

AN INVESTIGATION ON PERCEPTIONS AND SELF-REPORTED  
PRACTICES OF EARLY CHILDHOOD TEACHERS TOWARDS  
INSTRUCTIONAL ARRANGEMENT FOR CLASSROOM MANAGEMENT

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Approval of the Graduate School of Social Sciences

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## **ABSTRACT**

### **AN INVESTIGATION ON PERCEPTIONS AND SELF-REPORTED PRACTICES OF EARLY CHILDHOOD TEACHERS TOWARDS INSTRUCTIONAL ARRANGEMENT FOR CLASSROOM MANAGEMENT**

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The aim of the study is to investigate early childhood teachers' perceptions and self-reported practices towards instructional arrangement for classroom management. In the light of literature review components of instructional arrangement were evaluated and the most common elements used by researchers were selected to be investigated within this study. Materials, daily schedules, and curriculum planning are the three components that are included in the study. More specifically, the present study aimed to examine perceptions and self-reported practices of early childhood teachers on how to select materials, design daily schedule, and plan curriculum; and to investigate their perceptions on those three components for classroom management.

Early childhood teachers participated in the study were involved in an interview which was developed and conducted by the researcher. There were twenty

questions in the interview including three sections. The aim of the first part was to get demographic information from participants. Questions in the second part were designed to see the perceptions and self-reported practices of participants on classroom management. The third part was designed to see perceptions and self-reported practices of teachers towards materials, scheduling, and planning for classroom management.

17 early childhood teachers from different schools participated in the study working with children between the ages of three to six. 16 female and one male early childhood teachers invited to be participated in the study. Five of the teachers were working in public schools and 12 of the teachers were working in private schools.

The findings of the study indicated that early childhood teachers believe on the importance of materials, daily schedules, and curriculum planning on classroom management. They consider classroom management while selecting materials, designing daily schedules, and preparing curriculum plans. Their criteria for materials, daily schedule, and curriculum planning indicate differences based on their educational backgrounds and experience levels. As opportunities of public and private schools have differences, applications indicate differences, too. Teachers stated the influence of families and school administrations on their classroom management applications.

**Key Words:** Early Childhood Teachers, Classroom Management, Materials, Daily Schedule, Curriculum Planning

## ÖZ

### OKUL ÖNCESİ ÖĞRETMENLERİNİN SINIF YÖNETİMİ İÇİN ÖĞRETİM DÜZENLENMESİNE YÖNELİK ALGI VE UYGULAMALARININ İNCELENMESİ

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Çalışmanın amacı okulöncesi öğretmenlerinin sınıf yönetimi için öğretim düzenlenmesine yönelik algı ve deneyimlerini incelemektir. Literatür taraması ışığında öğretim düzeni boyutlarından materyaller, günlük akış ve planlama ele alınmış ve araştırma bu boyutlar dahilinde gerçekleştirilmiştir. Öğretmenlerin planlamalarını nasıl yaptıkları, günlük akışlarını nasıl hazırladıkları ve materyal seçimlerinin nasıl olduğu konuları incelenmiş ve sınıf yönetimi için bu üç boyutun düzenlenmesine yönelik algı ve deneyimleri araştırılmıştır.

Araştırmacı tarafından oluşturulan bir yarı-yapılandırılmış görüşme tekniği kullanılmıştır. Görüşme 20 sorudan oluşmakta olup, 3 ayrı soru tipi içermektedir. Birinci tip sorular araştırmaya katılan öğretmenlerin demografik özelliklerini öğrenmek amaçlıdır. İkinci tip sorular katılımcıların sınıf yönetimi hakkındaki algı

ve deneyimlerini almak üzere düzenlenmiştir. Üçüncü tip sorular ise katılımcıların etkili sınıf yönetimi için materyaller, günlük akış ve planlama hakkındaki algı ve deneyimlerini almak için düzenlenmiştir.

Farklı tür okullarda çalışan 17 okul öncesi öğretmeni çalışmaya katılmıştır. Öğretmenler 3-6 yaş gruplarında çalışmaktadır. 16 bayan, 1 bay katılımcı ile çalışma yürütülmüştür. Öğretmenlerden 5'i devlet okulunda görev yaparken, 12'si özel kurumlarda çalışmaktadır.

Çalışmadan elde edilen sonuçlar okul öncesi öğretmenlerinin etkili sınıf yönetimi için materyaller, günlük akış ve planlamanın önemine inandıklarını göstermektedir. Öğretmenler materyallerini seçerken, günlük akışlarını hazırlarken ve planlamalarını yaparken sınıf yönetimini dikkate almaktadırlar. Materyal, günlük akış ve planlama konularındaki kriterleri aldıkları eğitim ve deneyimleri hususunda farklılık göstermektedir. Devlet ve özel okullarda imkanlar farklı olduğundan öğretmenlerin uygulamalarında da farklılıklar görülmüştür. Ayrıca öğretmenler ailelerin ve okul yönetiminin sınıf yönetimi uygulamalarını etkilediğini dile getirmişlerdir.

Anahtar Kelimeler: Okul Öncesi Öğretmenleri, Sınıf Yönetimi, Materyal, Günlük Akış, Planlama

**TO MY FAMILY & MY HUSBAND**

*Zeki, Zöhre, Nurhan, Melek, Ezgi ÜSTEBAY*

*&*

*Erdal ARAS*



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## **CHAPTER I**

### **INTRODUCTION**

This chapter informs about the general idea of the thesis and explains the basic points of the study. It reveals the main purposes of the work and underlies the importance of the research after giving the information about background of the study.

#### **1.1. Background of the Study**

Children receive early childhood education in an increasing amount in the entire world and our country. Early education provides educational experience for children outside their house and without their parents. The quality of early education is influential and powerful on developmental areas of children, their mental improvement, and formation of their attitude and thoughts. (Bosch, 2006; Jackman, 2012). The biggest role on the construction of quality in early childhood education and making children have an effective school experience is on the teacher. During that period, teacher is the person who mostly has interaction with the child as being a model. The teacher plays an essential role on the learning process of children. Qualified education highly depends on the skills and competencies of the educator (Başar, 1999). Although variety of programs, curriculum, and learning environments

are designed for children, unless a teacher knows how to organize all the elements, necessary education level cannot be achieved. (Şahin, Erden & Akar, 2011).

Qualified education not only needs teachers with knowledge of curriculums and teaching styles, and experience to improve developmental areas of children; but also who know how to use all of those factors in right place and right time (Charles, 2008). Classroom management is one of the important issues that a teacher should have this capability in order to organize all the elements. Başar (1999) states that classroom management skills have directly relationship with the effective education. Nearly every teacher agrees that classroom management is an important aspect of successful teaching. However, a few of them agree on how to achieve and implement into their classrooms (Ming-tak & Wai-shing, 2008; Ritter & Hancock, 2004).

Classroom management does not only involve the organization of the classroom. It actually involves everything that goes on in the classroom. Burden (2006) defines classroom management as all of the teacher actions to create a learning environment supporting positive social interaction, active engagement in learning, and self-motivation. As a systematic method, classroom management involves organization of research, effective designing of the environment, observation of children's development, and finding solutions for the problems of children (Terzi, 2002).



Success of educational systems, aiming to reach the needs and demands of today's rapid life style, is depending on qualified educators (Richardson & Fallona, 2001). Attitude and behaviors of the teacher in a classroom; teaching techniques and materials; communication skills; instructional organization; parent-school relationship are the issues that are influential on the quality of education. Organization and management of all the elements in a classroom can be defined as coordination of all the components including organization of the resources, arrangement of the environment, observation of child development, and finding solutions for problematic situations (Yeşilyurt & Çankaya, 2008).

There are many dimensions of classroom management. Some researchers consider classroom management as a three dimensional structure (Laut, 1999). The first dimension values individual differences. It includes expectations, attitudes, and behaviors of teachers from students and levels of students that will meet those expectations. Second dimension, instruction, includes planning of the activities, arrangement of the environment, and time management. Last part, discipline, involves methods and techniques that teacher uses for students to be adapted and implemented.

