teachers identified four main goals of self-discipline: developing positive emotions, developing moral emotions, developing coping skills and developing self-control.

There are many messages which are given to the child either by curriculum and physical environment (Flicker & Hoffman, 2006) or by daily messages (Coloroso, 2002). Children learn a lot of things from those messages. Those messages may include the messages which may give harm or the messages which may help them develop a healthy personality (Coloroso, 2002). A kid, who has positive experiences, will develop positive emotions and this will help him/her to develop a strong sense of self (Bear, 2005; Brooks & Goldstein, 2007; Coloroso, 2002; Purkey, 1985). By feeling positive emotions which are expressed as the first goal of self-discipline by teachers, such as their values in the society, self-directing powers, and self-potential to achieve, they will develop trust to their abilities, in

other words, themselves and this will develop self-discipline (Brooks & Goldstein, 2007; Committee on Psychological Aspects of Child and Family Health, 1998; Purkey, 1985). In relation to these, both during interview question and vignette discussions, all teachers participating in this study gave emphasis to their practices about developing positive emotions. Participant teachers of this study mentioned nine specific practices regarding the development of positive self-worth in children. The first practice of six participant teachers was attributing responsible behavior to one's own efforts. In relation to their practices, Unutkan (2005) accepted self-discipline and responsibility go hand-in-hand. Additionally, she focused on realizing each step the child achieved during the completing process of responsibility and appreciating his/her efforts. Bear (2005), also expressed that this practice will foster feelings of pride and autonomy in children and this will develop self-discipline. Moreover, according to Brooks and Goldstein (2007, p.10), children develop a feeling which states them that "when I make a mistake or fail at a task, I try to figure out what I can do differently next time to succeed" when adults attribute responsible behaviors to their efforts.

Participant teachers' second and third practices were demonstrating and getting social support. According to six of them, they preferred to support children by touching, giving hug and talking. Additionally, five teachers emphasized that they sought for social support from parents, guidance service, educational specialists, and even other teachers. In addition to these two practices, all teachers expressed that they demonstrate consistent respect, acceptance and care toward all students. These three practices are crucial in the development of positive self-worth since they imply that "you are important for me" to children (Bear, 2005; Gordon, 1991). On the contrary, if teachers behave conversely, they will give such a message that "I think people are always angry about things I say and do. I feel I get little, if any support from others" (Brooks & Goldstein, 2007, p.11). Thus, according to the literature, participant teachers' these three practices are crucial steps in the development of self-worth which will support self-discipline.

Three teachers expressed that they avoid social comparison and added that they encourage children comparing their own performance. According to them, they avoided children from thinking like that they could not achieve anything; and thus children will develop positive self-worth. In addition to this practice, they mentioned the importance of making children experience a sense of social belonging, avoiding public humiliation, and respecting for the autonomy of the child. These were the mostly stressed teacher implementations which were emerged from the data. Additionally, all these practices are handled in the literature as helping children support their positive emotions (Bear, 2005; Wayson & Lasley, 1984). Wayson and Lasley (1984) are stressed making children feel social belongingness. This could be achieved by making each child feel that s/he is an important and needed part of the classroom. Combs (1985) accepted the importance of feeling of belongingness as it was related to feeling of responsibility. According to the writer, these two aspects were interrelated to each other. Moreover, Wayson (1985) claimed that by experiencing social belonging, children would trust themselves as having the ability to make some contributions to and obtains some benefits from the social agency s/he was living in. Bear (2005), on the other hand, made the relatedness of these three practices explicit. According to the writer, teachers who avoided social comparison and public humiliation would make children that they were important individuals in the classroom. Participant teachers' sayings also concluded this relatedness.

Respecting for the autonomy of the child was cited as one of the practices to develop positive self-worth in children by all the teachers. Purkey (1985), and Wayson and Lasley (1984), especially focused on the uniqueness of each child. Moreover, they emphasized each person as being the biggest authority on his/her life. Therefore, respecting this uniqueness and authority were accepted as contributions to the development of self-discipline in children (Bear, 2005). In parallel to the literature, participants also gave emphasis to this practice during their interviews including both vignette discussions and interview question evaluations.

Brooks and Goldstein (2007) emphasized that in order to develop self-discipline an environment which reflects children feelings of secure, safe and

consistent is necessary. Bear (2005) gave also importance to such an environment. According to Coloroso (2002), the first way of empowering children concerning self-discipline is giving them an environment in which they feel they can make choices, they have the power to make decisions, and they have the right to make even mistakes, in other words secure and nurturing environment. Parallel to the writers, all teachers focused on establishing a positive and caring environment during not only vignette evaluations but also interview question discussions.

Teachers uncovered the second goal of self-discipline as developing moral emotions. Especially one of the teachers made this goal explicit during vignette discussions. According to her, she would give him/her the responsibility of making cooperation with his/her friend, make the child be aware of differences, focus on the feelings of his/her friend and emphasize his/her social responsibility. Her point of view summarizes the current goal parallel to Bear (2005). Bear (2005) emphasizes on developing empathy and social responsibility as two necessary teacher goals to develop self-discipline. This perspective, expressed by Bear (2005), was stated by teachers during interviews in detailed. For instance, they all stated that developing empathy skills and developing skills related to responsibility were essential goals of self-discipline and these two goals were related to developing moral emotions.

One of the goals of developing moral emotions, as stated by all teachers throughout the whole interview protocol was developing empathy skills and they identified both the importance of it and the technique they were using. In relation to the importance of empathy skills, they identified that these skills were necessary for the development of social responsibility. Regarding the technique they preferred to use was focusing on the feelings of others. Two teachers expressed this technique during vignette discussions. According to Bear and Duquette (2008), focusing on the feelings of others helps children to see consequences of their behaviors. In relation to this, teachers expressed that they tried to make children thinking of how their friend might feel.

Responsibility was indicated by all teachers as a necessary goal of self-discipline. All teachers mentioned that they emphasized social responsibility and

gave some responsibilities to children in order to develop skills related to responsibility. In addition to these two techniques, three teachers mentioned that they gave emphasis to moral emotions during daily life in their classrooms throughout the whole interview. The teachers expressed responsibility in order to establish a classroom environment which included respect to each other, accept that each child has rights and be just. All these aspects mentioned by the teachers were related to social-cognitive component of self-discipline as mentioned by Bear (2005). Bear (2005) analyzed four components in relation to social-cognitive aspect. The second component which is determining what one ought to do, gives emphasis on being fair and just, and accepting each one's rights as the participants of this study mentioned.

Teachers identified three methods they used in order to develop social responsibility which were: making cooperation, making children become aware of, and listening to other.

Cooperation was expressed by four participants during vignette discussions. Participants emphasized that they preferred cooperation on times during which children were especially achieving their responsibilities. In relation to the teachers, Scachetti (1959) also focused on establishing an environment which leads children cooperation. According to the writer, this was one of the must-have-be's during self-discipline development. Additionally, he expressed the relatedness of making cooperation and responsibility. Combs (1985), also gave emphasis on this relatedness. The views of teachers regarding another aspect of making children cooperate were about understanding each other well. Lewis (1984), related to this view, showed the relation between cooperation and empathy development. According to her, children would share positive feelings during cooperation and this would lead to empathy. Furthermore, Purkey (1985) acknowledged that cooperation had a great impact on children since it made them to trust their feelings in terms of involvement.

The second method which was expressed by all teachers during the whole interview was making children become aware of. Teachers mentioned that they stressed on differences and the right to be treated with respect concerning our

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differences. The third method, to one of the teachers was listening to others. She uncovered issues of understanding and accepting the other by listening to him/her. She also added that by listening to others, the child would realize that each person had some rights. Last two methods were also used by teachers for development of social responsibility. In line with these perspectives, Bear (2005) also focused on making children become aware of and listening to each other necessary for developing socially responsible citizens.

Giving children responsibility in order to develop skills related to responsibility was highlighted by all teachers throughout both interview techniques. Teachers stated that they gave responsibilities in order to make them feel belongingness to classroom and to develop responsible kids. In relation to teachers, Unutkan (2005) and Pepper and Henry (1985) emphasize the necessity of giving children responsibility in order to develop responsibility skills in children. Additionally, they express the importance of giving children responsibility concerning one of the goals of self-discipline. Curwin and Mendler (1999) and Kohn (2006), parallel to teachers, stressed that nothing can be achieved without studying on it, and this is also the same for development of responsibility skills. Thus, children should have opportunities to try their responsibility skills, and teachers should create them such opportunities.

Moral responsibility was also mentioned by three participant teachers as a goal of self-discipline during whole interview. They expressed their practices as making children not accusing each other, and establishing a just and fair classroom atmosphere. They believed that by behaving as such, they could help the enhancement of self-discipline. In relation to teachers, Bear (2005) and Kohn (2006) stressed that for supporting children's self-discipline, teachers should create a moral environment as well as social.

With regard to moral responsibility, three teachers focused on honesty throughout the interviews. According to them, children sometimes did not accept what they did. However, it was important to accept responsibility of his/her/their behaviors. Thus, anyone could develop self-discipline. Bear (2005) also uncovered

being honest regarding self-discipline. Children who blame others for the consequences of their behaviors are thought to have lack of self-discipline.

During a day or a week, anyone may feel stress because of an event, a word spoken by a person, or a disturbing thought. Young children may also face with these stressful events in their lives. It is important for them to cope with them effectively. According to Bear (2005); Curwin and Mendler (1999); and Flicker and Hoffman (2006), children who cope with stress in their lives effectively developed self-discipline. Thus, it is necessary to develop coping skills in children for supporting self-discipline. The importance of such skills was accepted by four teachers during the interviews. They stated that in order to develop coping skills, they make children express their emotions in ways that do not harm themselves or others; and make children develop protective strategies when faced with challenges. Especially three teachers focused on the first practice. In parallel, it is emphasized in the literature that children should be aware of their emotions and express those using non-threatening ways (Bear, 2005; Flicker & Hoffman 2006). The other practice of one teacher was helping children develop protective strategies during challenging times and this practice was also expressed by Bear (2005).

The coping skills are helpful for children to control their behaviors and emotions, thus, self-discipline (Bear, 2005; Duckworth, 2009). Therefore, developing self-control becomes an important goal of self-discipline. According to related literature (Bear, 2005; Curwin & Mendler, 1999; Duckworth, 2009; Flicker & Hoffman 2006; Gordon, 1991; Kohn, 2006), children who control their behaviors and emotions are said to control their selves. Teachers participated in this study also mentioned behavior and emotional control related to developing self-control. Additionally, one teacher expressed working independently during interview questions; and all teachers mentioned finishing started work as related to self-control while discussing vignettes.

Participant teachers expressed some behaviors which help teachers assess whether they developed self-control and a strategy to develop self-control. Two participant teachers emphasized behaving on appropriately during vignette

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discussions; all of them focused on toeing the line throughout vignette evaluations; one teacher uncovered waiting for turn while talking about vignettes; and three of them stated making children take responsibility throughout the interviews as a strategy of behavior control. Flicker and Hoffman (2006) supports their view. The writers, in line with teachers, emphasized the importance of self-control, and focused on behaving appropriately as related to self-control. Curwin and Mendler (1999), on the other hand, give an advice to teachers for self-control that is making children take responsibility.

The two teachers who participated in this study made also a behavior that interpreted emotional control clear throughout the whole interview. The behavior was anger management. Specifically, it can be concluded that all participants accepted importance of managing anger regarding controlling emotions throughout the interview. This shared viewpoint was in line with Duckworth and Seligman (2006). The writers also mentioned controlling temper tantrums in relation to self-control. Furthermore, children who were not capable of controlling their emotions were at risk not to perform well in their future academic as well as social lives (Caprara, Barbaranelli, Pastorelli, Bandura & Zimbardo, 2000; Webster-Stratton & Reid, 2004).

The teachers participated in the study also made some techniques they used in order to help children manage their anger clear. These techniques were giving time as stated by a teacher during vignette discussions, getting support as indicated by the same teacher while discussing the vignettes, and directing attention to another activity as expressed by two teachers during evaluating the vignettes. While teachers prefer to make children hide their anger, Webster-Stratton and Reid (2004) emphasized that unless children recognized what was anger by listening the clues sent from their bodies and used self-talk, they would not develop positive feelings about themselves, calm down and enhance their emotion controlling skills.

5.1.1.2 Strategies to foster self-discipline

        Teachers who participated in this study gave emphasis on their strategies in order to support self-discipline development in children throughout the interview. They indicated seven strategies. These strategies are being a role model, praising and rewarding, arranging curriculum, arranging environment, preventing misbehavior, dealing with misbehavior, and helping children cope with stress and situations in which they have little control.

        The first strategy, which was highlighted by five teachers during the interview, was being a role model to children in terms of self-discipline. They stressed their crucial role that children were good observers of their behaviors and added that thus, they must be effective role models. In line with the teachers, Bandura (1977) focused on modeling behavior and expressed that children learn from adults' behaviors how to behave; then they tried this behavior; and if they got pleasure from the behavior, they continued. Specifically, Bear and Duquette (2008) emphasized the role of adults on the development of self-control.

        The second strategy of the participant teachers was praising and rewarding, in other words, positive reinforcement. All teachers emphasized on this practice during the interview. They indicated that they used this technique in order to make children develop self-control. However, praising and rewarding could make children praise and/or reward dependent. Additionally, children might think that they are being controlled by external forces (Bandura; 1977; Bear, 2005; Bear & Duquette, 2008; Coloroso, 2002; Curwin & Mendler, 1999; Gordon, 1991; Kohn, 2006). Furthermore, praises and rewards which are extrinsic reinforcement result in the reduction of self-motivation. In other words, children might evaluate their behaviors from others' perspectives, not inner voices (Bandura, 1977; Curwin & Mendler, 1999). Therefore, teachers should be aware of using positive reinforcements strategically (Bear & Duquette, 2008; Committee on Psychological Aspects of Child and Family Health, 1998; Curwin & Mendler, 1999).

        The third strategy of participant teachers in relation to fostering self-discipline was arranging curriculum. All of them mentioned this strategy during

whole interview. Specifically, all teachers stated that they could arrange activities while interviews; and two teachers expressed that they could arrange methods, techniques and materials during vignette discussions. Parallel to teachers' sayings, Bear (2005), also, focused on the arrangement of activities for supporting self-discipline.

The fourth strategy to foster self-discipline cited by teachers was arranging environment. All teachers mentioned the arrangement of environment during the whole interviews; and they specified that they both arrange learning environment and social environment in order to make children feel accepted and think as a member of the classroom, and prevent misbehaviors. Related literature also focused on the arrangement of environment (Curwin & Mendler, 1999; Flicker & Hoffman, 2006; Kohn, 2006). According to literature, arrangement of both learning and social environments gives messages to children. Some environments make children feel belong to the classroom community where some of them imply children that they are being punished. In terms of self-discipline development, arranging environments regarding the former is important. Moreover, some suggestions were given to the teachers in terms of effective classroom discipline which would develop self-discipline. These suggestions were checking physical environment, arranging it considering children's developmental and personal needs, and organizing the routines in a way which makes children feel positively (Scachetti, 1959).

The fifth strategy mentioned by the teachers in relation to fostering self-discipline was preventing misbehavior and the sixth was dealing with misbehavior. According to the related literature, these two strategies are of utmost importance for a comprehensive classroom management which supports self-discipline (Bear, 2005; Bear & Duquette, 2008; Combs, 1985). Thus, at the beginning of this study they were framed the current research. The study has two different research questions related to these two strategies and therefore, these will be discussed through following.

Teachers indicated their last strategy to foster self-discipline as helping children cope with stress situations. Those situations make children feel that they

have little, sometimes no control. Six teachers indicated that they used some ways in order to achieve this strategy. These ways were brainstorming with child, evaluating with child, encouraging child to implement alternative solutions, expressing feeling, and giving time. The mostly preferred way was evaluating with child. Teachers expressed this strategy while discussing vignettes. This might be because they did not observe such situations in children since they made children responsible for their behaviors. Children, who feel responsibility of their actions, also feel that they have control over their choices, and lives (Curwin & Mendler, 1999).

5.1.2 Discussion on how early childhood teachers define self-discipline

Self-discipline is an important issue. Despite being crucial, limited studies were conducted in order to explore the meaning. In order to explore self-discipline, at first, a clear definition should be done (Duckworth & Seligman, 2006). Thus, this research question has a valuable responsibility for future research.

According to Bear (2005), self-discipline means self-regulation; accepting the responsibility of his/her behaviors; knowing, desiring and doing the right; self-control; and behaving like somebody exist. Duckworth (2009) emphasized that self-discipline was not being controlled by external forces; and in relation to Bear (2005), she accepted self-discipline as self-regulation. In accordance with Bear (2005) and Duckworth (2009), Duckworth and Seligman (2006) indicated related terms of self-discipline as self-regulation and self-control. For self-discipline, they cleared how self-control was defined as self-discipline: the ability to delay gratification. Coloroso (2002) added another definition to Bear (2005). According to her, parallel to Duckworth (2009), self-discipline was having an inner voice and thus not being controlled by external forces. Thomas Gordon who is the writer of many bestselling books about self-discipline also focused on self-control and behaving like somebody exist as explanations of self-discipline in his book "Discipline That Works" (1991). Kohn (2006) shared the same view with Gordon (1991). Apart from these definitions, Curwin and Mendler (1999) stressed the importance of dignity and respect while teaching self-discipline and they focused that these two would develop responsible behavior in children, in other words, self-discipline.

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According to teachers, self-discipline can be defined as self-expression; self-control; self-regulation; self-organization; knowing what to do; discriminating right from wrong; not being controlled by external forces; and behaving like somebody exists. Although all these definitions are related to how related literature defines self-discipline (Bear, 2005; Bear & Duquette, 2008; Coloroso, 2002; Curwin & Mendler, 1999; Gordon, 1991; Kohn, 2006), teachers added some more definitional terms and meanings to self-discipline. In other words, they made this definition go three step further, and emphasized that self-discipline was also self-expression, self-organization, and discriminating right from wrong.

Specifically, two teachers mentioned self-discipline as self-expression; six teachers expressed the term as related to self-control; four of them defined it as self-regulation; three participants stated self-discipline as self-organization; all teachers mentioned it as knowing what to do; four of them emphasized it as discriminating right from wrong; three of the participants focused on not being controlled by external forces; and four of them mentioned the term as behaving like somebody exist during the interviews.

Another finding related to this research question was teachers' views about the way to assess self-discipline. According to them, self-discipline could only be assessed by observation during the whole interviews. Curwin and Mendler (1999), emphasized the importance of classroom observations since they were helpful for teachers to see what was happening in the classroom in terms of self-discipline; and thus, they could develop some plans including support for the development. Flicker and Hoffman (2006), also, expressed the importance of observation. According to them, by observations, teachers could understand the reasons of children's behaviors and would be more effective in the development of self-discipline.