Türnüklü (2000) also examined variables of classroom management. Teacher, students, program of education and school, environment of education, administration of education, parents, and social environment are defined as variables of classroom management by Türnüklü (2000). The leader of the classroom is the

teacher, thus the main responsible for the dimensions and variables of classroom is the teacher.

Classroom management has relationship with teacher, student, instruction programs, environment of education, administration of education, and parents (Charles, 2008). Teacher has the biggest responsibility as being at the center of all the components. Besides, being aware of the interests, needs, and demands of children is also needed for classroom management. Activities for classroom management should not be for the control of classroom but for the quality of the education (Ritter & Hancock, 2004). Effective school and classroom management depends on the classroom management skills of the teacher. When appropriate classroom management techniques are not used by the teacher, effective learning cannot be occurred and the needed educational setting cannot be achieved (Wragg, 1993).

According to the study of Duke (1984) and Jones and Jones (1986) educators lead three approaches for classroom management. In the first approach of all three, the teacher believes that classroom management is not his/her business and thinks that the school manager should handle with problematic students. In the second one the teacher does not consider the interests of children and applies a standardized management program. In the last one, the teacher believes that discipline is his/her responsibility, knows about classroom management methods and uses them in his/her classroom.

Thoughts of the educator on content and teaching-learning process are the parts of classroom management system of the educator. The process would be different in a classroom setting in which a teacher takes all responsibility to assist students and in another setting in which students are encouraged to take their own responsibility to learn. Learning setting that students are highly motivated to create products by their own responsibility requires more complex and effective decisions of classroom management. This correlation encourages the interrelated nature of instruction and management (Evertson & Harris, 1999).

Classroom environment should be suitable for students who prefer working individually and prefer working in a group. When students need to work alone they should have the competency and responsibility of knowing how to settle and what to do. In a well-organized classroom students can easily follow the educator, that is, what he/she is teaching, what will be the next they will learn or be aware of what is happening at the time (Belvel, 2010).

Well-organized teachers have the ability to handle more than one thing at a time when necessary. For example, when they are responding a question of a student, they monitor the rest of the classroom; similarly, when they are instructing the whole classroom, they also follow up students individually and take notes when they need. In general, they lead daily routine tasks and meet individual needs of students (Brophy, 1983).

Interaction between learning environment and individuals in it creates classroom management (Evertson & Harris, 1999). Classroom management and the instructional planning were seen as different aspects in education during 1970s. There were no management decisions that teachers make about classroom management applications. After 1980s, it has been considered that management of classroom and instruction were to work together and were not separate (Evertson & Harris, 1999).

Teachers who are effective managers are well-prepared for the routine before the class. They know what they will teach, how they will teach, and when they will teach. They know what to do next and they prepare transitions effectively without making students confused. They use eye contact and ask direct questions, and cue their attention with a brief comment. Presentation and questioning are generally used by effective managers during a lesson. Especially, questioning is a teaching technique that is used to attract students' attention and make them think deeply on the topic (Jones & Jones, 2001).

Strategies designed at the beginning of the year by teachers are useful for effective classroom management. The answers for the question of how successful teachers manage their classrooms bring the researchers to the starting point (Burden, 2006). If implemented in a systematic way those strategies help teachers make their classrooms as effective learning environments (Grooves & Wootan, 2009). However, those strategies are major concerns of researchers who study on classroom

management. It is stated (Belvel, 2010) that successful classroom management is related with effective responding during problem times, however it is more important to prevent problem before occurring. Good planning, curriculum pacing, and instruction are ways to accomplish this prevention. In addition, effective classroom managers are also effective time managers. Managing time appropriately to the needs, demands, attention levels, and academic needs of students is an important point (Belvel, 2010).

Research has moved away from a focus on controlling behavior and looks instead at teacher actions to create, implement, and maintain a learning environment within the classroom (Westbrook, 2008). Everything a teacher does has implications for classroom management, including creating the setting, decorating the room, arranging the planning, talking to children and handling their responses, selecting materials, putting routines in place, developing rules, and communicating those rules to the students. These are all aspects of classroom management (Belvel, 2010).

The aim of the study is to investigate how early childhood teachers select their materials, design their daily schedules, and curriculum planning; and investigate their perceptions and self-reported practices on materials, schedules, and planning for classroom management. According to Smith and Laslett (2002), classroom environment within relationships develop, the methods by which teaching is delivered, and the materials through which learning is experienced are key concepts while organizing instruction. Burden (2006) had defined managing lesson delivery,

materials, managing student work, planning and curriculum, lesson objectives, working with groups or individual as the items of instruction. Learning styles, goals and objectives, effective communication, assessment, teaching styles are identified within instructional strategies by Bosch (2006). Instructional arrangement includes maintaining a learning orientation, assignments, curriculum, active learning, scheduling and responsibilities (Bloom, 2009). Evaluating previous studies on instructional design and classroom management, within this study, materials, daily schedules, and curriculum planning are aimed to be investigated as they are the common elements identified by researchers.

Classroom management is defined in many different ways by many researchers. Besides the definition given above; Good and Brophy (1997) define it as a dimension of learning process in which effective learning occurs. Campbell (1999) examines classroom management as a tool for discipline problems and increasing performance in classroom. It is also defined as all components involved in a classroom and has a role of making children engaged in the lesson (Sanford et al., 1983, cited in Jones and Jones, 2001). In addition, Ming-Tak and Wai-Shing (2008) explained classroom management by defining general purposes of it. First aim is to support effective teaching and meaningful learning with a positive learning climate and the second is to encourage developmental areas of students, increase their self-esteem and achievement levels.

Planning is defined by Coombs (1970) as the implementation of rational analysis to the process of educational development with a goal of more effective education respecting for the demands and needs of students and community. It also defined as the whole picture of the educational process which is helpful for teachers to handle all the goals and objectives that are aimed to be given to students (Ming-tak & Wai-shing, 2008).

Material is defined by National Research Council (1996) as comprehensive collection of curriculum resources. All of the equipment in a classroom setting is considered as a material.

Schedule is defined by Essa (2011) as the skeleton of the curriculum and activities. It is the component that provides the framework within which the program works. Daily schedule in early childhood education includes all activities in a day with cleanup, nap, meal times and transitions. Weekly or monthly schedule provides a general picture for the activities that are planned to be done in a week or in a month.

## **1.2. Statement of the Problem**

Classroom management includes all application and preparations that will be implemented in a classroom. Thus, it includes many items while arranging time, environment, schedule, and space. Instructional arrangement holds an important area in educational settings, especially classroom management. Research indicate the

major role of organization of instruction on classroom management (e.g. Burden, 2000; Bloom 2009; Westbrook, 2008; Wilson, 2006; Bosch, 2006; Ming-tak & Wai-shing, 2008; Belvel, 2010; Smith & Laslett, 2002). Researchers carry out many studies on the effects of variety of issues such as behavioral approach, physical environment, teaching style, teacher characteristics on classroom management and there are investigations on the perceptions of teachers; however these studies have been conducted mostly in primary and elementary school areas. Studies on classroom management are limited in early childhood education. Especially, there is a need to investigate the perceptions of preschool teachers on influence of instructional design on classroom management in preschool settings. It is needed to have an idea about their experiences and opinions and examine the reality with the theory. Self-awareness of teachers on the relationship between classroom management and instructional arrangement has an important role on reaching effective learning environment. Especially, in our country, studies has been conducted about beliefs of teachers on the classroom management from the aspects of classroom management techniques, how they apply those techniques, deal with problematic situations in classroom, and the use rewards and punishment, but there is a gap on the perceptions of educators on the relationship between curriculum planning, materials, and daily schedule and classroom management. Therefore, the aim of this study is to investigate perceptions and self-reported practices of early childhood teachers towards instructional arrangement for classroom management. Experience levels, types of schools, and educational backgrounds of teachers will be



investigated whether they create a difference on their perceptions and self-reported practices. Therefore, it is expected to research the questions of:

- How do early childhood teachers define classroom management?
- What are the perceptions and self-reported practices of early childhood teachers on how to select materials, design daily schedule, and plan curriculum?
- How do early childhood teachers perceive materials, daily schedules, and curriculum planning for classroom management?
- How do perceptions and self-reported practices of early childhood teachers indicate differences by educational backgrounds, types of schools, and years of experiences on materials, daily schedules, and curriculum planning for classroom management?