5.1.3 Discussion on early childhood teachers' perceptions regarding the importance of self-discipline

Self-discipline is a learnable and also teachable task (Bear, 2005: Bennis, 2008; Combs, 1985; Purkey, 1985). Therefore, there are many parties who are responsible for the development of self-discipline in self-discipline. Since there are

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many books written for parents and teachers to make them become aware of their roles in raising children, it can be said that teachers and parents are the most important parties. Rogus (1985) accepted importance of the society since it was reflected by schools to children. Additionally, Bear and Duquette (2008) focused on the importance of school administrators. Furthermore, according to Mischel and Mischel (1983)'s findings, self-discipline developed by age. For instance, the study found that five-year-old children were capable of controlling themselves for waiting a reward. Moreover, peers were also said to have either positive or negative roles in the development of self-discipline (Flicker & Hoffman, 2006).

Parallel to the related literature, all teachers mentioned the crucial roles of parents and teachers in self-discipline development throughout the interview. Moreover, two of them stressed the importance of administrators while discussing vignettes; five of them gave importance to the role of society throughout the interviews; four teachers stressed importance of peers during interviews; and six teachers emphasized the role of age during interviews. The importance of these parties was also mentioned in the literature. However, participant teachers of this study added two more important roles; and they were culture and time. Specifically, one teacher expressed importance of culture; and four of them stated importance of time needed for self-discipline throughout the interviews.

5.1.4 Discussion on how early childhood teachers think of the techniques they use in order to prevent misbehavior

> "To get the tools we need, we must first become aware of the inappropriate, ineffective, or destructive tools that we are using. Then we must be willing to let go of the old tools and begin using those that can serve us and our children better" (Coloroso, 2002, p.1-2).

Bear (2005) focused on the importance of a comprehensive classroom discipline in relation to the development of self-discipline. An effective classroom discipline, according to the writer, should include development of self-discipline, prevention of misbehavior, and correction of misbehavior. Combs (1985), also

argued the importance of making the reasons of misbehaviors explicit before they occurred; and added that by getting information about the causes of behaviors, teachers could find prevention solutions. According to him, this would develop self-discipline. In relation to them, all teachers emphasized that they were pulling children's attention to the activity and making explanations in order to prevent misbehavior during the whole interviews. These two strategies were also found to be used in early childhood classrooms by a study which explored the misbehaviors and their management in early childhood classrooms (Karaoğlu, 2002). According to the findings of this thesis, teachers were generally making explanations and sometimes pulling child's attention to the activity. These findings support the findings of current research.

5.1.5 Discussion on how early childhood teachers think of the techniques they use in order to deal with misbehavior

Teachers realize several misbehaviors in the classroom during a day. Sometimes, those misbehaviors can be emotionally disturbing and challenging for the teachers. During those times, effective management techniques which support self-discipline development become necessary. Effective management techniques will help children to accept alternative ways to express themselves (Bear & Duquette, 2008) and to realize the consequences of their behaviors (Bear, 2005; Bear & Duquette, 2008; Curwin & Mendler, 1999; Edwards, 2000; Gordon, 1991; Kohn, 2006). When data from seven in-service early childhood teachers working in a private kindergarten were analyzed in terms of dealing with misbehaviors, it was found from the whole interview protocol discussions that they were using thirteen strategies. Some of those strategies were explained as less used and some of them were stated as mostly used. For instance, although it was a useful technique regarding self-discipline (Gordon, 1991), only one teacher mentioned giving I-messages during vignette discussions. Using I-messages was accepted as a crucial strategy which made the misbehaving child own the problem. Teachers mostly focused strategies, on the other hand, were talking with misbehaving child/children in or out of the classroom privately or publicly; and making children own and solve

the problem. These two strategies were emphasized as effective in the related literature (Bear, 2005; Coloroso, 2002; Curwin & Mendler, 1999; Gordon, 1991; Kohn, 2006). Accordingly, Karaoglu (2002) found that teachers preferred to use talking with the misbehaving child individually during all misbehaviors. Although controlling the child, warning, using negative reinforcement, giving time-out, and ignoring the misbehavior were found to be less frequent dealing with misbehavior techniques by Karaoğlu (2002), this case showed that they were controlling the misbehaving child, warning, using negative reinforcement, giving time-out, and ignoring him/her while misbehaving frequently. In accordance with Kandır (2000) and Karaoğlu (2002), results of current study showed that teachers mostly preferred to get into contact with parents. On opposite of Kandır (2000)'s findings, the participants of this case study emphasized that they were contacting with guidance service. Furthermore, teachers of this research expressed being clear, and being consistent as effective strategies to deal with misbehavior.

When take these strategies of dealing with misbehavior of participant teachers of this study into account concerning how they maintained a classroom discipline for self-discipline development, it can be said that the mostly strategies used by teachers which were talking with the child, being consistent and clear, and making children own and solve the problems were effective (Bear, 2005; Coloroso, 2002; Curwin, & Mendler, 1999; Gordon, 1991; Kohn, 2006). However, strategies which were controlling the child, giving negative reinforcement and time-out could make children being dependent on others. Moreover, unfortunately, they might think that they did not have enough power to think and behave appropriately (Bear, 2005; Coloroso, 2002; Curwin & Mendler, 1999; Gordon, 1991; Kohn, 2006). Ignoring, warning, contacting with either parents or guidance service, on the other hand, could be helpful if they used effectively in terms of being developmentally appropriate and including respect for the autonomy of the child.

5.2 Implications

The contribution of this study to classroom management in the field of early childhood education was related to teachers' views concerning self-discipline development. By the findings of this case study in relation to related literature, some implications can be suggested.

According to the findings under the light of literature, teachers had necessary knowledge about goals of self-discipline except for coping skills; some strategies to develop self-discipline; preventing misbehavior in the classroom; dealing with misbehaviors in the classroom with mostly effective strategies; defining self-discipline; and importance of self-discipline. However, teachers might become more knowledgable about the importance of helping children for rhe development of coping strategies, effectiveness of using i-message, and ineffectiveness of using positive or negative reinforcement. Thus, in-service training seminars can be arranged for teachers.

In Turkey, in order to work as an early childhood teacher, any person has to be graduated from early childhood teacher education programs. Therefore, some courses serving for early childhood teacher candidates can give emphasis to self-discipline. Additionally, an elective course can be designed concerning this phenomenon.

It is higlighed by teachers and also focused in related literature that parents have important roles in self-discipline development. Seminars aiming to make parents become aware of this issue can be arranged.

Another important finding suggested the importance of society on development of self-discipline. Parallel to this finding, information about self-discipline can be provided by different media tools.

5.3 Limitations

"…..without limits and guidelines children feel insecure and scared.."
(Flicker, & Hoffman, 2006, p. 3).

Like a child, I also feel "insecure and scared" if I have not any limitations throughout this study. Thanks to those limitations made me awake from the beginning.

The first limitation of this study was that my supervisor was the educational coordinator of the school where I conducted the main study. Therefore, teachers might hide their own point of views in order to influence the coordinator. Having in mind, before conducting the study, I developed personal relationships with each teacher. Although I got into contact with the school via my supervisor, I arranged all the interviews with the help of personal relationships, and the educational coordinator was not informed anytime about these interviews.

The second limitation was not controlling teacher background information. All the teachers participated in this study had a bachelor's degree and they were all female. Maybe their interests and their childhood were examined in terms of whether they had an effect on their views.

The third limitation of the current case study was related to being a case. For this study, interviews with seven in-service early childhood teachers working in a private kindergarten were conducted. Therefore, generalizing the results to in-service early childhood teachers was not possible. However, in order to make the study replicable, detailed information about the context, participants and procedures were provided.

The fourth limitation was about data collection methods. For this study in-depth interviews were conducted with seven early childhood teachers. During interviews ten vignettes and eleven interview questions were discussed. However, observations of teachers' daily educational life at the classroom can make this study comprehensible.

To sum up, I can say that this study is limited to a case consisting of seven in-service early childhood teachers working in a private kindergarten and interview findings which include vignettes and interview questions.

5.4 Recommendations

This study was conducted in a private kindergarten with seven in-service early childhood teachers. All teachers were female and graduated from departments of early childhood teacher training in different universities. The data collection method was vignettes and interview questions. Considering all these points some suggestions are recommended for future research related to teachers' views regarding self-discipline development in children.

This study has some contributions to classroom management in early childhood classrooms. Replication of current research will be useful to see different early childhood teachers' views. For replication, studying with different teachers or teacher groups will enhance current research's findings.

The teachers who participated in this study had bachelor's degree from related departments. Additionally two of them were studying on their master's degree. Studying the topic with teachers who were graduated from girls' vocational high schools, also, will be an important contribution to the literature.

The participants of this study were female. It is the fact that there are also male teachers working at early childhood institutions. Therefore, research studies including male teachers' views will be helpful.

For this study, perceptions of early childhood teachers were investigated. Future research, exploring practices of teachers will be noteworthy.

The case of this study was a private kindergarten, and parents of children attending to this school had middle-to-high socio-economic level. Studies conducted with cases from middle and/or low economic status will make valuable contributions to the literature.

Participant teachers mentioned about the importance of culture in self-discipline development. There are different cultures living together in Turkey. Therefore, exploring perceptions and practices related to self-discipline with different cultures will be remarkable.

The current research was conducted with in-service teachers. Pre-service early childhood teachers' views also will be included. Moreover, their views can also get when they graduated and started working in an institution. This might help establishing the connection between theory and practice of the topic.

For this study, vignettes focusing on some misbehaviors and daily practices in an ordinary early childhood classroom and interview questions seeking for the responses to the goals of current research were main data collection tools. Future researchers will enhance the findings of this study by using other data collection tools; such as observations, content analysis, surveys, etc.

5.5 Implication for my future career

For this study, I explored early childhood teachers' perceptions about self-discipline development in children. As being an early childhood teacher and becoming an early childhood teacher educator, I remarked with their definitions about this phenomenon. At this point, I wonder practices of teachers about self-discipline in the classroom. Therefore, I plan to extend my research investigating their practices. Additionally, as becoming an instructor at an early childhood teacher education program in a university, one of my aims in relation to course design will be make teacher candidates aware of self-discipline; specifically, how to support its development in early childhood education settings.

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INTERVIEW PROTOCOL OF THE PILOT STUDY

OKUL ÖNCESİ ÖĞRETMENLERİNİN İÇSEL DİSİPLİNİN TANIMI VE ÇOCUKLARDA İÇSEL DİSİPLİN GELİŞİMİ KONUSUNDAKİ FİKİRLERİNİN ARAŞTIRILMASI

GÖRÜŞME FORMU

Araştırma sorusu: Okul öncesi öğretmenleri, içsel disiplin ve çocuklarda içsel disiplin gelişimi hakkında ne gibi anlayışlara sahiptirler?

Tarih: ...../...../........

Saat (Başlangıç/Bitiş): ..../...........

Giriş:

Merhaba. Ben Asiye PARLAK RAKAP. Öncelikle benimle görüşmeyi kabul ettiğiniz için çok teşekkür ederim. Ben Orta Doğu Teknik Üniversitesi Eğitim Fakültesi İlköğretim Bölümünde doktora öğrencisiyim. Okul öncesi öğretmenlerinin içsel disiplin ve çocuklarda içsel disiplin gelişimi hakkındaki fikirleri konusunda bir araştırma yapmaktayım. Bu konudaki düşünceleri belirlemede sizin görüşlerinizin de önemli olduğunu düşünüyorum. Katkılarınız için şimdiden teşekkür ediyorum.

Görüşmemize geçmeden önce, görüşmemizin gizli olduğunu ve görüşmede konuşulanları yalnızca benim ve araştırmamda bana yardımcı olacak araştırmacı arkadaşlarımın bileceğini belirtmek isterim. Bunun yanında araştırma raporunda isminiz kesinlikle yer almayacak, bunun yerine takma isim kullanılacak yada isminiz şifrelenecektir.

Görüşmemize başlamadan önce sormak istediğiniz soru yada belirtmek istediğiniz herhangi bir düşünceniz var mı?

Konuşmalarımızın kaydedilmesi çalışmamda bana oldukça yardımcı olacaktır. Kaydetmemin sizin açınızdan bir sakıncası var mı? Görüşme sonunda istemediğiniz bazı bilgileri silebiliriz.

Görüşmemiz esnasında cevap vermek istemediğiniz soruyu cevaplamayabilirsiniz. Devam etmek istemediğinizde görüşmeyi bırakabiliriz.

Görüşmeye devam etmek istiyor musunuz?

Görüşmemizin en az bir buçuk saat süreceğini tahmin ediyorum. Görüşmemiz iki bölümden oluşuyor. Size ilk bölümde bazı olay durumları okuyacağım ve sonrasında da size bu olay durumları hakkında sorular soracağım. Olay durumlar size herhangi bir anasınıfında günlük rutinde gerçekleşebilecek örnek olayları yansıtacak niteliktedir. İkinci bölümde ise sizin bilginizi ölçmeyen ancak araştırma konumla bağlantılı olarak, düşüncelerinizi dilediğiniz gibi açıklayabilmenize imkan sağlayan sorular soracağım. Soracağım soruların doğru bir cevabı yoktur. Doğru cevap yalnızca sizin vereceğiniz cevaptır. İzin verirseniz görüşmemize birinci olay durumu okuyarak başlamak istiyorum.

DEMOGRAFİK BİLGİLER:

Cinsiyet:

Yaş:

Öğretmen olarak deneyim süresi:

Medeni hali:

En son bitirilen okul:

Çalışılan kurum: Anasınıfı O

      Bağımsız anaokulu O

      Özel anaokulu O

BİRİNCİ BÖLÜM: OLAY DURUMLAR

Olay Durum-1

İlkay öğretmen yedi yıldır okulöncesi öğretmeni olarak Ankara'daki bir anaokulunda görev yapmaktadır. Farklı yaş gruplarında öğretmenlik yapmış olmakla birlikte bu yıl çalıştığı kreşin 6 yaş grubunda bulunan 15 çocukla çalışmaktadır. İlkay öğretmenin sınıfında zihinsel engelli bir çocuk kaynaştırma öğrencisi olarak 3 aydır bulunmaktadır. İlkay öğretmen ismi Deniz olan bu çocuğu sınıfa ilk geldiğinde arkadaşlarına "Deniz artık bu sınıfta bizimle beraber olacak" diyerek tanıştırmıştır. Deniz, hikaye etkinliğinde, taşıtlarla ilgili bir hikaye okunurken taşıtların hayatımızdaki öneminden bahseden sohbet sırasında, "kırmızı balık" şarkısını söyleyip olduğu yerde oynamaya başlayınca, Görkem isimli bir diğer çocuk Deniz'e "deli" demiştir. İlkay öğretmen Görkem'in Deniz'le, sınıfa geldiği ilk günden itibaren çok az etkileşimde bulunduğunu, onunla aynı oyun grubunda yer almak istemediğini gözlemlemiştir.

1. Öğretmen bu durumda ne yapmalıdır?

2. Peki eğer Deniz'in kaynaştırma öğrencisi olmayıp normal gelişim gösteren bir çocuk olması durumunda sizce İlkay öğretmen nasıl davranmalıdır?

3. İlkay öğretmen neden böyle yapmalıdır?

4. İlkay öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem her iki çocuk hem de sınıf atmosferi açısından)?

Olay Durum-2

Tuna, 6 yaşında, Ankara'daki bağımsız bir anaokuluna 3 yıldır devam etmekte olan bir çocuktur. Meriç öğretmen bu yıl Tuna'nın bulunduğu altı yaş grubunun öğretmeni olarak çalışmaktadır. Tuna'nın sınıfında 25 çocuk vardır. Meriç öğretmen yaptığı gözlemler sonucunda Tuna'nın en çok sevdiğin etkinliğin sanat çalışmaları olduğunu farketmiştir. Buna ek olarak, Tuna'nın yaptığı sanat çalışmalarında kendisine sunulanlardan farklı materyaller kullanmak istediğini gözlemlemiştir.

Anneler gününün olduğu hafta çocuklarla birlikte sanat etkinliğinde

annelerine kart yapma çalışması planlamıştır. Bu çalışma için masalara fon kartonlarından kart şeklinde kesmiş olduğu renkli kartonları, yapıştırıcı, renkli pullar, sim, keçeli kalemler ve pastel boyalar yerleştirmiştir. Masalarda oturan çocuklara ne yapacaklarını anlattıktan sonra Tuna, Meriç öğretmeni yanına çağırmış kendisinin annesine kart yerine kolye yapmak istediğini, çünkü annesinin en çok kolyeden hoşlandığını, o nedenle de boncuğa ihtiyacı olduğunu söylemiştir.

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1. Meriç öğretmen bu durumda ne yapmalıdır?

2. Meriç öğretmen neden böyle yapmalıdır?

3. Meriç öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuk hem de sınıf atmosferi açısından)?

Olay Durum-3

Ufuk öğretmen, Ankara'daki bir ilköğretimin anasınıfında öğretmen olarak çalışmaktadır. Sınıfı ilköğretim okulunun giriş katında merdivenlerden uzak bir yerde ve camekanlı bir kapıyla koridordan ayrılmıştır. Anasınıfı öğrencileri için ayrılmış olan tuvalet, anasınıfına ayrılan bölmenin dışındadır.

Tanju ve Ümit, Ufuk öğretmenin sınıfındaki 25 çocuktan ikisidir. Okulun açıldığı ilk haftadan itibaren Ufuk öğretmen sınıfta çocuklarla, tuvalete girdikten sonra yapmaları gerekenler hakkında konuşmaktadır. İkinci dönemin başında bir gün, Tanju serbest zaman etkinliğinde Ufuk öğretmenden izin isteyip tuvalete gitti. Tanju tuvaletten döndükten bir müddet sonra Ümit de öğretmeninden tuvalete gitmek için izin istedi. Tuvalete giden Ümit, kısa süre sonra geri geldi ve öğretmenine tuvaletin çok kötü koktuğunu ve pis olduğunu, bu nedenle de tuvalete giremediğini söyledi. Ufuk öğretmen Ümitle beraber tuvalete gitti ve tuvalete giren son kişinin sifonu çekmemiş olduğunu farketti. Sifonu çekti ve sınıfa dönünce çocuklara, tuvaletteki sifonun çekilmemiş olduğu için tuvaletin çok kötü koktuğunu ve pis olduğunu söyledi ve kimin sifonu çekmeyi unutmuş olduğunu merak ettiğini ekledi. Öğretmenin söylediklerinden sonra sınıftaki çocuklar birbirlerini suçlamaya başladığında, Ufuk öğretmen tuvalete Ümit'ten önce Tanju'nun girmiş olduğunu hatırladı. Ancak Tanju'dan hiç ses soluk çıkmıyor sadece birbirlerini suçlayan

arkadaşlarına bakıyordu.

1. Sizce bu durumda Ufuk öğretmen ne yapmalıdır?
2. Ufuk öğretmen neden böyle yapmalıdır?
3. Ufuk öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuk hem de sınıf atmosferi açısından)?

Olay Durum-4

Tüzün her ikisi de öğretmen olan anne-babanın tek çocuğudur. 6 yaşındadır ve Ankara'daki bir anasınıfına iki haftadır devam etmektedir. Uğur öğretmen Tüzün'nün devam ettiği anasınıfında görev yapmaktadır. Sınıfında Tüzün'le birlikte 20 çocuk vardır. Tüzün okulun açıldığı ilk günden itibaren hem öğretmeni hem de arkadaşlarına her istediğini ağlayarak yaptırmaya çalışmaktadır. İsteklerinin yapılmadığı durumda ise istediğini yapmayan arkadaşına vurmaktadır. Uğur öğretmen Tüzünle her seferinde yaptığı davranış hakkında konuşmaktadır.

Okul başladıktan iki hafta sonra bir Çarşamba günü Tüzün serbest zaman etkinliğinde tişörtünün içinden sırtına uzun, dikdörtgen şeklinde bir ahşap blok koydu. Uğur öğretmen Tüzün'e tişörtünün içine koyduğu tahta bloğu çıkarması gerektiğini söyledi. Tüzün öğretmenine "hayır" dedi. Uğur öğretmen Tüzün'e isteğini tekrarladı ancak Tüzün yine "hayır" dedi. Uğur öğretmen Tüzün'e doğru ilerlemeye başladı. Bu sırada Tüzün sırtında tişörtünün içinde olan uzun tahta bloğu çıkarttı ve arkasına saklamaya çalıştı. Uğur öğretmen Tüzün'den tahta bloğu istedi. Tüzün "vermiyorum" dedi. Öğretmen "vermeni istiyorum" dedi ve tahta bloğu Tüzün'den aldı. Tüzün sinirlenip ağlamaya başladı ve bulunduğu yerdeki diğer bir tahta blokla Uğur öğretmenin dizine vurmaya başladı.

1. Uğur öğretmen bu durumda ne yapmalıdır?
2. Uğur öğretmen neden böyle yapmalıdır?
3. Uğur öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuk hem de sınıf atmosferi açısından)?

Olay Durum-5

Erdem 6 yaşında bir çocuktur. Ailesinin işi nedeniyle öğretim yılının ikinci dönemi başında Malatya'dan Ankara'ya taşınmışlardır. Ailesi Erdem'i anasınıfı eğitimine devam etmesi için özel bir anaokuluna yazdırmışlardır. Erdem, Hidayet öğretmenin altı kişilik sınıfına kaydedilmiştir. Okula başladığı ilk gün Hidayet öğretmenin planında çocuklarla cd izleme saati vardı. Cd izlemek için hep birlikte cd salonuna çıktılar, sandalyelere oturdular. Öğretmen "Arabalar" cdsini izlemeleri için açtı. Henüz 10 dakika geçmişti ki Erdem yanındaki arkadaşının saçını çekti. Arkadaşı "öğretmenim bu benim saçımı çekiyor" diye bağırdı. Öğretmen "herkes güzelce cdyi izliyor, değil mi" diye sordu. Çocuklar "evet" dediler. Yaklaşık 7-8 dakika sonra Erdem bu sefer diğer yanındaki arkadaşının ayağına vurdu. Diğer çocuk "ama benim canım çok acıdı"dedi ve öğretmenine baktı.

1. Sizce Hidayet öğretmen bu durumda ne yapmalıdır?
2. Hidayet öğretmen neden böyle yapmalıdır?
3. Hidayet öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuk hem de sınıf atmosferi açısından)?

Olay Durum-6

Ilgaz öğretmen Ankara'ya bağlı bir ilçede bulunan ilköğretim okulunun anasınıfında görev yapmaktadır. Bulunduğu ilköğretim okulunda bir tane anasınıfı vardır. Bu anasınıfına 25 öğrenci devam etmektedir. Ilgaz öğretmen çocukları etkinliklerde sürekli gözlemlemekte, gözlemleriyle ilgili notlar tutmaktadır. Okul müdürü, 23 Nisan'da protokol üyeleri ve ailelere sunmak üzere hazırlanacak olan programın içeriğinin belirlenmesi için okulda görev yapan bütün öğretmenlerle bir toplantı yapar. Yaklaşık bir ay önce yapılan toplantıda Ilgaz öğretmenden sınıfındaki çocuklardan birini 23 nisanda şiir okuması için seçmesi ve şiir okuyacak çocuğun ismini ve okuyacağı şiiri belirleyerek en geç 3 hafta içinde idareye teslim etmesi istenir. Ilgaz öğretmen bu toplantıdan sonra sınıfa gelir ve sınıftaki çocuklara 23 Nisan'ın öneminden ve bu özel günde düzenlenen programdan kısaca bahseder ve sınıftan bir kişinin bu programda şiir okuyacağını söyler. Bu programda kimlerin şiir

okumak istediğini sorar. 25 kişik sınıftan 7 çocuk el kaldırır. Öğretmen sadece bir çocuğun şiir okuyabileceğini belirtir ve el kaldıran çocukların isimlerini küçük kağıtlara yazarak bu kağıtlardan birini seçer. Kağıtta ismi yazılı olan Ayhan müzik, tekerleme, dramatizasyonlarda öğretmenin gözlemlerinde belirttiğine göre kolay ezberleyebilen, dil gelişimi yaşına uygun olan bir çocuktur. Ilgaz öğretmen Ayhan'ın ezberlemesi için Hakkı Ercan'ın iki kıtalık 23 Nisan şiirini belirledi ve müdüre bildirdi. Program 10 gün öncesinde protokol üyeleri ve ailelere bildirildi. Ilgaz öğretmen sınıfta her gün bu şiiri çocuklarla birlikte tekrar etti. 3 gün içerisinde Ayhan şiirin birinci kıtasını ezberledi. Ilgaz öğretmen Ayhan'ın kısa sürede ilk kıtayı ezberlemiş olduğu için mutlu oldu. Şiirin ikinci kıtasını da haftanın geri kalan günlerinde ezberleyebileceğini tahmin etti. Ancak Ayhan'la yaptıkları çalışmalarda Ilgaz öğretmen Ayhan'ın ikinci kıtasını programa iki gün kaldığı halde hala ezberlememiş olduğunu görünce niye ezberlemediğini sordu. Ayhan "sıkıldım, ben okumak istemiyorum" dedi.

1. Ilgaz öğretmen bu durumda ne yapmalıdır?

2. Ilgaz öğretmen neden böyle yapmalıdır?

3. Ilgaz öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuk hem de sınıf atmosferi açısından)?

Olay Durum-7

Ümit ve Uğur Ankara'daki bir özel anaokulunun 6 yaş grubuna devam etmekte olan iki çocuktur. Uğur aynı anaokuluna 28 aylıktan itibaren devam etmektedir. Ümit ise ilk kez bu yıl anaokuluna gitmektedir. İsmet öğretmen aynı anaokulunda görev yapmaktadır ve bu yıl 6 yaş grubu çocuklarla çalışmaktadır. İsmet öğretmenin sınıfında Ümit ve Uğur'la beraber 13 çocuk vardır. Birinci dönemin sonlarına yaklaşıldığı dönemde, İsmet öğretmen, okulun psikoloğu ve eğitim uzmanının yönlendirmeleriyle bulunduğu sınıfta ilköğretime hazırlık çalışmaları yapmaktadır. Bu tür çalışmaları planlayıp uygulamaya başladıktan 10 gün sonra İsmet öğretmen Ümit ve Uğur arasında geçen bir durum gözlemledi. O gün, Ümit ve Uğur legolarla serbest oyun zamanında doktorculuk oynuyorlardı. Serbest

oyun zamanının bitmesine yakın öğretmen bütün çocukları zamanın dolduğu, yavaş yavaş toparlanmaları gerektiği konusunda uyardı. Ümit ve Uğur "ama biz oynuyoruz, oyunumuz bitmedi" dediler. İsmet öğretmen onlara biraz daha zamanlarının olduğunu ancak "süremiz doldu" dediğinde birlikte oynadıkları oyuncakları yerlerine koymaları gerektiğini söyledi. Her iki çocuk da "tamam" dediler ve oynamaya devam ettiler. İsmet öğretmen "eveeet, süremiz doldu, haydi bakalım herkes oynadığı oyuncakları yerine koysun." dedi. Ümit ve Uğur dışındaki çocuklar oyuncakları toplamaya başladılar. Bu iki çocuk ise öğretmenin söylediklerini duymamış gibi oyunlarına devam ediyorlardı. İsmet öğretmen iki çocuğun yanına gitti ve oynama süresinin dolduğunu, artık oynadıkları oyuncakları yerlerine koymaları gerektiğini söyledi. Ümit, kitap köşesine gitti ve bir kitapla ilgilenmeye başladı. Uğur ise oyuncakları toplayıp yerine kaldırdı.

İsmet öğretmen sizce bu durumda ne yapmalıdır?

İsmet öğretmen neden böyle yapmalıdır?

İsmet öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuklar hem de sınıf atmosferi açısından)?

Olay Durum-8

Barış öğretmen, bu yıl Ankara'nın bir ilçesinde bulunan bir anasınıfında çalışmaya başlamıştır. Okul açıldıktan bir hafta sonra, çocukların okula ilk alışma dönemlerinde sınıfındaki 20 çocukla biraraya geldiler ve kendi sınıflarına ait kuralları kararlaştırdılar. Bu kurallardan ilki her haftanın Salı günü olarak belirledikleri oyuncak günüdür. Salı günleri, her çocuk, arkadaşlarına zarar vermeyecek nitelikte olan, sadece bir adet oyuncak sınıfa getirecek ve diğer arkadaşlarıyla birlikte oynayacaklardır. İkinci kararlaştırılan kural söz hakkı istemek için parmak kaldırmak ve üçüncü kural konuşmakta olan hiç kimsenin sözünü kesmemek, o sözünü bitirince söz almak için izin istemektir. Kuralları birlikte oluşturduktan bir hafta sonraki Salı günü, her çocuk sınıfa farklı oyuncaklarıyla geldiler. Barış öğretmen bu oyuncaklarla ancak kahvaltıdan sonraki paylaşım saatinde oynayabileceklerini söyledi. Kahvaltıdan sonra çocuklarla biraraya gelen

Barış öğretmen her çocuktan oyuncağını anlatmasını istedi. Çocuklar oyuncaklarını anlattıktan sonra ise 10 dakika oynayabileceklerini söyledi. 10 dakika süresince çocuklar birlikte oynadılar. Barış öğretmen çocukları, oyuncak paylaşım etkinliğinden sonra Fen ve Doğa etkinliği kapsamında sonbaharda çevremizde oluşan değişiklikleri gözlemlemek için bahçeye çıkarmayı planlamıştı. Bu plan kapsamında çocuklara eğer isterlerse bahçeye çıkabileceklerini ancak bunun için oyuncaklarını toplamaları gerektiğini söyledi. Çocuklardan birisi parmak kaldırıp söz alarak "ama öğretmenim ben arkadaşlarımın oyuncaklarıyla oynamayı bitirmedim ki.. ben dışarı..." dediği anda Suat "dışarı çıkalım, haydiiii" diye bağırarak kapıya yöneldi.

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1. Barış öğretmen Suat'ın bu davranışı karşısında ne yapmalıdır?
2. Barış öğretmen neden böyle yapmalıdır?
3. Barış öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuk hem de sınıf atmosferi açısından)?

Olay Durum-9

Ender öğretmen Ankara'daki bağımsız bir anaokulunun 6 yaş grubunda görev yapmaktadır. Sınıfında toplam 18 çocuk bulunmakla birlikte yardımcı öğretmen yoktur. Ender öğretmen, ders yılının ilk döneminin ilk günlerinden itibaren çocukları ellerini yıkamak için her durumda tek tek lavaboya gönderiyordu. Bir çocuk gidip gelmeden diğer çocuğun gitmesine izin vermiyordu. Birinci dönemin sonlarına doğru, artık çocukların ilköğretime hazırlanmaları gerektiğini, bu nedenle sırada beklemeyi öğrenmelerinin önemli bir adım olacağını düşünmeye başladı. Bu davranışı öğrenebilmeleri için özellikle kahvaltı öncesinde ya da sanat çalışmaları sonrasında çocukları bütün grup olarak lavaboya alıyor, ellerini yıkamak için okulda bulunan lavabodaki üç musluğun önünde sıra yapıyordu. Çocukların sıralarını lavaboya gitmeden önce sınıfta tekerlemeyle sayarak belirliyordu. Eğer o gün bütün çocuklar gelmişse her musluğun önünde 6şar kişilik gruplar oluşuyordu. Ellerini yıkayan ilk çocuğa ise arkadaşlarına kağıt peçete verme sorumluluğu veriyordu. Bu sorumluluğu verdiği çocuğa ise görevini tamamladığında "aferin, verdiğim görevi

başarıyla tamamladın" diyordu. Ender öğretmen, bu uygulamayı başlattıktan 2 gün sonra, Deniz, ortadaki musluğun başında bulunan arkadaşını iterek öne geçti. Sıranın başındaki çocuk Deniz'e davranışsal bir tepkide bulunmadan olduğu yerde ağlamaya başladı. Bu esnada Deniz çoktan ellerini yıkamıştı bile.

Gerçekleşen durumu gözleyen Ender öğretmen sizce ne yapmalıdır?

Ender öğretmen neden böyle yapmalıdır?

Ender öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuk hem de sınıf atmosferi açısından)?

Olay Durum-10

Nimet öğretmen Ankara'daki özel bir anaokulunda görev yapmaktadır. Bu eğitim öğretim yılında 6 yaş grubu çocuklarla çalışmaktadır. Sınıfında 9 öğrenci bulunmaktadır. Sınıfta çocukların bakımını sağlamada ve etkinlikleri uygulamada kendisine yardımcı olan bir de sınıf ablası vardır. Nimet öğretmen çocuklarla sınıfta bir proje gerçekleştirmeye karar verdi. Projede ise "trafik" konusunu işleyecekti. Projenin bütün aşamalarını çocuklarla birlikte gerçekleştirdikten sonra sıra sunum aşamasına geldi. Sunum aşaması için Nimet öğretmen Doğa, Eylem, Ilgaz ve Sunay'ın birlikte farklı türlerdeki legoları kullanarak trafik içerisindeki bir araba modeli istedikleri şekilde diayn etmelerini istedi. Grup blok köşesinde bir araya geldi ve nasıl bir araba tasarlayacakları konusunda konuşmaya başladılar. Nimet öğretmen ve sınıf ablası da zaman zaman bu grubun yanına giderek onların tasarım ile ilgili yaptıkları konuşmaları ve çalışmaları gözlemlediler. Yaptığı gözlemlerde Nimet öğretmen'in dikkatini Ilgaz'ın davranışları çekti. Ilgaz arkadaşlarının araba dizaynı ile ilgili yaptıkları konuşmalara katılmayıp herhangi bir şekilde düşüncesini belirtmedi. Gruptaki diğer çocuklar tasarladıkları arabayı nasıl yapacakları hakkında karara varıp bu materyalin neresini kimin yapacağını belirlediler. Ilgaz arabanın yapımı konusunda da herhangi bir rol üstlenmek istemediği halde arkadaşları ona bir arabada bulunması gereken göstergeleri küçük legoları kullanarak yapma görevini verdiler. Sıra grup olarak birlikte planladıkları ve yaptıkları araba modelini Nimet öğretmene sunmaya geldiğinde Ilgaz'ın yapması gereken göstergelerin eksik

olduğunu farkeden bir çocuk öğretmene Ilgaz'ın bu kısmı yapacağını ancak yapmamış olduğunu söyledi.

1. Sizce Nimet öğretmen bu durumda ne yapmalıdır?

2. Nimet öğretmen neden böyle yapmalıdır?

3. Nimet öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuk hem de sınıf atmosferi açısından)?

İKİNCİ BÖLÜM: SORULAR

1. Sıradan bir gününüzde sınıfınızda neler olur, siz neler yaparsınız, çocuklar neler yapar?

2. Herhangi bir günde çocuklarınızın sınıfta birbirleriyle iletişimleri, etkileşimleri nasıldır?

3. Peki, yine herhangi bir günde çocuklarınızın sizinle iletişimleri, etkileşimleri nasıldır?

4. Sınıfta geçen bir gününüzü düşündüğünüzde, çocuklarınızın gerçekleştireceğini tahmin ettiğiniz herhangi bir istenmeyen davranışı önlemek için ne yaparsınız?

5. Diyelim ki çocuklarınızdan biri, birkaçı ya da hepsi sınıfta sizin beklemediğiniz ve onaylamayacağınız bir davranış gösterdi/ler. İlk olarak nasıl bir tepki verirsiniz?

6. Ya bu uygun olmayan davranışı devam ettirirlerse tepkiniz nasıl olur, neler yaparsınız?

7. Görüşmemizin başında da belirttiğim gibi bu araştırmada benim ulaşmak istediğim bilgi, çocuklarımızın hayatında çok büyük bir öneme sahip olan öğretmenlerimizin içsel disiplinle ilgili düşünceleridir. Öncelikle eğer içsel disiplin nedir diye sorarsanız bana göre içsel disiplin kendi kendini kontrol etmektir. Peki sizce bu tanım içsel disiplinin ne olduğunu net olarak açıklıyor mu? Yani belki benim eksik kaldığım ya da eklememem gerektiği halde eklememiş olduğum bir nokta vardır. Sizce içsel disiplinin bu tanımına neler eklenmelidir?

8. Çocuklarda içsel disiplin gelişimi sizce önemli midir? Niçin?

9. Sizce içsel disiplin kazanımında öğretmenin nasıl bir rolü vardır?

10. Peki, sınıfınızdaki çocukların içsel disiplin açısından geliştiğini nasıl anlarsınız?

11. İçsel disiplin ölçülebilir mi? Nasıl? Neden?

INTERVIEW PROTOCOL OF THE STUDY

OKUL ÖNCESİ ÖĞRETMENLERİNİN İÇSEL DİSİPLİNİN TANIMI VE ÇOCUKLARDA İÇSEL DİSİPLİN GELİŞİMİ KONUSUNDAKİ FİKİRLERİNİN ARAŞTIRILMASI

GÖRÜŞME FORMU

Araştırma sorusu: Okul öncesi öğretmenleri, içsel disiplin ve çocuklarda içsel disiplin gelişimi hakkında ne gibi anlayışlara sahiptirler?

Tarih: ...../...../........
Saat (Başlangıç/Bitiş): ..../...........