### **1.3 Significance of the Study**

Effective teaching and meaningful learning are the major items of education. Teachers are educated to be good organizers in their classroom to reach those major items. Organization includes each component and individual in the classroom and as a whole that organization is called as classroom management. Studies indicate that how a teacher manages his/her classroom is an important element on effective teaching and meaningful learning. It is an inseparable part of the teaching and learning process (Ming-tak & Wai-shing, 2008). Research state that many teachers ask the question of “How can a good classroom can be created and maintained?” (Ming-tak & Wai-shing, 2008). There are many studies examining the relationship between variety of items and classroom management. Problematic situations and

classroom management (Oliver, Wehby, and Reschly, 2011; Beaty, Gren, & Hana, 2010; Erol, Özaydın, & Koç, 2010), perceptions of elementary and high school teachers on classroom management (Paliç & Keleş, 2011; Taylor, 2009; Wilson, 2006), gender difference and classroom management (Khan, Khan, & Majoka, 2011; Martin, Yin, & Mayall, 2006) has been studied by many researchers. However, there is limited research on the relationship between instructional design and classroom management. Instructional design is one of the elements within the management of learning environment that will be studied within that research. Research exist on the characteristics of teachers, how teacher select teaching methods, intervention practices and classroom management, however they are mostly conducted with older children and their teachers. There is a gap in the studies of early education about classroom management and the factors affecting it, especially instructional arrangement. Moreover, Şentürk and Oral (2008) had examined the studies on classroom management conducted in Turkey and stated that there are few researches on planning instructional program and effective using academic time dimensions of classroom management. Classroom management takes important place in early education as teachers work with children (Burden, 2006). Their needs and interests differ from older children as their developmental areas are being shaped during those years. Instructional arrangement is differentiated from elementary and high schools as curriculum, scheduling differs in early education. More attention should be given to classroom management studies that are hold on with young children. It is expected within that study to get idea about the perceptions of preschool teachers on the relationship between how they organize

their classrooms and their instructional principles. The study includes three components of instructional design that are mostly carried on the theories on classroom management; planning, materials, and daily schedule.

#### **1.4. Limitations of the Study**

The present study is qualitative since the nature of the qualitative research, in depth information is provided in the content but their generalizability is not aimed.

Due to the fact that reflection of small number of participants on the content is aimed to explore, participants are not randomly got.

The data collection method is interview to get what is in the mind of participants and find out what they think and feel. However, the sincerity of utilized responses are not to be sure.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter informs about the literature on the topic of the study by giving detail explanations from previous studies. It is attempted to indicate what has been studied in the field of the study and where the gaps or areas needing further study are.

#### **2.1. Classroom Management**

Classroom management is one of the first and main steps of the educational process. The management of education is highly depending on the quality and effectiveness of management of classroom (Richardson & Fallona, 2001). The most important variables in an education are also the variables of classroom management: Environment and climate of the classroom, interaction between staff and students, effective communication, student participation, organizations, behaviors, attitudes (Chiang, 2001).

Classroom management is the construction and sustainability of effective learning environment. It includes the management of time, sources, and people in the classroom (Marzano et al., 2005). One of the components of classroom management is the physical design of the learning environment (Şahin, Erden, and Akar, 2011). Lightening, colors, heat, cleaning, aesthetic, educational materials, seat design, and

many other items can be involved in physical design. Education is established in appropriate learning environments (Belvel, 2010). Instructional design is another part of the classroom management. Preparation of yearly, daily, and lesson plans, determination of resources that will be used and the distribution of them, deciding time periods for each of the work or process, selection of materials and teaching techniques, being aware of the characteristics of students, observation and assessment of student development can be involved in that part. Activities related with time arrangement is another important item within classroom management. The time left for teaching and the effective usage of it is a component for meaningful learning (Bloom, 2009). Distribution of time for different activities, prevention of boringness, making children to spent most of their time in the school, promoting students to continue on school are the parts of time management. Effective communication is a must for classroom management. Construction of classroom rules with students, interaction between student-teacher, student-student, student-family, and teacher-family are important for educational process (Bloom, 2009; Chiang, 2001).

Classroom management should not only aim to improve the quality of teaching and learning process, it also should be constructed to understand and give directions to the behaviors of students. Each attitude and behavior has an effect on other people and is related with the sense of being a member of a society. Decisions on classroom management should be for the quality and sustainability of the education. In that case, classroom management becomes a qualified educational material (Pauly, 1991).

One of the main variables of students' achievement level is the classroom management. Studies state that achievement is both related with differences between characteristics of students and differences between styles and administrations of classes. A teacher, who is successful in a classroom, may experience difficulties in another class with different features (Başar, 1999; Pauly, 1991). Thus, it is the responsibility of the teacher to analyze characteristics and needs of children in the class and decide classroom management strategies in that way.

Classroom management is a difficult component of educational process that needs important efforts to be achieved (Richardson & Fallona, 2001). It is not easy to be with a crowded classroom, to plan each behavior in detail, to make them occur, and to be aware of each event or situation in the classroom. Young children cannot give attention to an activity for a long time. It is necessary for a teacher to deal with children who learn easily or need detail explanations and demonstrations. There are relationship networks in a classroom that are complex and difficult. Each characteristic in a classroom affects the daily routine of the lessons. Thus, the major responsibility is on the teacher to handle all the components in a learning environment to effectively manage the classroom (Başar, 1999). Classroom management applications indicate variations based on the developmental areas of children. Although children with similar ages are placed in the same classrooms, students with different characteristics, different backgrounds, and different cultures needs different learning environments (Grooves & Wootan, 2009). Each attitude or

sentence of teacher results with different reactions from each student. A teacher should know individual characteristics of students in the class and consider how they can be affected from each behavior.

## **2.2. Materials**

Learning environments can be designed in a variety of way for teaching and learning. However, it should be organized in a way to promote learning to be meaningful and teaching to be effective. One of the main factors which will ensure efficiency in learning is the use of materials (Yalın, 2003). Usage and selection of materials is an important criterion for the learning environment to facilitate education, enrich teaching process, and reach effective classroom management process.

Educational process includes many important components in it and one of the significant ones is learning materials. In order to promote quality of education researchers suggest some criteria to select learning materials. One of the important criteria for the materials is that a material should make sense for the students (Yıldırım, 2008). Students should feel that they will learn new and useful things with those materials while being faced to it. A material should make students feel that there is something to learn and explore. Another criterion about selection of materials is to make sense of the everyday life. It should be kept in mind that students are parts of an environment and the things that are learned in the classroom and the things learned beyond the classroom should be related to each other to be meaningful

(Yalın, 2003). Another and important criterion for the educational materials is to be attractive and understandable. Materials have different influences on learners; the influence may be intended or not-intended (Yıldırım, 2008). In that case, the importance of material selection occurs. The things that could be understood from a material should be clearly examined and then determined for the material to be used in a learning environment.

A rich variety of play and learning materials are required in early childhood classroom. Materials take important place on developmental areas of children. Children need a classroom that has a variety of activities that interest them. Materials in those activities should estimate their thinking, encourage positive social behavior, and be safe for all children to play with. The classroom needs a variety of materials without being overwhelming to young children for effective classroom management (Warner & Lynch, 2004; Essa, 2011).

Essa (2011) emphasized on the criteria for selecting materials and identified criteria that meet assure their suitability for young children. Materials should be developmentally appropriate, that is, they should be appropriate to their developmental levels. Materials that are not suitable for the developmental needs of children would make them not be involved in the lesson and affect classroom management negatively. Selected educational materials should make children actively engaged in the classroom, so they should be attractive and also be safe. A second criterion is the active materials. They should encourage their imagination.