Giriş:

Merhaba. Ben Asiye PARLAK RAKAP. Öncelikle benimle görüşmeyi kabul ettiğiniz için çok teşekkür ederim. Ben Orta Doğu Teknik Üniversitesi Eğitim Fakültesi İlköğretim Bölümünde doktora öğrencisiyim. Okul öncesi öğretmenlerinin içsel disiplin ve çocuklarda içsel disiplin gelişimi hakkındaki fikirleri konusunda bir araştırma yapmaktayım. Bu konudaki düşünceleri belirlemede sizin görüşlerinizin de önemli olduğunu düşünüyorum. Katkılarınız için şimdiden teşekkür ediyorum.

Görüşmemize geçmeden önce, görüşmemizin gizli olduğunu ve görüşmede konuşulanları yalnızca benim ve araştırmamda bana yardımcı olacak araştırmacı arkadaşlarımın bileceğini belirtmek isterim. Bunun yanında araştırma raporunda isminiz kesinlikle yer almayacak, bunun yerine takma isim kullanılacak yada isminiz şifrelenecektir.

Görüşmemize başlamadan önce sormak istediğiniz soru yada belirtmek istediğiniz herhangi bir düşünceniz var mı?

Konuşmalarımızın kaydedilmesi çalışmamda bana oldukça yardımcı olacaktır. Kaydetmemin sizin açınızdan bir sakıncası var mı? Görüşme sonunda istemediğiniz bazı bilgileri silebiliriz.

Görüşmemiz esnasında cevap vermek istemediğiniz soruyu cevaplamayabilirsiniz. Devam etmek istemediğinizde görüşmeyi bırakabiliriz.

Görüşmeye devam etmek istiyor musunuz?

Görüşmemizin en az bir buçuk saat süreceğini tahmin ediyorum. Görüşmemiz iki bölümden oluşuyor. Size ilk bölümde bazı olay durumları okuyacağım ve sonrasında da size bu olay durumları hakkında sorular soracağım. Olay durumlar size herhangi bir anasınıfında günlük rutinde gerçekleşebilecek örnek olayları yansıtacak niteliktedir. İkinci bölümde ise sizin bilginizi ölçmeyen ancak araştırma konumla bağlantılı olarak, düşüncelerinizi dilediğiniz gibi açıklayabilmenize imkan sağlayan sorular soracağım. Soracağım soruların doğru bir cevabı yoktur. Doğru cevap yalnızca sizin vereceğiniz cevaptır. İzin verirseniz görüşmemize birinci olay durumu okuyarak başlamak istiyorum.

DEMOGRAFİK BİLGİLER:

Cinsiyet:

Yaş:

Öğretmen olarak deneyim süresi:

Medeni hali:

En son bitirilen okul:

Olay Durum

A öğretmen yedi yıldır okulöncesi öğretmeni olarak Ankara'daki bir anaokulunda görev yapmaktadır. Farklı yaş gruplarında öğretmenlik yapmış olmakla birlikte bu yıl çalıştığı kreşin 6 yaş grubunda bulunan 15 çocukla çalışmaktadır. A öğretmenin sınıfında zihinsel engelli bir çocuk kaynaştırma öğrencisi olarak 3 aydır bulunmaktadır. A öğretmen ismi D olan bu çocuğu sınıfa ilk geldiğinde arkadaşlarına "D artık bu sınıfta bizimle beraber olacak" diyerek tanıştırmıştır. D, hikaye etkinliğinde, taşıtlarla ilgili bir hikaye okunurken taşıtların hayatımızdaki öneminden bahseden sohbet sırasında, "kırmızı balık" şarkısını söyleyip olduğu yerde oynamaya başlayınca, G isimli bir diğer çocuk D'e "deli" demiştir. A öğretmen G'nin D'le, sınıfa geldiği ilk günden itibaren çok az etkileşimde bulunduğunu, onunla aynı oyun grubunda yer almak istemediğini gözlemlemiştir.

1. Öğretmen bu durumda ne yapmalıdır?

2. Peki eğer D'nin kaynaştırma öğrencisi olmayıp normal gelişim gösteren bir çocuk olması durumunda sizce A öğretmen nasıl davranmalıdır?

3. A öğretmen neden böyle yapmalıdır?

4. A öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem her iki çocuk hem de sınıf atmosferi açısından)?

Olay Durum

T, 6 yaşında, Ankara'daki bağımsız bir anaokuluna 3 yıldır devam etmekte olan bir çocuktur. M öğretmen bu yıl T'nin bulunduğu altı yaş grubunun öğretmeni olarak çalışmaktadır. T'nin sınıfında 25 çocuk vardır. M öğretmen yaptığı gözlemler sonucunda T'nin en çok sevdiği etkinliğin sanat çalışmaları olduğunu farketmiştir. Buna ek olarak, T'nin yaptığı sanat çalışmalarında kendisine sunulanlardan farklı materyaller kullanmak istediğini gözlemlemiştir.

Anneler gününün olduğu hafta çocuklarla birlikte sanat etkinliğinde annelerine kart yapma çalışması planlamıştır. Bu çalışma için masalara fon kartonlarından kart şeklinde kesmiş olduğu renkli kartonları, yapıştırıcı, renkli pullar, sim, keçeli kalemler ve pastel boyalar yerleştirmiştir. Masalarda oturan çocuklara ne yapacaklarını anlattıktan sonra T, M öğretmeni yanına çağırmış kendisinin annesine kart yerine kolye yapmak istediğini, çünkü annesinin en çok kolyeden hoşlandığını, o nedenle de boncuğa ihtiyacı olduğunu söylemiştir.

1. M öğretmen bu durumda ne yapmalıdır?

2. M öğretmen neden böyle yapmalıdır?

3. M öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuk hem de sınıf atmosferi açısından)?

Olay Durum

B öğretmen, Ankara'daki bir ilköğretimin anasınıfında öğretmen olarak çalışmaktadır. Sınıfı ilköğretim okulunun giriş katında merdivenlerden uzak bir yerde ve camekanlı bir kapıyla koridordan ayrılmıştır. Anasınıfı öğrencileri için ayrılmış olan tuvalet, anasınıfına ayrılan bölmenin dışındadır.

T ve Ü, B öğretmenin sınıfındaki 25 çocuktan ikisidir. Okulun açıldığı ilk haftadan itibaren B öğretmen sınıfta çocuklarla, tuvalete girdikten sonra yapmaları gerekenler hakkında konuşmaktadır. İkinci dönemin başında bir gün, T serbest zaman etkinliğinde B öğretmenden izin isteyip tuvalete gitti. T tuvaletten döndükten bir müddet sonra Ü de öğretmeninden tuvalete gitmek için izin istedi. Tuvalete giden Ü, kısa süre sonra geri geldi ve öğretmenine tuvaletin çok kötü koktuğunu ve pis olduğunu, bu nedenle de tuvalete giremediğini söyledi. B öğretmen Ü'le beraber tuvalete gitti ve tuvalete giren son kişinin sifonu çekmemiş olduğunu farketti. Sifonu çekti ve sınıfa dönünce çocuklara, tuvaletteki sifonun çekilmemiş olduğu için tuvaletin çok kötü koktuğunu ve pis olduğunu söyledi ve kimin sifonu çekmeyi unutmuş olduğunu merak ettiğini ekledi. Öğretmenin söylediklerinden sonra sınıftaki çocuklar birbirlerini suçlamaya başladığında, B öğretmen tuvalete Ü'den önce T'nin girmiş olduğunu hatırladı. Ancak T'den hiç ses soluk çıkmıyor sadece birbirlerini suçlayan arkadaşlarına bakıyordu.

1. Sizce bu durumda B öğretmen ne yapmalıdır?

2. B öğretmen neden böyle yapmalıdır?

3. B öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuk hem de sınıf atmosferi açısından)?

Olay Durum

Z her ikisi de öğretmen olan anne-babanın tek çocuğudur. 6 yaşındadır ve Ankara'daki bir anasınıfına iki haftadır devam etmektedir. C öğretmen Z'nin devam ettiği anasınıfında görev yapmaktadır. Sınıfında Z'le birlikte 20 çocuk vardır. Z okulun açıldığı ilk günden itibaren hem öğretmeni hem de arkadaşlarına her istediğini ağlayarak yaptırmaya çalışmaktadır. İsteklerinin yapılmadığı durumda ise istediğini yapmayan arkadaşına vurmaktadır. C öğretmen Zyle her seferinde yaptığı davranış hakkında konuşmaktadır.

Okul başladıktan iki hafta sonra bir Çarşamba günü Z serbest zaman etkinliğinde tişörtünün içinden sırtına uzun, dikdörtgen şeklinde bir ahşap blok koydu. C öğretmen Z'ye tişörtünün içine koyduğu tahta bloğu çıkarması gerektiğini söyledi. Z öğretmenine "hayır" dedi. C öğretmen Z'ye isteğini tekrarladı ancak Z yine "hayır" dedi. C öğretmen Z'ye doğru ilerlemeye başladı. Bu sırada Z sırtında tişörtünün içinde olan uzun tahta bloğu çıkarttı ve arkasına saklamaya çalıştı. C öğretmen Z'den tahta bloğu istedi. Z "vermiyorum" dedi. Öğretmen "vermeni istiyorum" dedi ve tahta bloğu Z'den aldı. Z sinirlenip ağlamaya başladı ve bulunduğu yerdeki diğer bir tahta blokla C öğretmenin dizine vurmaya başladı.

1. C öğretmen bu durumda ne yapmalıdır?

2. C öğretmen neden böyle yapmalıdır?

3. C öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuk hem de sınıf atmosferi açısından)?

Olay Durum

S 6 yaşında bir çocuktur. Ailesinin işi nedeniyle öğretim yılının ikinci dönemi başında Malatya'dan Ankara'ya taşınmışlardır. Ailesi S'yi anasınıfı eğitimine devam etmesi için özel bir anaokuluna yazdırmışlardır. S, D öğretmenin altı kişilik sınıfına kaydedilmiştir. Okula başladığı ilk gün D öğretmenin planında çocuklarla cd izleme saati vardı. Cd izlemek için hep birlikte cd salonuna çıktılar, sandalyelere oturdular. Öğretmen "Arabalar" cdsini izlemeleri için açtı. Henüz 10 dakika geçmişti ki S yanındaki arkadaşının saçını çekti. Arkadaşı "öğretmenim bu benim saçımı çekiyor" diye bağırdı. Öğretmen "herkes güzelce cdyi izliyor, değil mi" diye sordu. Çocuklar "evet" dediler. Yaklaşık 7-8 dakika sonra S bu sefer diğer yanındaki arkadaşının ayağına vurdu. Diğer çocuk "ama benim canım çok acıdı"dedi ve öğretmenine baktı.

1. Sizce D öğretmen bu durumda ne yapmalıdır?

2. D öğretmen neden böyle yapmalıdır?

3. D öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuk hem de sınıf atmosferi açısından)?

Olay Durum

E öğretmen Ankara'ya bağlı bir ilçede bulunan ilköğretim okulunun anasınıfında görev yapmaktadır. Bulunduğu ilköğretim okulunda bir tane anasınıfı vardır. Bu anasınıfına 25 öğrenci devam etmektedir. E öğretmen çocukları etkinliklerde sürekli gözlemlemekte, gözlemleriyle ilgili notlar tutmaktadır. Okul müdürü, 23 Nisan'da protokol üyeleri ve ailelere sunmak üzere hazırlanacak olan programın içeriğinin belirlenmesi için okulda görev yapan bütün öğretmenlerle bir toplantı yapar. Yaklaşık bir ay önce yapılan toplantıda E öğretmenden sınıfındaki çocuklardan birini 23 nisanda şiir okuması için seçmesi ve şiir okuyacak çocuğun ismini ve okuyacağı şiiri belirleyerek en geç 3 hafta içinde idareye teslim etmesi istenir. E öğretmen bu toplantıdan sonra sınıfa gelir ve sınıftaki çocuklara 23 Nisan'ın öneminden ve bu özel günde düzenlenen programdan kısaca bahseder ve sınıftan bir kişinin bu programda şiir okuyacağını söyler. Bu programda kimlerin şiir okumak istediğini sorar. 25 kişik sınıftan 7 çocuk el kaldırır. Öğretmen sadece bir çocuğun şiir okuyabileceğini belirtir ve el kaldıran çocukların isimlerini küçük kağıtlara yazarak bu kağıtlardan birini seçer. Kağıtta ismi yazılı olan H müzik, tekerleme, dramatizasyonlarda öğretmenin gözlemlerinde belirttiğine göre kolay ezberleyebilen, dil gelişimi yaşına uygun olan bir çocuktur. E öğretmen H'nin ezberlemesi için Hakkı Ercan'ın iki kıtalık 23 Nisan şiirini belirledi ve müdüre bildirdi. Program 10 gün öncesinde protokol üyeleri ve ailelere bildirildi. E öğretmen sınıfta her gün bu şiiri çocuklarla birlikte tekrar etti. 3 gün içerisinde H şiirin birinci kıtasını ezberledi. E öğretmen H'nin kısa sürede ilk kıtayı ezberlemiş olduğu için mutlu oldu. Şiirin ikinci kıtasını da haftanın geri kalan günlerinde ezberleyebileceğini tahmin etti. Ancak H'le yaptıkları çalışmalarda E öğretmen H'nin ikinci kıtasını programa iki gün kaldığı halde hala ezberlememiş olduğunu görünce niye ezberlemediğini sordu. H "sıkıldım, ben okumak istemiyorum" dedi.

1. E öğretmen bu durumda ne yapmalıdır?

2. E öğretmen neden böyle yapmalıdır?

3. E öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuk hem de sınıf atmosferi açısından)?

Olay Durum

K ve L Ankara'daki bir özel anaokulunun 6 yaş grubuna devam etmekte olan iki çocuktur. L aynı anaokuluna 28 aylıktan itibaren devam etmektedir. K ise ilk kez bu yıl anaokuluna gitmektedir. İ öğretmen aynı anaokulunda görev yapmaktadır ve bu yıl 6 yaş grubu çocuklarla çalışmaktadır. İ öğretmenin sınıfında K ve L'le beraber 13 çocuk vardır. Birinci dönemin sonlarına yaklaşıldığı dönemde, İ öğretmen, okulun psikoloğu ve eğitim uzmanının yönlendirmeleriyle bulunduğu sınıfta ilköğretime hazırlık çalışmaları yapmaktadır. Bu tür çalışmaları planlayıp uygulamaya başladıktan 10 gün sonra İ öğretmen K ve L arasında geçen bir durum gözlemledi. O gün, K ve L legolarla serbest oyun zamanında doktorculuk oynuyorlardı. Serbest oyun zamanının bitmesine yakın öğretmen bütün çocukları zamanın dolduğu, yavaş yavaş toparlanmaları gerektiği konusunda uyardı. K ve L "ama biz oynuyoruz, oyunumuz bitmedi" dediler. İ öğretmen onlara biraz daha zamanlarının olduğunu ancak "süremiz doldu" dediğinde birlikte oynadıkları oyuncakları yerlerine koymaları gerektiğini söyledi. Her iki çocuk da "tamam" dediler ve oynamaya devam ettiler. İ öğretmen "eveeet, süremiz doldu, haydi bakalım herkes oynadığı oyuncakları yerine koysun." dedi. K ve L dışındaki çocuklar oyuncakları toplamaya başladılar. Bu iki çocuk ise öğretmenin söylediklerini duymamış gibi oyunlarına devam ediyorlardı. İ öğretmen iki çocuğun yanına gitti ve oynama süresinin dolduğunu, artık oynadıkları oyuncakları yerlerine koymaları gerektiğini söyledi. K, kitap köşesine gitti ve bir kitapla ilgilenmeye başladı. L ise oyuncakları toplayıp yerine kaldırdı.

1.   İ öğretmen sizce bu durumda ne yapmalıdır?

2.   İ öğretmen neden böyle yapmalıdır?

3.   İ öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuklar hem de sınıf atmosferi açısından)?

Olay Durum

F öğretmen, bu yıl Ankara'nın bir ilçesinde bulunan bir anasınıfında çalışmaya başlamıştır. Okul açıldıktan bir hafta sonra, çocukların okula ilk alışma dönemlerinde sınıfındaki 20 çocukla biraraya geldiler ve kendi sınıflarına ait kuralları kararlaştırdılar. Bu kurallardan ilki her haftanın Salı günü olarak belirledikleri oyuncak günüdür. Salı günleri, her çocuk, arkadaşlarına zarar vermeyecek nitelikte olan, sadece bir adet oyuncak sınıfa getirecek ve diğer arkadaşlarıyla birlikte oynayacaklardır. İkinci kararlaştırılan kural söz hakkı istemek için parmak kaldırmak ve üçüncü kural konuşmakta olan hiç kimsenin sözünü kesmemek, o sözünü bitirince söz almak için izin istemektir. Kuralları birlikte oluşturduktan bir hafta sonraki Salı günü, her çocuk sınıfa farklı oyuncaklarıyla geldiler. F öğretmen bu oyuncaklarla ancak kahvaltıdan sonraki paylaşım saatinde oynayabileceklerini söyledi. Kahvaltıdan sonra çocuklarla biraraya gelen F öğretmen her çocuktan oyuncağını anlatmasını istedi. Çocuklar oyuncaklarını anlattıktan sonra ise 10 dakika oynayabileceklerini söyledi. 10 dakika süresince çocuklar birlikte oynadılar. F öğretmen çocukları, oyuncak paylaşım etkinliğinden sonra Fen ve Doğa etkinliği kapsamında sonbaharda çevremizde oluşan değişiklikleri gözlemlemek için bahçeye çıkarmayı planlamıştı. Bu plan kapsamında çocuklara eğer isterlerse bahçeye çıkabileceklerini ancak bunun için oyuncaklarını toplamaları gerektiğini söyledi. Çocuklardan birisi parmak kaldırıp söz alarak "ama öğretmenim ben arkadaşlarımın oyuncaklarıyla oynamayı bitirmedim ki.. ben dışarı..." dediği anda V "dışarı çıkalım, haydiiii" diye bağırarak kapıya yöneldi.