Essa (2011) stated that children easily get bored from the materials that require no action or not enable them use their creativity. Active engagement should be provided for children to enhance their sense of exploration (Jackman, 2012; Shindler, 2010)). Open-ended materials also foster their development. Those materials are flexible that involve children in it. Jackman (2012) points out that it is not needed for all materials to be open-ended, but the majority of them should be flexible. Another criterion is that materials should give feedback for young children. Children spend most of their time with materials, so materials should encourage their success and give feedback to their actions. When a child finishes a puzzle, the whole puzzle tells that you succeed that there is no puzzle item out and the picture in the puzzle has no mistake in order. When there is place setting for each of three children at the table in the drama area, they get aware that each child has a seat, there is a correct matching (Burden, 2006; Jackman, 2012). Besides, materials should be multipurpose and should provide opportunities for play. By involving multipurpose materials in the classroom both creativity and problem-solving abilities of children can be supported while they are playing a simple game. Multipurpose materials will also let teachers see children in different ability stages. Quality of materials provided in the classroom should be well-constructed, so safe and durable. They should not give harm to children and they should not be easily breakable. The paint and the parts in the material should be checked. Another criterion is about gender. Materials that hold cultural and sexual stereotypes should not be involved in the classroom; materials should be nonsexist and nonracial (Essa, 2011).

Materials are critical to the majority of subject areas. During a day in a classroom children and educators use many materials, they change or share materials frequently. Organization of materials can be helpful for the effective organizational process. The conscious preference of teachers takes important place in that case to improve the quality of education by the systematic approach of materials (Belvel 2010; Şahin, Erden & Akar, 2011).

Early childhood education classrooms need special interest for the materials. Beside books, pencils, boards, children need many other material and equipment to enhance their learning. Variety and quality of materials increase their interest to the lesson and by the way teacher manages the classroom more effectively. For instance, in a science activity in a preschool, techniques of telling and explaining are not enough for young children. They need to feel the case by their senses, they have to touch the materials to have the sense of the reality. Similarly, while they are playing they need miniature materials that stimulate real life equipment. Research focuses on that, children experiencing appropriate materials during an activity have a qualified learning process which is one of the goals of classroom management (Warner & Lynch, 2004; Burden, 2006).

Burden (2006) defines the preparation of materials in a classroom as the role of the teacher. Getting attention at the beginning of the lesson can be achieved by the materials (Marzano et al., 2005). Depending on the content of the activities appropriate materials should be prepared before the lesson and make children be

interested in the activity. Materials can both be used at the beginning and during the lesson when they are actually needed. It is examined that location of materials is so critical for easy distribution and minimal disruptions. Materials should be placed at the child level and they should be easily visible and accessible (Jackman, 2012).

Increasing the level of attractiveness of the lessons and providing opportunities for students to learn can affect the effectiveness of the education. A teacher can maximize learning levels of students by presenting materials in an organized way and structuring materials in an understandable concept. Learners are able to understand materials better when they create connections with the real world and things they are learning currently. By that way research (Shindler, 2010) indicate that students become more motivated to learn which is an important factor for effective management of classroom by teachers. Motivation of students in a lesson increases their interest to the teacher and the concept (Burden, 2000). That enables students to think deeply on the topic that is learnt. It is stated in studies (Burden, 2000; Yalın, 2003) that motivation of students can be increased by variety of materials that are related with the lesson. Materials make the thinks learning more abstract and students find opportunity to initialize concepts and terms. Increased motivation with initialized learning is beneficial for teachers to manage the class that students become participated in the lesson, begin to ask questions and make effective reasoning. Variety and appropriateness of learning materials are so beneficial for classroom management (Burden, 2000; Yalın, 2003).

### 2.3. Daily Schedules

Schedules and routines have an important influence on developmental areas of children. It is searched that in order to make children feel secure and comfortable, consistent schedules that can be easily predictable should be prepared.

*“... schedules and routines help children understand the expectations of the environment and reduce the frequency of behavior problems, such as tantrums and acts of aggression. Activity schedules that give children choices, balanced and planned activities (small vs. large groups, quiet times vs. active times, teacher directed vs. child directed, indoor vs. outdoor), and individualized activities result in a high rate of child engagement. In addition, the duration of the play period can affect children's social and cognitive forms of play...” (Ostrosky, Jung, Hemmeter, & Thomas, 2008, p. 2).*

The schedule and routine components of planning can help create a framework for students. The format becomes familiar to them, and they welcome the periods of self-selected activities, group time, out-door play, resting, eating, and cleaning up. Familiar format that is based on consistent daily contact is able to create the trust between teacher and students (Klein, 2002). All early childhood programs include basic timelines and activities that formulate the skeleton of the daily schedule. Routines are the events that are placed into this framework. The secret of classroom management is to make children adapted to routines (Jackman, 2012).

There are some routines in early childhood schedules that are common approximately in all settings. Arrival is the time for interaction between teacher, family, and the child. Transition from home occurs during arrival. This time period is important for the development of the feelings of trust and friendship between children, parents, and the school. Like arrival time, departure time is another opportunity for this interaction that includes the transition from school to home (Jackman, 2012; Essa, 2011). Other common periods in a school day are mealtimes and snacks. That is a period that children and teachers share a positive and nice moment. It is an opportunity for social experience and they are pleasant times, when children only deal with their meals. Sometimes, within small organizations children bring food or drink from their home and they share with their classmates which makes mealtimes more entertaining and attractive. Rest or naptime is a time period that young children need during a day. Establishing consistency for the time of this period in a day provides security for children. Restful and soothing environment with appropriate lightening, equipments, and music will make children effectively have a rest and be motivated for the next lessons. Organization and placing of those common periods in a day will help teacher manage time and the whole day easily and it will prevent from unintended events or situations (Jackman, 2012).

Behaviors and attitudes of children are affected from the daily rituals and schedules. Meeting children's needs includes planning a schedule that provides activities that address the developmental areas of children. Children need quiet time, active time, group time, private time, meal time, and so on. Planning a schedule that meets

children's physical, social, emotional, intellectual, and creative needs is a fundamental issue in classroom management (Warner & Lynch, 2004). Bloom (2009) and Lindberg, Ziegler, & Barczyk (2009) emphasize that preparing a daily schedule that supports effective teaching and meaningful learning requires many considerations. One of the points that should be considered is the age levels of the children. The schedule should be appropriate to the developmental levels of the students. Attention span is a key point for a successful schedule. Each age level have different attention span. It would not be suitable for small age group children designing an activity lasting 45 minutes. Besides, culture, levels of ability, special activities, and number of students in the classroom are other considerations for an effective schedule. A schedule would be different in a multicultural classroom and a classroom with a unique community. Their diverse cultural backgrounds and educational needs should be met. Differentiated pedagogical approaches should be involved to the schedule in a classroom with different cultures (Bloom, 2009).

Many elements are involved in early childhood programs and how much time is allocated to each of those elements and arrangement of those elements is important. Essa (2011) defines activity time as the largest block of time spent during a day in a preschool classroom setting. This is the part of time that many activities can be carried on such as, play time, learning center time, learning activity time and so on. Activities that are planned to encourage developmental areas of children can be placed in the activity time. Children can work in a small or large group during that period. Cleanup time is placed to the schedule more than one times during a day.

Putting the classroom back into order, cleaning needs of children are done during cleanup time. Timing of meal is another component in daily schedule that depends on the age levels of the children. Children need sleeping or resting time in full-day preschool programs. It takes an important place during the whole day. Times between activities and the other components are also important while studying with young children. Getting students from one activity to the other or from one area to another is a critical period in order not to allow chaos. While preparing daily schedule, all of those components should be considered to reach effective management of the classroom (Lindberg, Ziegler, & Barczyk, 2009).

Activities that last long times can make children bored and tired, and after a moment children in the classroom will get in disruptions which is a problem for classroom management. Similarly, after the activities in which children spent a lot of energy or effort, it may be unrealistic to continue with an activity that requires cooperation. A silent activity such as reading a storybook or quiet coloring can be helpful to make children have a rest (Karen, 1992).

Teachers should be aware of their priorities before they construct their schedules. The purposes of the teacher can be helpful at that point to have a meaningful schedule and to feel the sense of accomplishment. Listing the concepts that will be learnt by students can be listed while starting to prepare a schedule (Lindberg, Ziegler, & Barczyk, 2009). Based on the list, a teacher may group concepts in a way that the ones will be taught on a daily basis such as reading or math, and concepts

that will be given less frequently like technology. After that process, concepts that will be thought in groups or the ones that will be given individually to the students can be decided. By that way a teacher can have the idea of how much time will be given to group activities or individual and independent works. The balance between activities of whole-group, small-groups or individual works will be more clear with such a preplanned construction (Karen, 1992).

While studying with children, taking schedule flexible promotes effective planning. An effective schedule is an assistant for both children and teachers. Being aware of the sequence of the activities will feel the members in the classroom comfortable. However, some times should be allowed to be flexible, or to be altered (Bloom, 2009). Based on the daily energies of children a teacher should be able to redesign his/her schedule. For instance, a sunny day coming after a rainy three days can be used in an activity time. A teacher-developed activity may make children get bored and the management of the classroom may be negatively affected, at that time, the teacher can shorten the time and repeat the concepts in another activity time later.

#### **2.4. Curriculum Planning**

Planning lessons is an important task in classroom management. One of the best classroom management strategies is to plan an attractive and effective lesson that meets learning needs of students in the classroom. When students feel that they can be successful and they are appropriately challenged they find the classroom a good



place to be (McLeod, Fisher, & Hoover, 2003). Teachers have time for preplanning opportunity in many modern schools to plan lessons and get ready for the students (Grooves and Wootan, 2009). Preplanning means getting the classroom ready to receive students. A teacher should meet teaching colleagues, pick up sets of textbooks, set up the computer if there is, schedule library time if possible, organize the classroom, and prepare lessons.

Researchers at the Research and Development Center for Teacher Education at the University of Texas found that effective classroom managers are nearly always good planners (Ebert & Culyer, 2011). Price and Nelson (2011) has defined that planning has three dimensions: planning what to teach, planning how to teach, and planning the context for teaching and learning. Critical decisions are made by educators about the content that will be taught to the students. These decisions should be made before deciding how to teach. When thinking about the content it is helpful to begin by thinking about what students need to learn. The understanding level that the educator aims the students to be reached is another criterion while planning. Age levels, attention times should be considered while planning the lesson. Then the level that children are aimed to be brought is decided to manage the lesson (Ebert & Culyer, 2011). Lessons that are to improve all developmental areas of children should also be attractive and effective for children to be learned. The concepts that will be taught should be in an order that more difficult ones are following the easier ones. A term that is in a higher level than the children would not be meaningful to teach. Thus, effective classroom management cannot be observed in such a

classroom that children are not interested and get bored in the lesson that includes a very difficult concept (Jackman, 2012).

There are many elements that teachers should solve and give a decision on them. Planning is used by teachers to organize themselves and their classrooms. Organization of school-related tasks and activities, student activities, other staff including teachers and administration, parents are both involved in plan of a teacher. Planning can be formal and informal. Lesson plan is an example for a formal plan and anything about school or classroom that a teacher have in his/her mind can be an informal plan (MacDonald & Colville, 2008) . As long as what a teacher doing for preparing a framework for guiding future action can be defined as planning. It is a process of making thought become an action, in educational terms, transforming curriculum into activities. Hill, Yinger, and Robins (1983) pointed on planning from a different aspect and stated that planning decreases the problems that will be raised from uncertainty and unpredictability. There are many components in a classroom that have potential to affect the dimension of the program, so taking into consider all the components and having a good planning will be helpful fro a teacher. In that case, it is concluded that planning requires making judgments and decisions with incomplete and uncertain information (MacDonald & Colville-Hall, 2008). It is related with how the teacher see the activities of, for example, next week, what he/she wants to teach appropriate to students' levels, which materials students could need during activities, which materials can be helpful for them (Ebert & Culyer, 2011).

The process of transforming thoughts into action is depending on teacher thinking, decision making, and judgment. At that point which elements planning require to be successful and effective can be addressed. Theoretical background of the teacher and practical experience of the teacher should meet with a cognitive effort to make appropriate structuring (MacDonald & Colville-Hall, 2008). There are many types and levels of planning ranging from outlines of content that will be handled in yearly planning to specific and organizing equipment in daily planning. It can include plan of a whole year or plan of a 30 minutes activity.

Planning is one of the important factors in teaching process and it is one of the complex tasks that teachers are responsible for. Process of planning can be rapidly changing and it requires many decisions that should be taken by teachers. Continuous and sustainable planning is needed in educational settings that will start before teaching and learning and continues after this process. Yıldırım (2003) examines plans in Turkey into three categories: yearly plans, unit plans, and daily or lesson plans. Long term instructional decisions are taken with yearly plans like curricular priorities, time intervals, sequence and detail of learning, and depth of inquiry. Plans that are more specific are unit plans that help teachers organize units with goals and objectives, content, implementation, and evaluation. Third and most specific category of plans is lesson plans that include process of the lesson. Activities are more detailed in lesson plans and assist teachers in instructional process.

Many models of teacher planning are existed in studies. Rational planning model is the oldest model that had presented by Tyler (Posner, 1998). Selecting objectives, selecting learning experiences, organizing learning experiences and evaluating the curriculum are the steps of rational planning model. Tyler's Model has important effects of curriculum planning. Posner (1998) defines that four questions are significant for this model to be answered. The first question is: what educational purposes the school should seek to attain? The second question is: What educational experiences can be provided that are most likely to attain these objectives? The third question: How these experiences can be organized effectively? The last question: Are educational purposes/objectives being attained? (Posner, 1998).

Different from Tyler's rationale planning model, Clark and Yinger presented a planning model for educators that has three stages. These are discovery cycle, design cycle, and implementation and evaluation stage. In the discovery cycle, teachers look at the planning problem (as cited in Lindmeier, 2011) Examining the content, goals, and experiences for specification of activities is underlined in the first stage (Posner, 1998). In the second stage problem is solved successfully (Lindmeier, 2011). The final stage implementation occurs and evaluation is done by educators. The final implementation is seen as part of teacher planning. It is stated by researchers that this is a model that divides planning process into sub-stages. According to this Yinger's model, environment of learning, the school, the curriculum, and resources for learners and teachers, and individual characteristics of students should be considered during planning (Lindmeier, 2011).

The effectiveness of early childhood education is highly depending on appropriate planning, implementation, and evaluation. Effective and meaningful planning makes teachers more confident and relaxed that also affects the daily routine. Planning takes important place while studying with young children as they are passing through a special process. All developmental areas are developing through this process and the plan that will be prepared should reach needs of all developmental areas. Development in early ages is defined as

*“... systematic and adaptive changes in the body and mind based on sequence and patterns of growth and maturity.” (Jackman, 2012, p. 14)*

Developmental characteristics occur in a similar fashion for all children, however, based on genetic factors and experiential variations individual differences are seen among children. In other words, social and cultural factors affecting development create individual specific features during developmental stages (Jackman,2012). Developmental areas of children are not only affected from outside factors, they are also affected from each other. Learning in one domain may influence the other domain or domains. Thus, while preparing their plans, early childhood teachers should consider developmental stages and individual characteristics of young children to reach effectiveness. Before planning process some questions should be responded to see the general outline of the plan and decide the appropriateness of the characteristics of children:

- *What would make the environment comfortable for infants, toddlers, preschoolers, kindergarteners, early school-age children, or children with ability differences?*
- *What kind of adult support would be appropriate?*
- *What is planned to encourage parent participation?*
- *What is being done to develop a child's sense of trust, sense of self, and feeling of control over the environment?*
- *What should be happening to encourage positive self-concept development?*
- *What would I see if I were at the child's level?*
- *What kind of activities, supplies, and materials should be available?*
- *What is occurring to support a child's need for privacy or "alone time"?(Jackman, 2012,p .18)*

Goals and objectives are examined while preparing long-term planning. General purposes of the early childhood program are given under goals. Administrators and teachers think on what students should learn and be able to do developmentally, including social, emotional, psychomotor, linguistic, and intellectual areas. Objectives are more specific purposes and relate to schedules and routines. They include meaningful descriptions of what children are expected to learn. Goals and objectives that are designed in early childhood education should not only consider academic needs of children, they should also take into account physical, cognitive, social, and emotional development of children. They should include practices that are appropriate in terms of developmentally, individually, culturally, and creatively.