1. F öğretmen V'nin bu davranışı karşısında ne yapmalıdır?

2. F öğretmen neden böyle yapmalıdır?

3. F öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuk hem de sınıf atmosferi açısından)?

Olay Durum

J öğretmen Ankara'daki bağımsız bir anaokulunun 6 yaş grubunda görev yapmaktadır. Sınıfında toplam 18 çocuk bulunmakla birlikte yardımcı öğretmen yoktur. J öğretmen, ders yılının ilk döneminin ilk günlerinden itibaren çocukları ellerini yıkamak için her durumda tek tek lavaboya gönderiyordu. Bir çocuk gidip gelmeden diğer çocuğun gitmesine izin vermiyordu. Birinci dönemin sonlarına doğru, artık çocukların ilköğretime hazırlanmaları gerektiğini, bu nedenle sırada beklemeyi öğrenmelerinin önemli bir adım olacağını düşünmeye başladı. Bu davranışı öğrenebilmeleri için özellikle kahvaltı öncesinde ya da sanat çalışmaları sonrasında çocukları bütün grup olarak lavaboya alıyor, ellerini yıkamak için okulda bulunan lavabodaki üç musluğun önünde sıra yapıyordu. Çocukların sıralarını lavaboya gitmeden önce sınıfta tekerlemeyle sayarak belirliyordu. Eğer o gün bütün çocuklar gelmişse her musluğun önünde 6şar kişilik gruplar oluşuyordu. Ellerini yıkayan ilk çocuğa ise arkadaşlarına kağıt peçete verme sorumluluğu veriyordu. Bu sorumluluğu verdiği çocuğa ise görevini tamamladığında "aferin, verdiğim görevi başarıyla tamamladın" diyordu. J öğretmen, bu uygulamayı başlattıktan 2 gün sonra, N, ortadaki musluğun başında bulunan arkadaşını iterek öne geçti. Sıranın başındaki çocuk N'ye davranışsal bir tepkide bulunmadan olduğu yerde ağlamaya başladı. Bu esnada N çoktan ellerini yıkamıştı bile.

1. Gerçekleşen durumu gözleyen J öğretmen sizce ne yapmalıdır?

2. J öğretmen neden böyle yapmalıdır?

3. J öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuk hem de sınıf atmosferi açısından)?

Olay Durum

P öğretmen Ankara'daki özel bir anaokulunda görev yapmaktadır. Bu eğitim öğretim yılında 6 yaş grubu çocuklarla çalışmaktadır. Sınıfında 9 öğrenci bulunmaktadır. Sınıfta çocukların bakımını sağlamada ve etkinlikleri uygulamada kendisine yardımcı olan bir de sınıf ablası vardır. P öğretmen çocuklarla sınıfta bir proje gerçekleştirmeye karar verdi. Projede ise "trafik" konusunu işleyecekti. Projenin bütün aşamalarını çocuklarla birlikte gerçekleştirdikten sonra sıra sunum aşamasına geldi. Sunum aşaması için P öğretmen D, E, I ve S'ın birlikte farklı türlerdeki legoları kullanarak trafik içerisindeki bir araba modeli istedikleri şekilde dizayn etmelerini istedi. Grup blok köşesinde bir araya geldi ve nasıl bir araba tasarlayacakları konusunda konuşmaya başladılar. P öğretmen ve sınıf ablası da zaman zaman bu grubun yanına giderek onların tasarım ile ilgili yaptıkları konuşmaları ve çalışmaları gözlemlediler. Yaptığı gözlemlerde P öğretmen'in dikkatini I'nın davranışları çekti. I arkadaşlarının araba dizaynı ile ilgili yaptıkları konuşmalara katılmayıp herhangi bir şekilde düşüncesini belirtmedi. Gruptaki diğer çocuklar tasarladıkları arabayı nasıl yapacakları hakkında karara varıp bu materyalin neresini kimin yapacağını belirlediler. I arabanın yapımı konusunda da herhangi bir rol üstlenmek istemediği halde arkadaşları ona bir arabada bulunması gereken göstergeleri küçük legoları kullanarak yapma görevini verdiler. Sıra grup olarak birlikte planladıkları ve yaptıkları araba modelini P öğretmene sunmaya geldiğinde I'nın yapması gereken göstergelerin eksik olduğunu farkeden bir çocuk öğretmene I'nın bu kısmı yapacağını ancak yapmamış olduğunu söyledi.

1.   Sizce P öğretmen bu durumda ne yapmalıdır?

2.   P öğretmen neden böyle yapmalıdır?

3.   P öğretmen belirttiğiniz davranışı gösterdiğinde neler olabilir (hem davranışı gösteren çocuk hem de sınıf atmosferi açısından)?

SORULAR

1. Sıradan bir gününüzde sınıfınızda neler olur, siz neler yaparsınız, çocuklar neler yapar?

2. Herhangi bir günde çocuklarınızın sınıfta birbirleriyle iletişimleri, etkileşimleri nasıldır?

3. Peki, yine herhangi bir günde çocuklarınızın sizinle iletişimleri, etkileşimleri nasıldır?

4. Sınıfta geçen bir gününüzü düşündüğünüzde, çocuklarınızın gerçekleştireceğini tahmin ettiğiniz herhangi bir istenmeyen davranışı önlemek için ne yaparsınız?

5. Diyelim ki çocuklarınızdan biri, birkaçı ya da hepsi sınıfta sizin beklemediğiniz ve onaylamayacağınız bir davranış gösterdi/ler. İlk olarak nasıl bir tepki verirsiniz?

6. Ya bu uygun olmayan davranışı devam ettirirlerse tepkiniz nasıl olur, neler yaparsınız?

7. Görüşmemizin başında da belirttiğim gibi bu araştırmada benim ulaşmak istediğim bilgi, çocuklarımızın hayatında çok büyük bir öneme sahip olan öğretmenlerimizin içsel disiplinle ilgili düşünceleridir. Öncelikle eğer içsel disiplin nedir diye sorarsanız bana göre içsel disiplin kendi kendini kontrol etmektir. Peki, sizce bu tanım içsel disiplinin ne olduğunu net olarak açıklıyor mu? Yani belki benim eksik kaldığım ya da eklememem gerektiği halde eklememiş olduğum bir nokta vardır. Sizce içsel disiplinin bu tanımına neler eklenmelidir?

8. Çocuklarda içsel disiplin gelişimi sizce önemli midir? Niçin?

9. Sizce içsel disiplin kazanımında öğretmenin nasıl bir rolü vardır?

10. Peki, sınıfınızdaki çocukların içsel disiplin açısından geliştiğini nasıl anlarsınız?

11. İçsel disiplin ölçülebilir mi? Nasıl? Neden?

THEMES AND CODES OF THE STUDY

Goals of Self-Discipline (GSD)

Developing positive emotions (DPE)	Developing positive self-worth (DPSW)	Attributing responsible behavior to one's own efforts (AR+ or -)	
		Demonstrating social support (DS+ or -)	
		Getting social support from others, esp. Parents and peers (GS+ or -)	
		Demonstrating consistent respect, acceptance, and care toward all students (DRAC+ or -)	
		Avoiding social comparison –encourage children compare their performance- (SC+ or -)	
		Making children experience a sense of social belonging (SB+ or -)	
		Avoiding public humiliation –handling discipline problems privately, not publicly- (PH+ or -)	
		Respecting for the autonomy of the child (RA+ or -)	
		Establishing a positive and caring environment (EE+ or -)	
Developing moral emotions (DME)	Developing empathy skills (E)	Focusing on the feelings of others (FO)	
	Developing skills related to responsibility (R)	Emphasizing social responsibility (SR)	Making cooperation (C)
			Being aware of (BAO)
			Listening to other (LO)
		Giving responsibility (GR)	
		Emphasizing moral responsibility (MR)	Being honest (H)
Developing coping skills (DCS)	Making children believe that they can modify a situation by changing some aspect of the environment (MS)		
	Making children express their emotions in ways that do not harm themselves or others (EENH)		
	Making children develop protective strategies when faced with challenges (PS)		

Goals of Self-Discipline (GSD) (*Continued*)

Developing self-control (DSC)	Making children control their behaviors (CB)	Behaving appropriately (BA)	
		Toeing the line (TL)	Giving time (GT)
		Waiting for turn (WT)	
		Making children take responsibility (MTR)	
	Making children control their emotions (CE)	Anger management (AM)	Giving time (GT)
			Getting Support (GSU)
			Directing attention to another activity (DA)
	Working independently (WI)		
	Finishing started work (FW)		

Strategies to Foster Self-Discipline (SSD)

Being a role model (RM)	
Praising and Rewarding –Positive Reinforcement- (PR)	
Arranging curriculum (AC)	Activities (A)
	Goals and objectives (G)
	Methods-techniques (MT)
	Materials (M)
Arranging environment (AE)	Learning environment (LE)
	Social environment –in social situations- (SE)
Preventing misbehavior (PM)	Pulling attention to the activity (PAA)
	Making explanation (ME)

Strategies to Foster Self-Discipline (SSD) (*Continued*)

Dealing with misbehavior (DM)	Talking-in class - during activity- (TI) - Individually (I) -out of class –out of activity -(TO) - Individually (I)
	Ignore (IG)
	Controlling child (CC)
	Warning (W)
	Negative reinforcement (NR)
	Contacting with parents (P)
	Giving I-message (GIM)
	Being consistent (BC)
	Being clear (BCL)
	Making children own and solve the problem (MOS)
	Time-out (TOT)
	Contacting with Guidance Service (CGS)
Helping children cope with stress and situations in which they have little control (HCSS)	Brainstorming with child (BS)
	Evaluating with child (EC)
	Encouraging child to implement alternative solutions (AS)
	Expressing Feeling (EF)
	Giving Time (GIT)

Development of Self-discipline (DSD)

Importance of	Parents (IP)
	Teachers (IT)
	Gender (IGR)
	Administration (IA)
	Society (IS)
	Peers (IPR)
	Age (IOA)
	Culture (IC)
	Time (ITM)

Definition of Self-Discipline (DOSD)

Self-expression (SEE)	
Self-control (SEC)	
Self-regulation (SER)	
Self-organization (SEOR)	
Knowing what to do (KW)	
Discriminating right from wrong (DRW)	
Not being controlled by external forces (NCEF)	
Behaving like somebody exist (BSE)	
Assessment of self-discipline (ASD)	By observation (O)

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Rakap, Salih and Parlak-Rakap, Asiye (2011) 'Effectiveness of embedded instruction in early childhood special education: a literature review', *European Early Childhood Education Research Journal*, *19*: 1, 79 — 96

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Parlak Rakap, A. and Tantekin Erden, F. (2006). The Development of a Classroom Management in Early Childhood Education Questionnaire (CMEC), *8ᵗʰ International Conference on Education, Athens Institute for Education and Research, May 25-28, Athens, Greece.*

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Akdağ, Z., and Parlak Rakap, A. (2008). How early childhood teacher candidates integrate science into their field experience. *XIII. IOSTE Symposium, The Use of Science and Technology Education for Peace and Sustainable Development, September 21-26, Kuşadası, Turkey.*

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OKUL ÖNCESİ ÖĞRETMENLERİNİN ÇOCUKLARDA ÖZ-DİSİPLİN GELİŞİMİNE İLİŞKİN ALGILARI

1. Giriş

Öğrencilerin sınıftaki uygun olmayan davranışları eğitimin başarısını etkiler, hem öğretmen hem de öğrencilerde gerilim yaratır, sınıftaki birlikteliği zayıflatır ve çoğunlukla öğretmenin başarısızlığına sebep olur (Charles, 2005; Hyman, 1997; Tauber, 1999; Tenoschok, 1985). Uygun olmayan davranışın çeşitli tanımları vardır. Charles (2005)'a göre uygun olmayan davranış, içinde bulunulan ortam ve çevreye uygun olmayan davranıştır. Başar (1996) uygun olmayan davranışı tanımlarken eğitim ortamını ele almış ve sınıf içerisinde uygulanmakta olan etkinliklerin yapılmasını engelleyen davranışlar olarak nitelendirmiştir. McCown, Driscoll, & Roop (1996) uygun olmayan davranışın sınıf içi öğrenmeye etkisi üzerinde durarak öğrencilerin sınıf içerisinde karışıklığa neden olan, rahatsızlık veren, ve eğitimsel etkinliklerle yarış içerisinde olan veya bu etkinliklerin uygulanmasını sindiren davranışları olarak tanımlamışlardır. Sarıtaş (2000) ise bu tanımlamaları kapsayan özel bir tanımlama yapmış ve uygun olmayan davranışı, sınıf içerisinde diğer öğrencileri rahatsız eden, sınıf içi etkinlikleri etkileyen, öğretmenin ya da okulun beklenti ve kurallarına karşı koyan ya da sınıfta karmaşa yaratan davranışlar olarak ifade etmiştir.

Öğrencilerin sınıf ortamında gerçekleştirdikleri uygun olmayan davranışların pek çok nedeni olabilir. Kimi araştırmacılar uygun olmayan davranışların öğrenciden (Dreikurs & Loren, 1968), kimi araştırmacılarsa çevreden (Tauber, 1999; Essa, 1995) kaynaklandığını belirtmektedirler. Hyman, Flanagan, & Smith (1982) ise her iki bakış açısını bir araya getirerek uygun olmayan davranışların nedeninin,

ailelerden, yetersiz öğretimden, cezalandırıcı okul ortamından, aile ve okulların yaşadığı imkan yetersizliklerinden, öğrencinin biyolojik ve duygusal engellerinden, yetersiz idarecilerden, akran baskısından, ve öğrencilerin kendi davranışlarının sorumluluğunu almak istememelerinden kaynaklandığını belirtmişlerdir. Bu bakış açısından incelendiğinde öğrencilerin sergiledikleri olumlu ya da uygun olmayan davranışlarda aileler, sınıf ortamı, öğretmenler, idare ve akranların etkisi olduğu kadar öğrencinin birey olarak da etkisinin bulunduğu görülmektedir.

Öğrencilerin sınıf içerisindeki uygun olmayan davranışları incelendiğinde öğretmenlerin bu uygun olmayan davranışları henüz görülmeden engellemek için ya da bu davranışlar gerçekleştiğinde kullandıkları yöntemler önem kazanmaktadır (Charles, 2000; Essa, 1995). Genel olarak ele alındığında ise bu yöntemler, öğretmenlerin sınıf yönetimi stratejilerinin oluşumu ve bu stratejilerin kullanımlarında önemli etkiye sahiptirler (Wolfgang, 2001).

Alan yazın incelendiğinde, öğrencilerin gösterdikleri uygun olmayan davranışların üstesinden gelinebilmesi için farklı sınıf yönetimi modelleri geliştirildiği görülmektedir (Bear, 2005; Charles, 2000). Sınıf yönetimi modelleri öğretmene sınıf içerisinde gerçekleşen uygun olmayan davranışları önleme ya da başa çıkmada kullanabilecekleri çeşitli yöntemler sunmaktadırlar. Bu yöntemlerin kiminde öğretmen azami derecede güç kullanırken kiminde güç öğretmenin sınıf yönetiminde kullanacağı etkili bir yöntem olarak ele alınmamaktadır ve öğretmenin güç kullanmasından daha ziyade öğrencilerde öz-disiplin gelişiminin önemi vurgulanmaktadır (Wolfgang, 2001).

Dreikurs tarafından geliştirilmiş olan Demokratik Öğretim Modeli, Gordon tarafından geliştirilen Etkili Öğretmen Eğitimi Modeli ve Barbara Coloroso'nun İçsel Disiplin Modeli, çocuklarda öz-disiplin gelişimini vurgulayan modellerdir. Bu modeller incelendiğinde göze çarpan önemli noktalardan biri de öz-disiplin gelişiminin sınıf ortamında desteklenebileceğidir. Öğretmenin sınıf yönetimini

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sağlamada, uygun olmayan davranışları önlemede ve gerçekleşen uygun olmayan davranışlarda kullandığı yöntemler çocuklarda öz-disiplin gelişiminin desteklenmesinde etkilidir (Bear, 2005).

Çeşitli sınıf yönetimi modellerine ek olarak sınıf yönetimi ve karakter eğitimi ile ilgili alan yazın gözden geçirildiğinde öz-disiplinin çocuğa ne düşüneceğinden çok nasıl düşüneceğini kazandırmaya çalıştığı görülmektedir. Bununla beraber, öz-disiplin gelişiminin, öz-denetim, sorumluluk ve öz-düzenlemeyle ilişkili olduğu vurgulanmaktadır (Balat, 2005; Bear, 2005; Oktay, 2005; Post, Boyer, & Brett, 2006).

Öz-disiplinin gelişiminde öğretmenlere rehberlik edecek bazı basamaklar belirlenmiştir. Öncelikle amaçlar belirlenmeli ve bir plan yapılmalıdır. Bu plan doğrultusunda ise belirlenmiş, küçük adımlarla ilerlenmeli, çocuklar bireysel çalışma yönünde desteklenmeli ve gerekli durumlar için takip etmeye hazırlanılmalıdır (Wiener & Philips, 1971). Bu bağlamda incelendiğinde, çocukların küçük yaşlardan itibaren öz-disiplinin gelişimi açısından desteklenebileceği görülmektedir.

Hayatımız boyunca pek çok sınırla karşılaşırız. Bu sınırları tanıyarak çözmeye çalışmamız ya da bu sınırların farkında olup içerisinde kendi yolumuzu bulmamız biraz çaba ve zaman gerektirir. Küçük yaştaki çocuklar içinde durum benzerdir. Öncelikle, sınırları deneyerek keşfetmeye çalışırlar. Bu keşif esnasında kabul edilebilir olanı anlayarak kendi sınırlarını belirlemeye çalışırlar. Bu aşamada çevrelerindeki insanların ilgisini çekmeye çalışırlar. İlgi çekmek için zaman zaman onları kızdırabilir, bu yolla uygun olan davranışı bulmaya çalışabilirler. Böylece, daha önceden farkında olmadıkları sınırları fark eder, dener, aldıkları tepkilerle de içselleştirirler (Bear, 2005). Bu noktada, yetişkinlerin çocukların bu çabalarına yaklaşımları, çocuklarda öz-disiplin gelişimi açısından önem arz eder. Bunlara ek olarak, çocuklar sınırlarını bulabilmek için sınıf ortamında da pek çok denemeler yaparlar. Öğretmenlerin çocuklardaki öz-disiplin gelişimindeki rolü, bu denemelere

verdikleri tepkilerle ilişkilidir. Bu ilişki ise öğretmenlerin sınıf yönetiminde, uygun olmayan davranışları önleme ve baş etmede kullandıkları yöntemlerin incelenmesini önemli kılmaktadır. Aşağıda yer verilen şekil, çocuklarda öz-disiplin gelişimi ile öğretmenlerin sınıf içi uygun olmayan davranışları önleme ve baş etmede kullandıkları stratejiler arasındaki ilişkiyi açıklamaktadır.
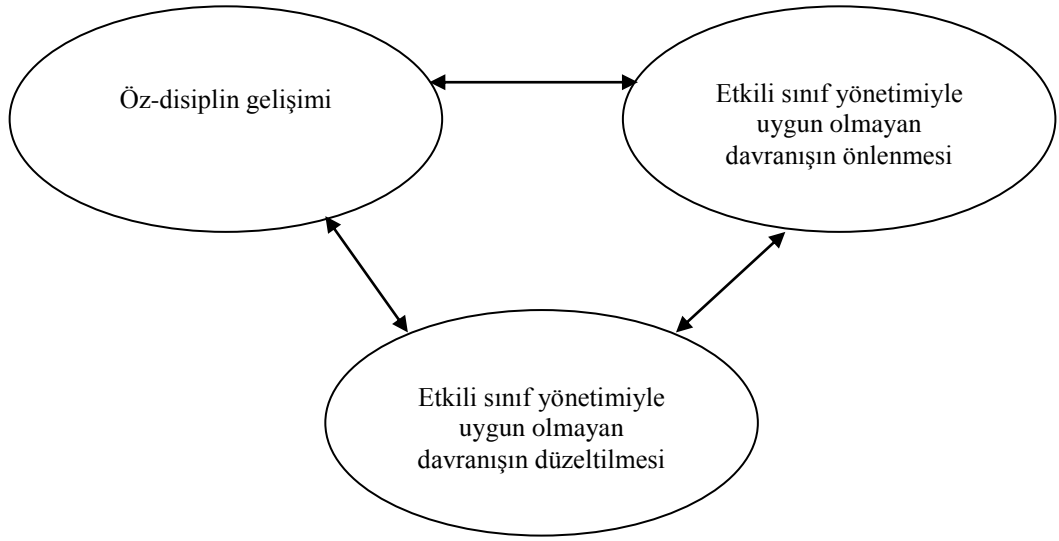
Şekil 1 Öz-disiplin ile etkili sınıf yönetimiyle uygun olmayan davranışın önlenmesi ve düzeltilmesi arasındaki iki yönlü ilişki

Alan yazından elde edilen bilgiler ışığında, bu çalışmanın asıl amacı okul öncesi öğretmenlerinin çocuklarda öz-disiplin gelişiminde kendi rollerini nasıl algıladıklarını araştırmaktır. Asıl amacı açıklayan ve bu araştırmaya yön veren, araştırma konusuyla ilgili alt araştırma soruları belirlenmiştir. Bu araştırma soruları:

Alt Araştırma Sorusu 1:

Okul öncesi öğretmenleri öz-disiplini nasıl tanımlamaktadırlar?