A lesson plan is the outcome of selection of themes, content, and activities that students will learn (Öztürk, 2012). This selection process includes a decision making process on developmental levels, learning types, individual characteristics, needs, and interests of children, goals and objectives of the program, and materials. A plan can be designed weekly, biweekly, or monthly, in all of those periods that criteria should be reconsidered. Developing a checklist for a teacher can be an important guide to reach all the necessities. The checklist should include information on what children know already, how they can be improved to the next stage, is the content appropriate for their developmental levels and ages, are the selections general or broad, do the activities are enough, are there any activities promoting multicultural and anti-bias thoughts, is the plan flexible for unexpected situations, do the activities encourage exploration, are materials are appropriate for the activities, and are the units of instruction open-ended. Questions above and similar ones should be considered during planning process in early childhood education (Price & Nelson, 2011).

Early childhood teachers use activity plans that clearly describe the activity, time interval, objectives, concepts that will be taught, environment and materials needed, procedure, and assessment. The change that is expected to occur on the child in terms of knowledge, behavior, attitude, or value should be included as an objective in the activity plan. That will enable the teacher to consider the level that the child already has and the levels that the child is expected to be brought up. How the activity will start, how it will go on, and how it will finish; additionally, how it is related with

other activities, which materials, how the attentions and interests of children will be taken before and during the activity should be involved in an activity plan to guide teacher and to make the teacher feel relax and confident (Yıldırım, 2003).

Transitions between activities take important place in early childhood education plans. Transitions include activities that move children from one activity to another. A plan with effective transition activity prevents students break down their attentions while moving to another activity (Essa, 2011). The change between activities will not be interrupting with transitions designed by a sensitive teacher. The purpose of a transition activity may vary through the purpose of the teacher. Such an activity can direct children from a self-initiated time to a teacher-oriented time, an active to a quite activity or the reverse; outside to inside or the reverse, or teachers can use transitions in cleanup or naptime in an early childhood setting. For older or younger children usage of transitions can change, similarly. For children at 6-7 years old, for gathering attentions of children, getting the group together, giving directions, informing children about the sequence of events teachers could use transitions, on the other hand, for younger children those times can be used to help them while separating from parents or participating into a small group for a brief time (Jackman, 2012; Ebert & Culyer, 2011).

Children from different age levels require different settings and opportunities for the meaningful learning. Evans, Meyers, and Ilfeld (2000) defines that children at the ages of five and six need support in acquiring additional motor, language, and



thinking skills. Independence should be developed throughout those years. Hands-on exploration for learning through action is important and encouragement for self-esteem and control, cooperation for completing projects should be provided. While planning lessons for children at those ages teachers should reconsider developmental needs and characteristics of children. Size of the classroom, socio-economic status of children, cultural needs of the setting, backgrounds of families, opportunities of the school should be clearly evaluated before planning the lessons (MacDonald & Colville, 2008).

## **2.5. Research on Classroom Management**

Hill, Yinger, and Robins (1983) conducted a study in a university laboratory preschool to investigate instructional planning of early childhood teachers by using participant observation and interviewing. They searched which strategies teachers use while planning and their planning process. They have found that teachers consider materials, classroom characteristics, individual differences between students, goals and objectives, parent involvement, and administration at different levels and points. Based on their study, teachers firstly consider materials and individual child characteristics while making planning. In their research, teachers stated that having knowledge about characteristics of individual children is helpful for them to prepare appropriate activities based on their developmental needs and interests. Another item that was found in that study is the collaborative planning. Sessions were designed for sharing and procedures between staff in the school. It is

stated by teachers that collaborative planning was also useful for designing plan for children with special needs.

Assessing planning practices of teachers at the primary school-level in Turkey is the aim of the study of Yıldırım (2003). 210 schools were surveyed and questionnaire was responded by 1194 teachers. The purpose of the questionnaire that included both open-ended and close-ended questions is to investigate perceptions of primary school teachers. One-way ANOVA and t-tests was used within that study to search the influence on daily plans of teaching experience and educational background. According to the results of the research, experiences of teachers, the national curriculum, and course books are the sources that influence teachers while preparing lesson plans. Educational background makes no difference among teachers in that study, however, teaching experience appears to make a difference on perceptions of teachers on national curriculum. The study summarizes that experience is the main factor in planning, additionally, text books used in the lessons and the national curriculum are the components that are focused on during planning process.

Çubukçu and Girmen (2008) conducted a research on the perceptions on the classroom management skills of teachers. 305 primary school teachers were involved in the study in Eskişehir, in Turkey. They found that field mastery with a mean of 3.35 and leadership with a mean of 3.41 are the highest ratios and planning with a mean of 3.22 and activity management with a mean of 3.27 have the lowest scores. Teachers do not feel themselves confident and skillful at planning and

activity management. Similar research was conducted with 93 preschool teachers in Denizli by Güven and Cevher in 2005 to determine their levels of classroom management skills by using Teachers' Sense of Efficacy Scale with  $\alpha = .88$ . When Experience of teachers, number of students, socioeconomic status of school are examined any significant difference had not found, however, there were significant differences among groups in terms of educational backgrounds of teachers and type of schools ( $F=4.19; p=0,009<0,05$ ).

A study on relationship between a teacher's leadership style, personality, experience, certification, and efficacy of classroom management had done with 151 high school teachers in Mississippi. The overall regression model had a  $R^2 = .34$  and was statistically significant [ $F(14,134) = 5.106, p < .001$ ]. The results of the multiple regression test suggests that there is a significant relationship between transformational leadership, openness, conscientiousness, and efficacy of classroom management at an alpha of .05 (Burkett, 2011).

Öd, Göde, and Alkan (2000) had investigated the effects of classroom management rules on the interaction between student and teacher. 46,6% of the teachers stated that they had difficulty while implementing classroom management rules. Based on the effects of the effective usage of language 56% of the teachers gave positive responses. The impact of classroom management training, teaching experience, and gender on classroom management styles of teachers had investigated with 163 participants using the Attitudes and Beliefs on Classroom Control Inventory and a

demographic questionnaire (Martin, Yin, & Mayall, 2006). Reliability coefficients for the subscales ranged from .69 to .82. There were significant differences between males and females, and between novice and experienced teachers on Instruction Management subscale scores. Females scored more interventionist ( $M = 2.18$ ,  $SD = 0.40$ ) than males ( $M = 2.04$ ,  $SD = 0.33$ ). Experienced teachers scored significantly more controlling ( $M = 2.24$ ,  $SD = 0.44$ ) than their novice counterparts ( $M = 2.11$ ,  $SD = 0.38$ ).

A study, conducted by Gezgin in 2009, aiming to carry out to reveal the beliefs of preschool teachers who work in early childhood settings and teacher practitioners who were fourth grade students on early childhood education. Their beliefs on how often they use classroom management strategies and to what extent these are successful have been evaluated. 94 preschool teachers participated in the questionnaire and the results of the study indicated that there is a significant correlation between the frequency of classroom management strategies that preschool teachers use and the level of belief that the strategies will be useful; however there was not any significant correlation between the frequency of the classroom management strategies that the preschool teachers use and their self-confidence in the classroom. Additionally, it is stated that there wasn't a significant correlation between the frequency of classroom management strategies and the time of work in the profession (Gezgin, 2009).

The purpose of the study conducted by Yılmaz (2009) was to determine the correlation between primary school teachers' views about pupil control ideologies and classroom management styles. 200 primary school teachers were participated in the study in Kütahya. Classroom Management Profile Scale, Pupil Control Ideology Scale were used and it was shown that there were significant correlations between pupil control ideologies of the primary school teachers included in the study and their authoritarian classroom management styles ( $r=0.48$ ,  $p<.01$ ). The more the views of primary school teachers about pupil control ideologies occur, the more the authoritarian classroom management styles are observed.

## **CHAPTER III**

### **METHOD**

The method of the research is presented in this chapter. Participants involved in the study, instruments used for data gathering data, procedure of the data analysis, analysis of data, and validity and reliability of the study are described under the method chapter.

#### **3.1. Sample**

The major purpose of the study is to investigate how early childhood teachers select their materials, design their daily schedules, and prepare curriculum planning; and investigate their perceptions and self-reported practices on materials, schedules, and planning for classroom management. In the light of literature review, components of instructional arrangement were evaluated and the most preferred ones were selected by the researcher to be investigated within this study. Thus, materials, daily schedules, and curriculum planning are the three components that are included in the study. The study is a qualitative study with participants of different experiences, educational backgrounds, and different types of schools from Ankara where the researcher can easily gather data by staying in this city. The teachers participated in interviews about classroom management and instructional design in terms of curriculum planning, materials, and daily schedules.

Participants for the study were chosen from different districts of Ankara. Convenience sampling was used in the study while choosing participants. The participants of the study varied in educational backgrounds, types of schools, and years of experience. There were 17 participants; 16 female and one male early childhood teachers invited to be participated in the study. Five of the teachers were working in public schools and 12 of the teachers were working in private schools. Seven of the teachers working in private schools were in colleges under Ministry of Education and five of them were working in nursery schools.

**Table 3.1. Types of Schools**

	College	Nursery School*
Private	7	5
Public	5	

\* Yuva, Kreş, Gündüz Bakımevi

Early childhood teachers participated in the study indicated variations through their educational backgrounds. 13 of the teachers were graduated from a university, one of them was graduated from Open Education Faculty, and four of them were graduated from a vocational high school. Three of the teachers that had a university degree were continuing their graduate education in early childhood education and two of them were continuing their graduate education in child development and education program. Two of the 12 teachers graduated from a university had her undergraduate education in child development and education department. When it is

looked at the universities of teachers they were graduated from; two of the teachers were graduated from Middle East Technical University, one of them from Boğaziçi University, four of them from Hacettepe University, one of them from Gazi University, one of them from 19 Mayıs University, one of them from Başkent University, one of them from Akdeniz University, and one of them from Sakarya University.

**Table 3.2. Educational Backgrounds of Teachers**

University Education	Early Childhood Education	11
	Child Development and Education (4 year)	1
	Child Development and Education (2 year)	1
Open Education Faculty*		1
Vocational High School		3

\* Açık Öğretim Fakültesi

Work experiences of early childhood teachers participated in the study are summarized by the table below. Work experiences varied from one year to 10 year. Teachers graduated from a vocational high school had experience between three and nine years. Teachers with an undergraduate degree had experience from one to seven years. The teacher that had the longest experience level with 10 year was graduated from Open Education Faculty.



**Table 3.3. Years of Experience of Teachers**

Private School	1-10 years
Public School	2-3 years

11 of the teachers in the study were educating six age group children, three of them five age group children, one of them four age group, one of them three year group, and two of them was educating a multi age group of five and six years old children. One of the teachers teaching six age group children had a four year old student who was a sister of one of the children in the class.

The numbers of students in the classes varied from six children to 26 children. The most crowded class was in a public school which was a six year age group and the least crowded class was in a private school which was a four year age group.

Locations of the classes based on different districts are given in the table below. Teachers were working in six different districts of Ankara. Most of the teachers were located in Gölbaşı.

**Table 3.4. Teachers in Different Districts**

	Gölbaşı	Çankaya	Yeni- Mahalle	Sincan	Etimesgut	Kızılca- hamam	Akyurt
Number of Teachers	7	2	3	1	1	2	1

Educational backgrounds of teachers on classroom management indicated variations within the sample of the study. All of the teachers had taken a course in university or in vocational high school. Six of the teachers had received in-service training on classroom management. Two of the teachers had taken seminar on classroom management and one of the teachers had background from both in-service training and seminar.

**Table 3.5. Educational Backgrounds on Classroom Management**

	Course in University or High School	In-Service Training	Seminar	Both In-Service Training and Seminar
Number of Teachers	17	6	4	1

### **3.2. Instruments**

This is a qualitative study and semi-structured interview schedule, that is consisting of a series of questions designed to elicit specific answers from respondents, was used to gather the data (Fraenkel & Wallen, 2006). Interview questions were conducted by the researcher and reviewed by an expert from early childhood department of the university. Interview questions were firstly designed in Turkish and then translated in English by researcher to be added into the study. Literature review on classroom management examined to design the interview schedule (Burden, 2000; Bloom 2009; Westbrook, 2008; Wilson, 2006; Bosch, 2006; Belvel, 2010; Smith & Laslett, 2002). Evaluating previous studies on instructional design

and classroom management, within this study, planning, instructional materials, and daily schedule are aimed to be investigated as they are the common elements identified by researchers.

Investigating literature review on materials, scheduling, and curriculum planning dimensions of each item are examined and involved in the study. According to the research dimensions of materials can be listed as; estimate students' thinking, make sense for students encourage positive social behavior, be safe, be appropriate for their developmental levels, support their all developmental areas, be interesting, be understandable, be active, be open-ended, be flexible, give feedback, be multipurpose, be nonsexist and nonracial, organization of materials, easily accessible, preparation of materials, location of materials (Yıldırım, 2008; Warner & Lynch, 2004; Essa, 2011; Jackman, 2012; Burden, 2006; Şahin, Erden, & Akar, 2011). Dimensions of daily schedules are; developmental areas of children, children's physical, social, emotional, intellectual, and creative needs, age levels, attention spans, culture, levels of ability, special activities, number of students, times between activities, transitions, flexible (Jackman, 2012; Bloom, 2009; Burden, 2006; Lindberg, Ziegler, & Barczyk, 2009; Essa, 2011; Karen, 1992). And lastly dimensions of curriculum planning; planning the context for teaching and learning, planning what to teach and how to teach, understanding levels of children, the level that children are aimed to be brought, age levels, attention times, order of the contents, flexibility of the plan, consistency and sustainability, size of the classroom, socio-economic status of children, cultural needs, background of families,

opportunities of school (Price & Nelson, 2011; Ebert & Culyer, 2011; Jackman, 2012; MacDonald & Colville, 2008; Yıldırım, 2003; Öztürk, 2012).

There were twenty questions in the interview. Interview questions were presented in three sections. The aim of the first part was to get demographic information from participants. Questions in the second part were designed to see the perceptions of participants on classroom management. The third part was designed to see perceptions and self-reported practices of teachers on materials, daily schedules, and curriculum planning; and classroom management.

Pilot study was done with five early childhood teachers. Twenty questions were asked to the participants. In the light and assessment of the pilot study, some questions were changed to reach validity for the questions. The question “How do you organize your instructional arrangement?” (Öğretim düzeninizi nasıl düzenliyorsunuz?) was not involved in the study as it was not found clear for teachers because of the inconsistency in translation to Turkish. The question “Do you have any educational background on classroom management?” (Daha önce sınıf yönetimi ile ilgili herhangi bir eğitim aldınız mı?) was included in the interview to have an idea about their classroom management background and find opportunity to see if there is any difference between teachers have educational background on classroom management or not. The other questions were clearly understood by participants and the answers were parallel to the questions, so no change was done for the other questions.

### **3.3. Procedure**

Approval of Applied Ethics Research Center in Middle East Technical University was taken for the study. As the sample was conducted by convenience to the researcher, participants were invited before they get interviewed, informed about the study and the aim of the study, and decided appointment for the meeting date. Based on the appointments taken from participants, the researcher conducted interviews. Participants were working in eight different schools either public or private. 17 participants were involved in the study. The duration of the interviews lasted from 12 minutes to 27 minutes.

### **3.4. Analysis of Data**

Content analysis was used to analyze data as it is a technique that enables researchers to study human behavior through an analysis of communication (Fraenkel & Wallen, 2006). It is defined as a process of reporting main contents of written data and their messages. It can be undertaken with any written material including documents from interviews (Cohen, Manion, & Morrison, 2007). One of the data analysis methods in content analysis is using coding to develop themes to facilitate synthesis (Fraenkel & Wallen, 2006). After the data is gathered they are coded and categorized that the researcher can count the frequency of each code or word in the text in each category. Important and specific quotes are considered taken

from the interviewees, besides reporting the themes. The results and findings of the study include those quotes and the analyzing of the theme is enriched.