Alt Araştırma Sorusu 2:

Okul öncesi öğretmenlerinin, öz-disiplinin önemiyle ilgili algıları nelerdir?

Alt Araştırma Sorusu 3:

Okul öncesi öğretmenleri sınıf içerisinde gerçekleşebilecek uygun olmayan davranışları önlemek için hangi teknikleri kullandıklarını düşünmektedirler?

Alt Araştırma Sorusu 4:

Okul öncesi öğretmenleri sınıf içerisinde gerçekleşen uygun olmayan davranışlarla baş etmek için hangi teknikleri kullandıklarını düşünmektedirler?

2. Yöntem

Bilimsel bir araştırma yürütmek tıpkı yolculuk etmek gibidir, araştırmacının beklenmeyeni fark etmesine, farklı bakış açılarını anlamasına ve daha önceden araştırılan araştırma sorularına verilen ve test edilen hipotezler sonucunda ortaya çıkan cevaplara şaşırmasına yol açabilir. Bu yolculuk kimi zaman heyecan verici ve neşeli kimi zamansa bilgilendirici ve canlandırıcı evreler içerir. Bu yolculuğun nasıl geçeceği ve şekilleneceği, çalışma konusuna, çalışma sorusuna ve bu çalışmanın tasarımına karar veren araştırmacıya bağlıdır (Merriam, 1998; Rolfe & MacNaughton, 2001). Bu çalışma, benim için, kimi zaman eğlenceli, ancak çoğunlukla bilgilendiriciydi. Benim bu araştırmayla ilgili yolculuğum, 2004 yılı yaz döneminde dinleyici olarak katıldığım küçük çocukların disipliniyle ilgili bir dersle beraber başladı. Derste birbirinden farklı sınıf yönetimi modelleri incelendi. Bu modeller içerisinde en çok öz-disipline vurgu yapan modeller ilgimi çekti ve böylece

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araştırma konumu, kendimce belirlemiş oldum. Yaklaşık dört yıl içerisinde ise araştırma konumu araştırma sorusuna dönüştürdüm. Bu çalışmada bana yön veren araştırma sorusu "okulöncesi öğretmenlerinin çocuklarda öz-disiplin gelişiminde kendi rollerini nasıl algıladıkları"dır. Araştırma sorusuyla araştırılmak istenen okul öncesi öğretmenlerinin öz-disiplinin anlamı, önemi ve kullandıkları yöntemlerle ilgili olarak algılarını incelemektir. Bu araştırma sorusuyla ilgili bilgiye ulaşabilmek için ise herhangi bir durum ya da olayı derinlemesine ve içinde geçen ortamda inceleyen bir araştırma yöntemine ihtiyaç duyulmaktaydı. Nitel araştırma yöntemleri ise araştırmaya katılan katılımcıların düşüncelerini içerdiği gibi, araştırılan durum ya da olayın çok yönlü ele alınmasını, derinlemesine araştırılmasını gerektirmektedir (Creswell, 2007). Bundan hareketle, bu araştırmada nitel araştırma yöntemine başvurulmuştur.

Nitel araştırmalarda, tıpkı nicel araştırmalarda olduğu gibi, farklı araştırma soruları farklı yöntemlerle araştırılır. Örneğin, eğer araştırmacı bir kültürü ya da bir grubun sosyal yapısını incelemek istiyorsa kültür analizi; herhangi bir durumun dayandırılabileceği bir teorinin olmamasında kuram oluşturma ve/veya bir olguyu açıklamak içinse olgubilim kullanılagelen nitel araştırma yöntemleridir (Robson, 2002). Bunlara ek olarak ise bir durumun ya da örnek olayın ayrıntılı olarak, her yönüyle incelenmesinde durum çalışması kullanılmaktadır (Creswell, 2007). Durum çalışması bağımsız, tanımlayıcı ve buluşşaldır. Diğer bir deyişle çalışmanın amacı belirgin bir bakış açısı üzerinedir. Bunlara ek olarak, durum çalışmaları elde edilen sonuçlara nasıl ulaşıldığının açık ve net bir şekilde ifade edilmesini gerektirmektedir. Bu özelliklerinin yanında, durum çalışmaları özellikle yeni bilgiler sunmada ya da önceden bilinene farklı bakış açıları getirmede etkilidir. Bu nedenle de herhangi bir olgu ya da olayı "nasıl" ve "neden" gibi sorularla irdeleyen araştırma yöntemleri için uygundur (Merriam, 1998; Yin, 2009). Bu çalışmada okul öncesi öğretmenlerinin çocuklarda öz-disiplin gelişiminde kendi rollerini nasıl algıladıkları araştırıldığı için açıklanan nitel araştırma yöntemine göre veriler elde edilmiştir.

Durum çalışmaları, bütüncül ya da iç içe geçmiş analiz birimlerinin tek durumlu ya da çoklu durumlarla araştırılmasını gerektirir (Yıldırım & Şimşek, 2011; Yin, 2009). Bu çalışmada, tek bir durum içerisinde bulunan her öğretmenin bakış açısı incelenmiştir. Bu nedenle, çalışmada iç içe geçmiş tek durum deseni kullanılmıştır.

Durum çalışmalarında, tıpkı bir hikâye ya da romanda olduğu gibi bağlam, şartlar ve içerik bulunmaktadır. Bağlam, çalışmada yer alan, değişmeyen tanımlamalardır. Bu tanımlamalar, durumları anlamamızı kolaylaştıran bu durumların içerisinde geçtiği çevrelerdir. Şartlar ise anlık durumlardır. İçerik ise çalışmamızın planı, katılımcılar ve kullanılan veri toplama araçlarıyla ilgilidir (Stake, 2010).

Bu durum çalışması üç aşamadan oluşmaktadır. İlk iki aşama, veri toplama aracının geliştirilmesine yöneliktir. Son aşama ise asıl çalışmayı oluşturmaktadır. Her bir aşama, o aşamanın bağlamı, anlık durumları ve katılımcılar, kullanılan veri toplama yöntemi ile araştırma planını kapsayan içerik ile anlatılacaktır.

2.1.   Veri toplama aracının geliştirilmesi için gözlem

Veri toplama aracını geliştirmek amacıyla, bir okulöncesi eğitim sınıfında geçen günlük akışı gözlemlemek amacıyla Aralık 2008 ile Şubat 2009 tarihleri arasında, Ankara'daki iki okul öncesi sınıfına gidilmiştir. Bu okullardan biri Ümitköy'de, diğeri de Öveçler'dedir. Her iki okul da özel okuldur. Ümitköy'deki Anaokulu A'nın eğitim koordinatörü yüksek lisanstan arkadaşımdır. Öveçler'deki Anaokulu B ile ise bir arkadaş vasıtasıyla iletişime geçtim.

Her iki okul da bağımsız bir binaya sahiptir ve bahçeleri bulunmaktadır. Her iki okul da iki katlıdır. Bu okullara, gelir düzeyi yüksek ailelerin çocukları gitmektedir.

Anaokulu A'da, gözlem yaptığım sırada dört sınıf bulunmaktaydı. Benim gözlem yaptığım sınıfta ise 6 çocuk bulunmaktaydı. Anaokulu B'de ise üç sınıf bulunmaktaydı ve gözlem yaptığım 6 yaş grubunda 12 çocuk bulunmaktaydı.

Her iki okulun da yöneticileri üniversite mezunuydu. Anaokulu A'nın yöneticisi Psikolojik Danışma ve Rehberlik bölümünden mezun olmuştu. Yöneticiyle beraber okulda bir de Okul Öncesi Öğretmenliği bölümünden mezun olan eğitim koordinatörü de görev yapmaktaydı. Anaokulu B'nin yöneticisi ise Okul Öncesi Öğretmenliği bölümünden mezun olduğu için aynı okulda hem yöneticilik hem de eğitim koordinatörlüğü yapmaktaydı.

Hem Anaokulu A hem de Anaokulu B'nin, gözlem yaptığım 6 yaş grubu öğretmenleri Kız Meslek Lisesi'nin Çocuk Gelişimi bölümünden mezun olmuşlardı. Anaokulu A'da o sırada Okul Öncesi Öğretmenliği bölümünden bir uygulama öğrencisi haftada bir kere bulunmaktaydı. Anaokulu B'de ise öğretmene destek olan ancak okul öncesi öğretmenliği ya da çocuk gelişimi bölümlerinden herhangi biriyle bağlantısı olmamış olan bir yardımcı çalışmaktaydı.

Anaokulu A'da 6 yaş grubu çocukları için ilköğretime hazırlık planı uygulanmaktaydı. Bu plan kapsamında sınıfta sıralar ve sandalyeler vardı ve çocuklar sanat ve okuma-yazma çalışmalarını bu sıralarda yapıyorlardı. Sınıfın diğer kısımları ise çocuklara uygun olarak düzenlenmişti. İlköğretime hazırlık planı içerisinde sınıf içi disiplin uygulaması da bulunmaktaydı. Sınıf içi disiplin uygulamasında öğretmen kuralların oluşturulması ve uygulanmasında önemli bir role sahipti. Eğer bu kurallara uyulmayan bir durum olursa, öğretmenden beklenen, çocuğa "mola" verilmesiydi. Çocuk ağlasa da mola süresince sandalyede oturup beklemesi gerekmekteydi.

Anaokulu B'de ise sınıfta sanat, kitap, yapı-inşa, evcilik, kukla, fen ve okuma-yazmaya hazırlık köşeleri bulunmaktaydı. Bu okulda ise bir Anaokulu A'da olduğu gibi bir sınıf içi disiplin uygulaması bulunmamaktaydı.

Gözlemlerde tamamen gözlemci olarak sınıfta bulundum, herhangi bir aktiviteye katılmadım. Gözlemlerimi olay olurken ya da hemen akabinde not ettim. Gözlem için herhangi bir araç kullanmadım, günlük sınıf akışında meydana gelen durumları yazdım.

Gözlemlerimden sonra elde ettiğim verileri analiz ettim. Analizlerim sonucunda on kod ve her kodun ilişkili olduğu dört tema belirlendi. Gözlem verilerinin analizi sonucunda ortaya çıkan kodlar ve temalar aşağıdaki tabloda belirtilmiştir.

Tablo 1. Gözlemler sonucunda verilerden elde edilen temalar ve temalarla ilişkili kodlar

Tema	Kod
karakter	uygun davranma
	başkalarına saygı gösterme
	dürüst olma
	başladığı işi tamamlama
	kurallara uyma
	sırasını bekleme
	işbirliği yapma
özerklik	bağımsız çalışabilme
öz-denetleme	öfke kontrolü
sorumluluk	sorumluluk alma

Ankara'daki iki farklı anaokulunda toplam 12 saat süren gözlemler sonucunda elde edilen veriler, asıl çalışmada kullanılacak olan veri toplama aracının oluşturulmasında kullanılmıştır. Veri toplama aracı olarak 10 kısa hikâye ve kısa hikayelerle ilişkili üçer soru ile 11 görüşme sorusu hazırlanmıştır. Hazırlanan kısa hikayeler, öğretmenlik deneyimine sahip aynı zamanda da yüksek lisans eğitimlerine devam eden araştırma görevlisi iki arkadaşla gözden geçirilmiş, sonrasında da

danışmanımın incelemesine sunulmuştur. Alınan geri dönütlerle veri toplama aracı yeniden düzenlenerek pilot çalışması yapılmıştır.

2.2. Pilot Çalışma

Pilot çalışmada altı okul öncesi öğretmeniyle görüşülmüştür. Bu görüşmeler yarı yapılandırılmış olup 10 kısa hikâye ve bu hikâyelerle ilgili sorular ile 11 görüşme sorusunu içermektedirler. Görüşmeler Haziran-Temmuz 2009 tarihleri arasında, dördüyle çalıştıkları kurumlar ziyaret edilerek, ikisiyle de çalıştığım kurumda sessiz bir ortamda yapılmıştır. Görüşülen altı öğretmenden 3'ü devlete bağlı bağımsız anaokulunda, biri özel anaokulunda, ikisi ise özel bir ilköğretim okulu bünyesindeki anasınıfında görev yapmaktaydılar. Altı öğretmenin hepsi o yıl altı yaş grubunun öğretmenliğini yapmışlardı.

Görüşme yapılan öğretmenlerin hepsi bayandı. Aşağıda katılımcılarla ilgili bilgi veren bir tablo bulunmaktadır.

Tablo 2. Pilot çalışmaya katılan öğretmenlerle ilgili bilgiler

öğretmen	yaş	deneyim süresi	medeni durumu
öğretmen 1	26	6	evli
öğretmen 2	33	8	evli ve iki çocuklu
öğretmen 3	31	10	evli ve bir çocuklu
öğretmen 4	25	2	bekar
öğretmen 5	25	1	bekar
öğretmen 6	26	2	bekar

Pilot çalışma için altı katılımcıyla yapılan görüşmeler sonucunda elde edilen veriler analiz edilmiştir. Yapılan analiz sonucunda dört ana tema ve bu ana temalarla ilgili alt temalar, kodlar ve alt kodlar elde edilmiştir. Ana temalar: Öz-disiplinin amaçları, öz-disiplin geliştirme yöntemleri, öz-disiplin gelişimi ve öz-disiplin tanımlamasıdır.

Öz-disiplinin amaçları ile ilgili dört alt temaya ulaşılmıştır ve bu alt temalar: olumlu duygular geliştirme, ahlaki duygular geliştirme, baş etme stratejileri geliştirme ve öz-denetleme geliştirmedir. Her bir alt temayla ilintili bulunan kodlar ve alt-kodlar, öz-disiplinin amaçları ana temasını açıklar niteliktedir.

Öz-disiplin geliştirme yöntemleri olarak kodlanan yöntemlerde örnek olma, olumlu pekiştireç verme, programı düzenleme, çevreyi düzenleme, uygun olmayan davranışı önleme, uygun olmayan davranışla baş etme ve çocukların denetlemekte güçlük çekecekleri stres yaratan durumlarla başa çıkabilmeleri için uygun yöntem geliştirmelerine destek olma yöntemlerine ulaşılmıştır. Bu alt temalardan bazılarının ayrıca ilintili kodları bulunmaktadır.

Öz-disiplin gelişimi olarak belirlenen ana temayı açıklayan alt temalar ise öz-disiplin gelişiminde rolü olan bireylerin, yani, ailelerin, öğretmenlerin, cinsiyetin, okul idaresinin, toplumun, arkadaşların, yaşın, kültürün ve zamanın önemidir. Öz-disiplin tanımlamasında ise elde edilen verilerin analiz edilmesiyle ortaya çıkan alt temalar, kendini ifade etme, öz-denetleme, öz-düzenleme, kendi kendini organize etme, ne yapacağını bilme, doğruyu yanlıştan ayırt edebilme, dış etkenlerle denetlenebilir olmama ve yetişkin denetiminin olmadığı durumlarda da sanki varmış gibi davranmasıdır.

Pilot çalışma ve pilot çalışma sonucunda elde edilen veriler asıl çalışmada kullanılacak olan veri toplama aracının şekil ve uygulanışının düzenlenmesinde etkili olmuştur.

2.3. Asıl Çalışma

Asıl çalışma için nitel araştırma yöntemlerinden olan durum çalışması yöntemi kullanılmıştır. Durum olarak Ankara'daki bir özel ilköğretim okulunun

anasınıfı kısmı belirlenmiş ve burada görev yapmakta olan yedi öğretmenle pilot çalışma sonunda son şekli verilen görüşme formu kullanılarak görüşülmüştür.

Asıl çalışmanın yürütüldüğü okul Ankara'nın Gölbaşı ilçesindedir. Bina okulun kendisine aittir ve üç kısımdan oluşmaktadır: Okul öncesi, ilköğretim ve ortaöğretim. Bu ilköğretim okuluna devam etmekte olan öğrencilerin ailelerinin gelir düzeyi yüksektir.

Asıl çalışmayı yürüttüğüm süreçte, yani Aralık 2009 ile Ocak 2010 tarihleri arasında okulun anasınıfı kısmında beş sınıf bulunmaktaydı. Her sınıfta iki öğretmen görev yapmaktaydı ve her ikisi de öğretmen olarak sınıfta bulunmaktaydılar. Görev yapmakta olan öğretmenlerin hepsi üniversitelerin okul öncesi eğitimle ilgili bölümlerinden mezunlardı. Aynı zamanda bazıları yüksek lisans eğitimlerine devam etmekteydiler.

Okulun anasınıfı kısmında on öğretmen görev yapıyor olmasına karşın iki öğretmenle pilot çalışmam esnasında görüştüğüm ve bir öğretmenin verileri elde ettiğim zaman diliminde taşınma durumu olduğu için yedi öğretmenle görüşmelerimi yaptım. Öğretmenlerin demografik bilgileri aşağıdaki tabloyla özetlenmiştir.

Tablo 3. Asıl çalışmaya katılan katılımcılarla ilgili bilgiler

takma ad verilmiş öğretmen	yaş	deneyim süresi	medeni durumu
Nimet	26	5	bekar
Ender	26	2	evli
Tuna	25	3	bekar
Ilgaz	27	6	evli
Hidayet	25	3	bekar
Deniz	29	6	bekar
Ufuk	24	1	bekar

Bu örnek duruma kolay ulaşılabilir durum örneklemesiyle ulaştım. Çalışmayı yürüttüğüm okul, aynı zamanda danışmanımın eğitim koordinatörlüğünü yürüttüğü okuldur. Bu okulun asıl çalışma için seçilmesinin temel sebebi, bir özel anasınıfı olarak örnek teşkil ediyor olmasıdır. Bu okulda yürütülen eğitim faaliyetleri öğretmenler tarafından planlanıp eğitim uzmanları tarafından incelenip, eğitim koordinatöründen geri dönüt aldıktan sonra uygulanmaktadır.

Çalışmanın yürütüldüğü zaman diliminde okulda görev yapmakta olan iki eğitim uzmanı bulunmaktaydı. Her iki eğitim uzmanı da üniversitenin okul öncesi öğretmenliği bölümünden mezun olmuş olup öğretmen olarak deneyimleri vardır.

Okulun anasınıfı bölümünün eğitim koordinatörü ise Ankara'daki bir üniversitede öğretim üyesi olarak görev yapmaktadır. Eğitim koordinatörünün sınıf yönetimi alanında çalışmaları vardır.

2.4. Verilerin analizi

Bu çalışmada Creswell (2007)'in veri analizi yöntemi kullanılmıştır. Creswell (2007)'e göre verilerin analizi sarmal bir yapıya sahiptir. Bu sarmal yapı verilerin yönetimiyle başlar. Verilerin yönetimi için hem pilot çalışmadan hem de asıl çalışmadan elde edilen veriler çözümlenmiştir.

Bu sarmal veri analizi yapısının ikinci basamağında okumak ve kısa, hatırlatıcı notlar almak vardır. Veri analizin bu basamağında, bütün verileri okuyup, yanlarına ilgili olabilecek, bir sonraki aşamada bana yardımcı olabilecek notlar aldım.

Creswell (2007)'e göre üçüncü basamakta araştırmacı tanımlamalar, çıkarımlar ve sınıflamalar yapar. Bu çalışmanın her aşamasında, bir önceki basamakta çıkarmış olduğum notlardan yararlanarak temalar ve kodlar oluşturdum..Sonrasında da bu temalar ve kodları bir araya getirerek bir kodlama tablosu oluşturdum.

Son basamak ise araştırmanın sunulması kısmını içermektedir. Bu basamakta araştırmacı analiz sonucunda elde ettiği verileri okuyucuyla paylaşır.

2.5. Çalışmanın geçerlik ve güvenirliği

Nitel araştırmalarda geçerlik güvenirliği sağlamak için belirlenmiş bazı ölçütler bulunmaktadır. Bu ölçütler nitel araştırmanın güvenilir, tutarlı, aktarılabilir ve teyit edilebilir olmasını gerektirir. Yapılmış olan çalışmada, bu ölçütleri karşılamak için çeşitli noktalara dikkat edilmiştir. Dikkat edilen bu noktalardan biri çeşitlemedir. Farklı çeşitleme başlıkları bulunmakla beraber bu çalışma için yöntem ile araştırmacı çeşitlemesi kullanılmıştır (Yıldırım & Şimşek, 2011). Çalışma için iki farklı yöntemle veri toplanmış, verilerin çözümlemesi yapıldıktan sonra analizine geçilmiş ve analiz sürecinde ikinci bir araştırmacıyla kodlanmıştır. Çalışmada kullanılan veri toplama yöntemlerinin birisi kısa hikâyelerken bir diğeri de görüşme sorularıdır. Kısa hikâyelerin kullanımı alan yazında gözlem tekniğine seçenek olarak sunulmaktadır (Jeffries & Maeder, 2004). Bu noktadan hareketle, kısa hikâyeler yoluyla elde edilen veriler görüşme sorularına verilen cevaplarla ulaşılmış olan verilerle değerlendirilmiştir.

Çalışmanın geçerlik ve güvenirliğini sağlamak için dikkat edilen diğer nokta ise ayrıntılı betimlemedir (Yıldırım & Şimşek, 2011). Bu araştırma sonuçları sunulurken araştırmanın yürütüldüğü her basamaktaki durum bağlamı, anlık durumları ve içeriği ile anlatılmaya çalışılmıştır.

2.6. Etik

Nitel çalışmalarda etik özellikle doğrudan katılımcılarla yürütüldüğü için önemli bir yere sahiptir ve iki yönlüdür: verilerin toplanması sırasında ve sonuçların sunulmasında (Merriam, 1998). Verilerin toplanması sırasında katılımcıları her görüşmenin başında, bu görüşmenin araştırma amaçları dışında hiçbir şekilde kullanılmayacağı, idarecileriyle herhangi bir bilginin paylaşılmayacağı, konuşulanların tamamen araştırma amaçlarıyla kullanılacağı, herhangi bir şekilde isimlerinin ya da kimliklerini açığa çıkaracak ifadelerin paylaşılmayacağı ve çalışmayı yarıda kesme ya da sonradan devam etme haklarının olduğu konularında

bilgilendirdim. Sonuçlarımı sunarken özellikle bu konulara dikkat ettim: gerçek isimlerinin yerine takma ad kullandım, herhangi bir şekilde görüşme kayıtlarını idareci ya da diğer meslektaşlarıyla paylaşmadım ve kimliklerini açıklayacak herhangi bir bilgi vermedim.

3. Bulgular

Bu çalışmada okul öncesi öğretmenlerinin çocuklarda öz-disiplin gelişiminde kendi rollerini nasıl algıladıkları araştırılmıştır. Bu asıl amacın yanında, asıl amacın açıklanmasına hizmet eden dört farklı alt araştırma sorusu belirlenmiştir. Her bir araştırma sorusuyla ilgili bulgular temalar ile sunulmaktadır.

3.1. Okul öncesi öğretmenlerinin öz-disiplin gelişiminde kendi rollerini nasıl algıladıklarıyla ilişkili bulgular

Temel araştırma sorusu verilerin analiziyle ortaya çıkan iki tema ile açıklanmaktadır. Bu iki tema, öz-disiplinin amaçları ve öz-disiplin geliştirme yöntemleridir.

3.1.1. Öz-disiplinin amaçları

İlgili alan yazın ışığında, öğretmenlerle yapılan yarı yapılandırılmış görüşme verilerinden çıkan sonuçlar değerlendirildiğinde, öz-disiplinin dört amacı belirlenmiştir. Bu amaçlar örnekleriyle beraber sunulmuştur.

3.1.1.1.　　　Olumlu duygular geliştirme

Olumlu duyguların gelişimi bütün öğretmenler açısından ele alınmıştır. Ele alınırken vurgulanan noktalar, özellikle çocuğun sınıf ortamı içerisinde aidiyetlik ve güven hissetmesi üzerinedir.

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Kendi beden farkındalığını keşfeden bir çocuk için orada etiketlemek, bedeninden yaptığı şeyden utandırmak olur eğer öyle davranırsam. Amacımız bunun önüne geçmek tabii ki, utanmasını önlemek kendi bedeninden vs (Hidayet, Kısa hikâye 3)

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3.1.1.2. Ahlaki duygular geliştirme

Ahlaki duygular geliştirme çocuğun başkalarını anlayabilmesi, başkasının bakış açısıyla bakabilmesi ve hem sosyal hem ahlaki olarak kendisini sorumlu hissedebilmesidir. Elde edilen verilere göre, öğretmenler bu noktalardaki düşüncelerini belirtmişlerdir.

Ama o sözcüğün yanlış olduğunu, sonra o çocukla bireysel olarak mutlaka diğer arkadaşının farklılıkları üzerinde konuşurum, neden öyle olduğunu, onun işte daha çok bizim desteğimize ihtiyacı olduğunu, gibi belki onun bir işinde ona sorumluluk vererek katmaya çalışırım mesela, duygudaşlık mutlaka kurmasını sağlarım, ona yardım etmesini sağlarım (Hidayet, Kısa hikâye 1).

Tamam, vardır planımda, bunları bunları yapacağızdır, ama çocukların ilgileri de performansları da bana başka bir alanda daha iyi gelecek gibi gözüküyorsa o şekilde yaparım. Ama dediğim gibi şey yapmaya çalışırım, adil olmaya çalışırım, o haklar, kendini savunma, başkalarının haklarına saygı. O konuda mümkün olduğunca, denk geldiğince desteklemeye çalışırım, kendini ifade etme, edebilme, o konular benim için çok önemlidir (Tuna, Görüşme sorusu 1).

3.1.1.3. Baş etme stratejileri geliştirme

Baş etme stratejilerinin içsel disiplin amaçlarından biri olduğu bu çalışmadan çıkan, aynı zamanda alan yazında da belirtilen bir sonuçtur. Çalışmaya katılan dört öğretmenle yapılan görüşmelerden bu amaçla ilgili olduğu düşünülen verilere ulaşılmıştır.

Mesela dönem başında bizim böyle benzer bir çocuğumuz vardı. Çok çekingendi, çok pasifti, gelip şey dedi bir gün hani hiç beklemiyorduk, çünkü ilgi ve ihtiyaçlarını biz fark edip söylüyorduk, çok çekingendi. Yüzünüze bile bakmıyor. Akşam servis saati servislere hazırlanıyor, geldi dedi ki "Bir şey

söyleyebilir miyim, ben servisten çok korkuyorum" dedi. Neden dedim, acaba ne korkutuyor seni, karanlık mı şöyle mi? Hayır, süre çok uzunmuş canı sıkılıyormuş. Ne yapalım ne yapalım, bir tane servis defteri hazırladım ben ona, dedim ki servisle giderken dışarıya bak, neler var, onları çiz, bir sonraki yolculuğunda da aa bunu geçtik, bunu geçtik, bunu geçtik eve geldik dersin dedim. Tamam dedi öğretmenim, bunu yapalım. Bir taraftan da ağlıyor. Dedim ki, bakalım bu işe yaramazsa başka bir şeyler yaparız. Defteri hazırladık, süsledik, ona bir tane kalem verdim. O kadar çok sevmiş ki, ilk servise ağlayarak biniyor, ikinci gün bu oluyor, dün ben çok ağladım, bugün de çok korkuyorum, ilk gün söylemedi, işte böyle bir şey yaptık ve bizim şeyimiz direkt anında bitti. Ertesi gün direkt öğretmenim bakın dün bunu geçtim, bunu geçtim, hakikaten yarım saat, on beş dakika da sürse, on dakika sonra evindeyiz yavrum diyor servis şoförü, ama çocuk on dakikayı nereden bilsin. O kadar güzel şey yapmış ki, öğretmenim bu iki blok var ya onu geçiyoruz, geçiyor, diyor ki, bir tane ağaç var onu geçiyoruz. Benim çikolata aldığım bir yer var onu geçiyoruz, ondan sonra annemin işyeri var annem beni bekliyor zaten diyor. Direkt ona bakıyor, bugün ver istersen bende kalsın, saklayayım, sana sonra vereyim. Hayır ben buna bakıp dün demiştiniz ya bugün ne zaman gideceğimi öğreneceğim diyor (Tuna, Kısa hikaye 1).

3.1.1.4.   Öz-denetleme geliştirme

Öz-denetleme geliştirme bu çalışma sonucunda içsel disiplinin amaçları olarak elde edilen bir sonuçtur ve çalışmaya katılan bütün öğretmenler tarafından belirtilmiştir. Elde edilen sonuçlara göre öz-denetlemenin dört açısı vardır: davranış denetlemesi, duygu denetlemesi, bağımsız çalışılabilmesi ve başlanılan işin sonlandırılmasıdır. Davranış denetlemesi ile ilgili örnekler aşağıda sunulmuştur:

O anda açıkladıysa, açıklaması yeterli geldiyse, tamam derdim, ama bir daha olmasın lütfen, bunu yapmamamız gerekiyor, çünkü şu anda konumuz çok daha farklı bir konu deyip onu yatıştırırdım (Nimet, Kısa hikaye 1).

Bunun öncesinde de bir konuşma ortamı, sohbet saatinde, önce hiç müdahale etmem, herkes konuşur, bir şey sorarım, bir şey söylerler, o oradan söyler, o oradan söyler, kimse parmak kaldırmaz, hani beş-on dakika hiç müdahale etmem, o bir şey anlatmaya çalışır, oradan öğretmenim, bu da böyle olmuştu, o da oradan bir şey anlatmaya çalışır. Ondan sonra sınıfı bir sustururum. Evet, çocuklar biraz önce ne yaptık, sohbet ettik, ben ne sordum, ben bunu sordum. Oyuncak gün yapalım mı gibi. Herkes oradan bir şey söyledi, ama biliyor

musunuz ben hiçbirinizin söylediğini duyamadım. Duyup anlayabilen var mı? Bir yerden biri "evet, ben size bunu söylemeye çalıştım ama beni duymadınız", diğeri de başka bir şey. O duyulmamak konusunu çocuklarla bir netleştiririz. Evet, biraz önce hiç kimse hiç kimseyi duymadı değil mi? Hiç kimse hiçbir şey anlamadı, ben de hiçbir şey anlamadım. Konuşanlar vardı, çok ses vardı, ama hiçbirinizin söylediğini net anlamadım, neden acaba? Diyecekler ki "o çok bağırıyordu" diyecek biri, diğeri de benzer şeyler. Hiçbir şey anlamadık, neden, çünkü çok yüksek sesle anlatmaya çalıştı arkadaşlarımız, çünkü kendilerini duyuramadılar ve herkes aynı anda konuştuğu için anlayamadık. Bir şekilde bu noktaya geliriz. Onlara söylettirmeye çalışırım önce. Çünkü biraz önce hep birlikte konuştuğumuz için hiç kimse birbirini anlamadı. Herkes bir şeyler anlattı, ama ben hiçbirini duymadım. Bu arkadaşımızın söylediğini o duymadı belki sadece yanındaki duydu. Ama önemli olan herkesin duymasıydı, ne yapalım peki bundan sonra acaba nasıl sohbet edersek konuşanı duyabiliriz? Orada diyecekler, parmak kaldırarak konuşmalıyız, hop bir kural. Çünkü onu bir çocuk söyledi. Evet, çok güzel parmak kaldırarak konuşmalıyız, bunu tahtaya yazarız. İkincisi biri parmak kaldırdı konuşuyor, ama benim de çok söylemek istediğim bir şey var, ben ne yapmalıyım sizce, acaba o söylerken acaba söylemeli miyim? Bir kısım diyecek ki evet söylemelisin, bir kısım diyecek ki hayır söylememelisin, orada bir kargaşa yine çıkacak. Tamam, o zaman mesela, birine söz veririm. Bana bilmem ne oyuncağını anlatır mısın? O oyuncağını anlatırken sürekli araya girerim, ama biliyor musun benim de var böyle oyuncağım. Ama öğretmenim orada bir kargaşa oluyor, bunu çok sık yapıyorum, çok da keyifli oluyor, sinir oluyorlar. Ama öğretmenim diye. Peki bir şey fark ettin mi, sen anlatırken ben sürekli araya girip ben de anlatmak istedim, hoşuna gitti mi, hayır gitmedi çünkü ben anlatmak istediklerimi anlatamadım diyecek. O zaman buna da bir çözüm bulalım, biri konuşurken peki ne yapalım? Bizim çok söylemek istediğimiz, ama çok söylemek istediğimiz bir şey varsa ne yapalım? Parmak kaldıralım, sözünü kesmeyelim, o bittikten sonra söyleyelim.. bu da bir kural. Ama çok söylemek istiyorum, ne yapmalıyım, yine de beklemeli miyim, ama gerçekten çok söylemek istiyorum, yine mi bekleyeyim? Evet, yine de beklemelisin. Bir de öğretmen yapınca evet yine de beklemelisin. Tamam, bu da bir kural, hop iki tane kuralı onlar koydu, onlar buldu ve daha sonraki süreçte de onlar sahiplenecek. Mesela bu şekilde koyduğumuz kurallarda kuralı biri ihlal ettiği zaman kendileri müdahale ediyorlar. Hayır, parmak kaldırmadan konuşmuyorduk, lütfen bekler misin, parmağını kaldırır mısın veya şey diyor, biri mesela bir şey anlatıyor, orada başka biri parmağını kaldırıyor, diyor ki öğretmenim ama o parmak kaldırmadan başladı söze, ben burada parmak kaldırdım söz almayı bekliyorum diyor (Tuna, Kısa hikâye, 8).

Duygu denetlemesi ile ilgili olarak elde edilen veri örnekleri aşağıdaki gibidir:

Mesela sınıfta onu yaşıyoruz. Biraz önce sen geç kaldın, çünkü siz onu yaparken ben sınıfta koşuyordum, seviniyordum. Bak sen öyle yaptığın için, arkadaşların giyinirken sen giyinemedin ve onlar çıkmaya hazırlanıyorlar, biz seninle şimdi hazırlanmaya başlayacağız. Bir dahaki sefere biraz daha çabuk hazırlanırsak biz de onlarla gidebiliriz. Tamam mı? Bir dahaki sefer gerçekten, evet, şimdi montlarımızı giyiyoruz, dediğinizde o çocuk en önde gidip hazırlanıyor, çünkü geç kalmayacak. Hani o hızından, hızı var, o hızından biz de yararlanalım. Mümkün olduğunca o hızını sınıfta koşarak harcayacağına hazırlanarak harcasın, farklı yerlere kanalize etmesi, o heyecanı hareketi yok etmek değil de olumluya sevk etmek (Tuna, Kısa hikâye 8).

İtiraz edebilir çocuk, ama itiraz etse de sakinleşmesi gerektiğini, sakinleşmeden oyuncak toplamaya da etkinliğe de dönemeyeceğini açık bir dille ifade ederim ve sakinleşmesini beklerim. Sakinleşmiyor mu? Çok yırtınarak ağlıyor da olabilir. Sınıf ortamından uzaklaştırıp, onu tuvalete götürüp bir şekilde yüzünü yıkayıp, sessiz bir ortamda sakinleşmesini sağlayıp onunla konuşarak, konuşup olayı dışarıda halledip tekrar sınıfa gelerek oyuncakları toplamasını sağlardım (Nimet, Kısa hikâye 7).

3.1.2. Öz-disiplin geliştirme yöntemleri

Çalışma sonunda elde edilen verilerin incelenmesiyle aşağıda belirtilen yöntemlerin öz-disiplin gelişimiyle ilgili olarak kullanıldığı belirlenmiştir. Her bir yöntem, örnek veri alıntısıyla sunulmuştur.

3.1.2.1. Örnek olma

Öğretmenlerle yapılan görüşme kayıtları incelendiğinde dört öğretmenin bu yöntemi belirttiği bulunmuştur.

Ben de bakın kendi masamın altındaki çöpleri topluyorum deyip ben de örnek olup onlara toplatıyorum (Nimet, Görüşme sorusu 1).

3.1.2.2. Olumlu pekiştireç verme

Araştırma sonuçları göstermektedir ki çalışmaya katılan yedi öğretmenin altısı çocuklara olumlu pekiştireç vermektedir.

3.1.2.3. Programı düzenleme

Çalışmaya katılan bütün öğretmenler, okul öncesi eğitim programının esnek oluşundan ve bu özelliği sebebiyle öğretmenin sınıf ortamına uygun olarak düzenlemeler yapabilmesine imkân tanıdığının altını çizmişlerdir.

> Onun haricinde normal programımız vardır rutin, o şekilde devam eder. Her an her şey olabilir diye şey için diyorum, çocukların ilgi be istekleri o gün çok farklı olabilir, o gün çok hareketli olabilirler, çok yaratıcı bir günleri olabilir, ona göre programımda değişiklik yapabilirim. Şeyi hissediyorsam, hakikaten çocuklarda bugün bir sanat aşkı, öyle bir o onu alıyor, hepsi masada, hepsi bir şey yapıyor. Öyle bir şey hissediyorsam öyle bir etkinlik planlarım. Çok hareketli olduklarını düşünüyorsam, böyle hareketli..işte matematik dersimiz varsa, matematik dersini hareketli bir şekilde yapmaya çalışırım. Algılarının çok açık olduğunu düşünüyorsam, bir gözlem deney, o tip bir etkinlik yapmaya çalışırım. Yani plan ve programım vardır, ama çocukların durumuna göre, genel atmosfere göre değiştirmeye çok müsait bırakırım her zaman, çok net değildir, esnektir (Tuna, Görüşme sorusu 1).

3.1.2.4. Çevreyi düzenleme

Sınıf ortamının hem öğretim hem de sosyal açıdan düzenlenmesini içeren bir yöntemdir. Bütün öğretmenlerin bu yöntemle ilgili düşüncelerine ulaşılmıştır.

> Mesela bizim sınıfımızda bir arkadaşlık bileziği var. O arkadaşlık bileziğinin yapılmasının amacı, arkadaşlık kurallarının onlara hatırlatılması içindi, hepsi yaptı ve onları birbirlerine kenetleyerek sınıfımızdan attık. Arkadaşlık kurallarımızı öğrendik diye yazdık. Bunu yaparken de sürekli bu konuları konuştuk, neler yapmalıyız, herkes bir şey söyledi falan, bir anlaşma yapalım dedik ve yapılan bileziklere imzalar falan attılar (Ender, Kısa hikâye 5).

3.1.2.5. Uygun olmayan davranışı önleme

Uygun olmayan davranışın etkili sınıf yönetimiyle önlenmesi, çocukta içsel disiplin gelişimi açısından önemlidir. Bu yöntemle ilgili ulaşılan veriler, araştırma sorularından birini açıkladığı için, o araştırma sorusuyla ilintili olarak anlatılacaktır.

3.1.2.6. Uygun olmayan davranışla baş etme

Uygun olmayan davranışla etkili sınıf yönetimi ile baş etme içsel disiplin kazanımında önemlidir. Bu strateji de araştırma sorularından birini açıklamaktadır. O nedenle, ilerleyen paragraflarda ayrıntılı açıklanacaktır.

3.1.2.7. Çocukların denetlemekte güçlük çekecekleri stres yaratan durumlarla başa çıkabilmeleri için uygun yöntem geliştirmelerine destek olma

Çalışmaya katılan öğretmenlerin çoğunluğu çocuklara başa çıkabilme stratejisi geliştirmede destek olduklarını belirtmişlerdir.

> Yapmamasından ziyade niye yapmadığı benim için önemli olur, ne hissettiği, orada yaşadığı sıkıntı beni daha çok ilgilendirir. Gerçekten yapmak mı istemedi, bir şey mi hissetti, konuyu bu şekilde onunla konuşurum. Onu sorgularım daha çok. Ona rahatsızlığı hissettirmeden paylaşımda bulunmaya çalışırım. Daha sonra gerçekten istemeyerek yaptıysa, istemediği için yapmadığı gibi bir şey çıkarsa, ne yapabilirim? Zorla hiçbir şey yaptıramazsınız çocuğa, o anın keyfini alarak yapması gerekir. O anda keyif almıyorsa o arabaya kattığı iki -üç şeyin önemi yok aslında (Ender, Kısa hikâye 10).

3.2. Okul öncesi öğretmenlerinin öz-disiplini nasıl tanımladıklarıyla ilişkili bulgular

Öz-disiplin, yedi okul öncesi öğretmeninden elde edilen verilere göre farklı tanımlamalara sahiptir. Bu tanımlamalar, her biri için verilen örneklerle açıklanacaktır.

Eğitime, netice okul öğrencisi hep eğlence, oyun gözüyle bakılır ya, ama bence eğitimin en temeli. Bence bu adalet, saygı, kendine saygı, başkalarına saygı, kendi hakkını koruma, hakkını bilme, organize, plan yapabilme, takip etme, bunların yerleştiği bir yer (Tuna, Kısa hikâye 9).

3.2.1. Kendini ifade etme

Çalışmaya katılan iki okul öncesi öğretmenine göre içsel disiplin kendini ifade etmedir:

Bazen oluyor, bugün sıra Duru da, hâlbuki değildir, ama öğretmenim dün Ediz oldu bugün benim olmam gerekmiyor mu, evet, çok güzel, senin olman gerekiyor, ben sanırım karıştırmışım, yanlış bakmışım, hani bunu da bazen numaradan karıştırıp acaba hakkını arıyor mu, aramıyor mu? Hak hakikaten işe yarıyor, daha uygun olduğunu düşünüyorum (Tuna, Kısa hikâye 9).

3.2.2. Öz-denetleme

Çalışmaya katılan beş öğretmen içsel disiplinin öz-denetleme olduğunu belirtmişlerdir.

3.2.3. Öz-düzenleme

Çocuklarda öz-disiplin gelişimiyle ilgili olarak görüşülen öğretmenlerin dördü öz-disiplinin öz-düzenleme olduğunu vurgulamışlardır.

3.2.4. Kendi kendini organize etme

Çalışmanın sonuçlarına göre öz-disiplini tanımlayan diğer bir terim ise kendi kendini organize etmektir ve üç öğretmen bu tanımlamayı vurgulamışlardır.

Bende genelde onunla ilgili bir formum var onu alırım, sandalyeme otururum çocuklara gözlem yapabileceğim şekilde. Tek tek yanıma çağırırım, neden bu köşede oynuyorsun, ne var bu köşede, kimlerle oynuyorsun böyle küçük, çok fazla oyunu dağıtmayacak sorular sorarım ki oyun aşaması. Amacım organize etmelerini sağlamak (Nimet, Görüşme sorusu 1).

Kendi kararlarını verebileceğini, kendi seçeneklerini kendinin yaratabileceğini düşünür. Yani her zaman benim verdiğim değil, sen de düşünebilirsin, sen eklemeler yapabilirsin, sen de çıkarmalar yapabilirsin. Bu kendi kendini organize

edebilme becerisi bence çok önemli ki bu diğer alanlara da yansıyacaktır bence (Tuna, Kısa hikâye,2).

3.2.5. Ne yapacağını bilme

Öz-disiplin, çalışma sonuçlarına göre, aynı zamanda, ne yapacağını bilmedir. Altı öğretmen bu terimle ilgili görüşlerini yapılan yarı-yapılandırılmış görüşmelerde belirtmişlerdir.

6 yaşta benimle, bana yapıyor bu davranışı, ama ilkokul öğretmenine gidiyor, ona yapmıyor, o zaman ben iç disiplin kazandıramamışım demektir, direkt kendime dönerim. Niye, çünkü çocuğa yeteri kadar anlatamamışım, benim için yapmış, ama kendisi için yapması gerekiyordu, benim için değil. O kuralları içselleştirememiş, bunu çocuğun kendisi için yaptığını sürekli vurgulanmalı (Nimet, Görüşme sorusu 9).

3.2.6. Doğruyu yanlıştan ayırt edebilme

Doğruyu yanlıştan ayırt edebilme, öz-disiplini açıklayan diğer bir tanımlamadır ve çalışmada dört öğretmen tarafından vurgulanmıştır.

Doğru davranışı öğrenmeye başlayacak, nasıl davranması gerektiğini bir nevi görecek. Doğru davranışı kazandırıyoruz sonuçta, kazanması gereken şey o (Ender, Kısa hikaye 4).

3.2.7. Dış etkenlerle denetlenebilir olmama

Bu çalışmanın sonuçlarına göre öz-disiplin aynı zamanda dış etkilerle denetlenebilir olmamadır. Üç öğretmen tarafından bu tanımlama vurgulanmıştır.

Mesela şöyle bir cümle kullanmanın yerinde olmadığını düşünüyorum ve mümkün mertebe bunu kullanmamaya çalışıyorum, bu beni üzdü, bu davranışın beni üzdü, gibi değil de, ben üzüldüğüm için değil de kendisi üzüldüğü için ya da kendisi nelere sebep olduğunu düşünsün ve gerektiği takdirde, mantıklı bir sonuçsa mantıklı bir sonuç gerçekleştirsin. Öğretmen olarak bence şeyi yanlış kullanıyoruz. Yine çocuğun dıştan denetimli olmasına sebep oluyoruz, anlatabildim mi? Üzülürüm, beni üzdün gibi. Üzebilir, beni üzebilir, hiç derdi olmayabilir, ama orada önemli olan beni üzmesi değil yaptığı davranışın nedenini, niçinini sonucunu sorgulaması, bunu kavrayabilmesi. Zaten orada da içsel disiplin başlıyor bence (Hidayet, Görüşme sorusu 1).

3.2.8. Yetişkin denetiminin olmadığı durumlarda da sanki varmış gibi davranma

Öz-disiplinle ilgili olarak yapılan bu tanımlama dört öğretmen tarafından görüşmelerde vurgulanmıştır.

> Bir de kendileri yapıyorlar, artık şey bile söylemiyorlar, su döktüğünde bir bakıyorum köşede temizliyor zaten. Öğretmenim su döktüm ne yapacağım gibi bir soru bile gelmiyor artık (Nimet, Görüşme sorusu 1).

3.3. Okul öncesi öğretmenlerinin öz-disiplinin önemiyle ilgili algılarını açıklayan bulgular

Çalışma sonuçları incelendiğinde bu çalışma için kendisiyle görüşülen öğretmenlerin öz-disiplin gelişiminde gerek çocuğun kendisiyle ilgili gerekse çocuğun etkileşimde bulunduğu bireylerin önemi ortaya çıkmıştır.

3.3.1. Ailelerin önemi

Bütün öğretmenlerin üzerinde hem fikir oldukları ve önemini vurguladıkları iki yetişkin grubu vardır ve bu gruplardan ilki ailelerdir.

> Aileden de kaynaklı biraz bir şey. Şunu yap yap yap diyorsun, onu yapmıyor, artık kalkıp onu yaptırma aşamasına geldiğinizde çocuk onu yapmaya başlıyor, çünkü aile güzel bir dil kullanmamış. Bilmiyorum, ama çocuk hiçbir şeyi tek başına yapmamış, hep aileyle birlikte, hep anne yapmış onun yerine her şeyi, şimdi burada bebek gibi davranıyor, beş yaş çocuğu gibi davranmıyor, tek başına çalışamıyor (Ender, Görüşme sorusu 3).

3.3.2. Öğretmenlerin önemi

Bütün öğretmenlerin çocukta öz-disiplin gelişiminde önemli rolü olduğunu vurguladıkları ikinci grup yetişkin ise öğretmenlerdir.

> Öğretmen olarak gerçekten görevini bilinçli bir şekilde yapıyorsa en büyük sorumluluğudur geleceğe düzgün bireyler yetiştirmek (Deniz, Kısa Hikaye 4).

3.3.3. Okul idaresinin önemi

Çalışmaya katılan öğretmenlerden ikisinin belirttiklerine göre okul idaresinin bakış açısı sınıfta yapılan bütün etkinlikler ve sınıf ortamının oluşturulmasında önemli rol oynamaktadır.

> Belki eğer idareden öyle zorunluluk vesaire varsa ki bir kere idare burada yaş grubu özelliğini anlamalı, eğer anlıyorsa, zaten buna bakmaz bile, bir kere böyle bir şey istemez zaten (Hidayet, Kısa hikâye 6).

3.3.4. Toplumun önemi

Öz-disiplin gelişiminde toplumun önemi bu çalışma verilerinden elde edilen bir sonuçtur. Özellikle dört öğretmenin söylemleri bu kod altında toparlanmıştır.

> Sonuçta bu birey olarak toplum içerisinde varız ama toplumla birey sürekli birbirini etkileyen şeyler, etkileşimde bulunduğumuz şeyler. Bireyselliğimizin yanı sıra biz toplum için de bir şeyler yapıyoruz ve toplumdan da bir şeyler bekliyoruz. Bunu başarabilmek için böyle bir beklentimizin olması için benim de toplum için bir şeyler yapmam gerekiyor, toplum bazında düşünmem gerekiyor bazı şeyleri (Hidayet, Görüşme sorusu 8).

3.3.5. Arkadaşların önemi

Bu çalışma kapsamında görüşleri alınan öğretmenlerden elde edilen verilerin analizi sonucunda ulaşılan diğer önemli çevre ise arkadaş çevresidir. Bu konu üzerinde özellikle dört öğretmenin durduğu bulunmuştur.

> Aynı şeyi yine birbirlerine yapacaklardır, yapanlar oluyor gerçekten, deniyorlar, bir gün birisi yapıyor, diğer gün diğeri yapıyor, birbirlerinden ciddi anlamda etkileniyorlar (Nimet, Kısa hikaye 9).

3.3.6. Yaşın önemi

Erken yaşlarda öz-disiplin kazanımının önemi çalışmada vurgulanan diğer bir noktadır ve altı öğretmenin yaşın önemi üzerinde durdukları bulunmuştur.

> Sonuçta ben bu yaşta çocuğa iç disiplini kazandıramazsam, ilerleyen yaşlarda o disiplin hiç oturmayacak. Ağaç yaşken eğilir misali, ben ne bileyim, sorumluluklarını yerine, basit sorumluluklar sonuçta, yaşında yapabileceği sorumluluklar veriyorum ama ilerleyen yaşla beraber bu sorumluluklar artıyor

ve ben bu sorumluluğu kazandırmalıyım ki ilerideki daha farklı sorumlulukları yapabilsin (Nimet, Görüşme sorusu 8).

3.3.7. Kültürün önemi

Çalışmadan elde edilen diğer bir sonuç ise kültürün de öz-disiplin gelişiminde önemli olduğudur ve bir öğretmen kültürün önemini vurgulamıştır.

3.3.8. Zamanın önemi

Öz-disiplin gelişiminin hemen olmayacağı, zamanla gelişeceği görüşme yapılan öğretmenlerden dördünün belirttiği bir durumdur.

> Onun için bana çok erken geldi. Üçüncü hafta dedik ya, mesela hiç okul deneyimi olmamış bir çocuk olabilir, ilk defa gelmiş olabilir. Benim gözüm önünde üçüncü hafta, çocuklar yeni yeni etkinlikleri görüyor, daha belki ilk fenimizi yapıyoruz, ilk iki hafta, daha önce hiç dışarı çıkmamışlardır muhtemelen, ilk haftada dışarı çıkmak çocukları tanımadan biraz zor. Muhtemelen öğretmen çocukları tanıyıp biraz daha üçüncü haftaya bıraktı diye düşündüm (Tuna, Kısa hikaye 8).

3.4. Okul öncesi öğretmenlerinin sınıf içerisinde gerçekleşebilecek uygun olmayan davranışları önlemek için kullandıkları tekniklerle ilişkili bulgular

Çalışmada görüşülen yedi öğretmenden elde edilen bulgular, uygun olmayan davranışı iki yöntemle önlemeye çalışmaktadırlar. Üç öğretmenle yapılan görüşmelerden elde edilen sonuçlara göre, bu öğretmenler çocukların ilgisini yapılan etkinliğe çekmektedirler. Altı öğretmen ise açıklama yaparak uygun olmayan davranışı önlemediklerini belirtmişlerdir.

> Çünkü bunu denemeye çalışanlar var, kendi aralarında yorum yapanlar var. İşte gördün mü, bak sen de toplamazsan böyle olur, ben toplamıştım ama. Sınıftan büyük bir ihtimalle yükselecek ses şeydir "Öğretmenim biz topladık değil mi? Biz yaptık değil mi? Biz etkinliğe katılacağız değil mi?" gibi sorular yönelecektir büyük bir ihtimal. Onlara da bu deneyim olmuş oluyor, başkalarının deneyimlerinden yararlanmış oluyorlar kendi yaşantılarında (Nimet, Kısa hikaye 7).

3.5. Okul öncesi öğretmenlerinin sınıf içerisinde gerçekleşen uygun olmayan davranışlarla baş etmek için kullandıkları tekniklerle ilişkili bulgular

Çalışmada elde edilen veriler incelendiğinde öğretmenlerin uygun olmayan davranışlarla baş etmek için pek çok yöntem kullandıkları bulunmuştur. Bunlar: Sınıf içinde ya da dışında çocukla konuşma, görmezden gelme, çocuğu kontrol etme, uyarma, olumsuz pekiştireç kullanma, ailelerle görüşme, ben dili kullanma, kararlı ve tutarlı olma, sorunu çocuğun sahiplenip çözmeni sağlama, mola verme ve rehberlik servisiyle görüşme. Aşağıda verilen örneklerden ilki kararlı olma, ikincisi ise ben dili kullanmayla ilgili olarak sunulmuştur.

> Ağlayarak bana bir şey anlatamayacağını, ağladığı zaman onu anlamayacağımı, yani ağlayarak bana bir şeyler ifade etmeye çalıştığı zaman ben seni şu an anlamıyorum, lütfen ağlaman bitince ve sakinleşince yanıma gelip anlatır mısın derim (Tuna, Kısa hikâye 4).

> Gerekirse ben rehberlik edeceğim, neden böyle yaptım, sence ne yapabilirdin, farkı ne olabilirdi gibi alternatif sorularla o durumu sorgulamasını sağlamak orada. Ben diliyle konuşarak gerekirse (Hidayet, Kısa hikâye 4).

4. Tartışma ve öneriler

Okul öncesi öğretmenleriyle yapılan bu çalışmanın sonuçları ilgili alan yazın ışığında incelendiğinde, öğretmenlerin çocuklarda öz-disiplin gelişimi, öz-disiplinin önemi ve kullandıkları yöntemlerle ilgili algılarının alan yazın ile bağlantılı olduğu görülmüştür. Ancak özellikle kullanılan yöntemlerin içsel disiplin gelişimine etkisi hakkında öğretmenlerle daha ayrıntılı görüşmelerin sağlanması, hatta görüşmelerin gözlemlerle desteklenmesi önerilmektedir.