Interview writings were copied out as software data by researcher. The coding was done after the data were read several times. Each interview paper was read in detail and the codes were clearly determined. A code is a word or abbreviation sufficiently close to that which it is describing for the researcher to see at a glance what it means (Cohen, Manion, & Morrison, 2007). Each word or sentences in the data which are meaningful for the study were examined and this procedure was applied for every interview. The relationships between the meaningful parts were determined and the categorization of codes was done. Categories are the main groupings of constructs or key features of the text that indicates connections between units of analysis (Cohen, Manion, & Morrison, 2007). Coding and categorization were conducted for each question differently based on the given answers. After the process of coding and categorizing, data analysis started with the counting of frequencies of words.

### **3.5. Validity and Reliability**

Qualitative studies require some techniques to strengthen the quality of the result of the studies (Creswell and Miller, 2000). Some strategies were defined to increase the credibility of the study. Creswell suggests eight strategies for validity to be used in qualitative studies. Prolonged engagement and persistent observation in the field, triangulation, peer review, refining hypotheses as the inquiry advances, clarifying

researcher bias from the outset of the study, member checking, rich and thick description, and external audits are the strategies and Creswell suggested to use at least two of them to ensure validity. In this study peer review and rich and thick descriptions were used for the trustworthiness of the research. Peer review is the analysis of the data gathered by multiple coders (Creswell, 2007). Two different coders analyzed the results and findings of the study. The researcher was the first coder and a graduate student from early childhood department was the second coder of the study. After both of the coders read the interviews and analyzed the codes, the codes of two coders were compared. The categorization of the codes was decided by the comparison and analysis conducted by the coders. In addition, rich descriptions of data gathered from participants presented in the study to allow readers to evaluate its credibility.

## **CHAPTER IV**

### **FINDINGS**

This chapter mainly presents the results of the content analysis made after the semi-structured interview. Detail analysis of coding and categorization are given and quotations are included in this chapter to strengthen the results of the study.

The major purpose of the study is to investigate how early childhood teachers select their materials, design their daily schedules, and curriculum planning; and investigate their perceptions and self-reported practices on materials, schedules, and planning for classroom management. 17 early childhood teachers were participated in the study and content analysis was conducted to analyze the data. 12 of the teachers had graduated from a university with a four year program and one of them had graduated from a university with a two year program. Two of 12 teachers with a university degree had graduated from child development and education program and the others had graduated from early childhood education program. Five of 12 university graduated teachers were continuing their graduate education; three of them on early childhood education and two of them on child development and education. One of 17 teachers had graduated from Open Education Faculty early childhood education program and three of 17 teachers had graduated from vocational high school.



One of the teachers had both in-service training and seminar education on classroom management. All of the teachers had taken courses during their undergraduate or high school education. Six of them had in-service training and two of them had been in a seminar on classroom management. Neither of the teachers graduated from vocational high school had any educational background instead of taken courses in high school.

#### **4.1. Classroom Management**

Perceptions of teachers participated in the study on definition of classroom management indicated differences among teachers. Some teachers commented on classroom rules that should be established by teachers and the students and should be obeyed by students. Discipline of the students was stated by teachers. Teachers defined classroom management as the discipline of the classroom. Some of the teachers expressed that guidance and leadership of the teacher is needed for classroom management. Teachers stated as:

*“... to act within some certain rules with the leadership of me to arrange discipline...” (“...Çocukların disiplinini sağlamak amaçlı benim liderliğimde belli kurallar doğrultusunda hareket etmektir...”)*

*“... we can define as some rules that should be obeyed...” (“...Uyulması gereken belli kurallar diyebiliriz..”).*

*“...domination of the teacher on children, to be able to discipline, to be in a lovely attitude, it is not only the authority. The teacher decides the classroom rules with students. I can define it as the teacher-oriented classroom environment in which the authority is not dominant...” “(...Öğretmenin çocuklara hakim olması, disipline edebilmesi, sevgiyle yaklaşması sadece otorite değil. Öğretmenin sınıf kurallarına çocuklarla karar vermesi. Otoritenin baskın olmadığı öğretmen merkezli sınıf ortamı diyebilirim...”)*

Some of the teachers in the study defined classroom management as emphasizing on the communication of teacher and students and interaction between them:

*“... To act with the community. To be good speaker. To be good sharer...”*  
*(“...Toplulukla hareket edebilmektir. İyi bir konuşmacı olmaktır. İyi bir paylaşımcı olmaktır...”)*

*“...It is the dialogue and communication between teacher and students. It is the time that the teacher spends with students...”* (“...Eğitimcinin çocuklarla arasındaki diyalog, iletişimdir. Onlarla geçirdiği zamandır...”)

Classroom management was also defined as the appropriateness of the curriculum and the program for the developmental levels of students to reach the successful education. Teachers considered individual characteristics of children in the class while designing their instructions:

*“... I can define it as a system in which I meet individual needs of children, consider the number of the children and at the same time I try to educate children...”* (“...Sınıftaki çocukların sayısına daha doğrusu bütün çocukların

*bireysel ihtiyaçlarını karşılayabildiğim ve onlara aynı anda bir şeyleri verebildiğim vermeye çalıştığım bir düzen diyebilirim...”)*

*“... To prepare an appropriate program by knowing well the students within each and every dimension...” (“...Sınıfı her haliyle tanıyıp ona uygun bir program hazırlamak...”)*

*“... It is all of the inside and outside classroom activities that the teacher will conduct to make the program be applied effectively. It is the the applied program with all the activities that will be implemented for the target group..”*

*(“...Hazırlanan programın etkin olarak uygulanabilmesi için öğretmenin sınıf içinde yapacağı sınıf içi ve dışı etkinliklerin tümüdür. Uyguladığı programın hedeflediği grup için yürütüleceği tüm etkinliklerdir...”)*

Classroom management was also defined by the comprehension of many dimensions in educational process. They included many dimensions while defining classroom management:

*“ It is discipline of students by teacher in school environment with them and without being strict. To prepare an appropriate education-instruction environment with classroom setting, the school, environment, materials, strategies and techniques. To prepare an effective learning environment...” (“...Öğretmenin okul ortamında çocuklarla birlikte onları disipline etmesidir katı olmadan. Sınıf ortamı, okul, çevre, materyal, strateji ve yöntemleri içine katarak uygun bir eğitim-öğretim ortamı sağlamasıdır. Etkin öğrenme ortamı sağlamasıdır...”)*

*“It is the collaboration of children and teacher, with the leadership and guidance of the teacher. It can be a behavior appropriate to the developmental characteristics of children or to arrange materials. It involves everything...” (“...Çocuklarla öğretmenin işbirliği, öğretmenin rehberliğinde, liderliğinde. Çocukların gelişim özelliklerine uygun bir davranış da olabilir, materyali düzeltmek de olabilir. Her şeyi kapsıyor...”)*

*“Classroom management is to have the topic in hand, if you mess up, children will also do. Knowing interests of children makes easy to manage. It is to know interests and needs of children and then decide rules and design the lesson by that way. Classroom rules are established with children at the beginning of the year to make them understand. Time management is important, we should prevent children from getting bored...” (“...Sınıf yönetimi konuya hakim olmak demek, sen dağılırsan çocuklar da dağılır. Çocukların ilgilerini bilmek yönetimi kolaylaştırır. Çocukların ilgi ve ihtiyaçlarını bilip daha sonra kuralları belirlemek ve dersi ona göre işlemek. Sınıf kuralları sezon başında çocuklarla birlikte oluşturulur onlar da anlasın diye. Zaman yönetimi önemli, çocukların sıkılmalarını engellemeliyiz...”)*

Teachers found themselves confident on classroom management (n=10). Some of them did not feel themselves comfortable with their capability on classroom management (n=3). Two of those three teachers that felt themselves inadequate had graduated from vocational high school and were working in a nursery school. Participants (n=4) felt themselves confident but they need help in different aspects. One of the teachers working in a public school stated that she felt herself confident

but had difficulties with patience. She told that especially when she spent more effort she felt this difficulty more. She had two integrated children in her class and she had to give extra interest and effort. One of the teachers working in a private school and had graduated from child development and education program in a university stated that she felt herself confident but she sometimes felt hopeless and inevitable when children did not listen to her in the class. One of the teachers, whose first year in working after graduation from the university, expressed that she needed time to have capability on classroom management. When it is looked at the experiences and educational backgrounds of teachers 67% of teachers graduated from vocational high school felt themselves unconfident while managing classroom. There were nine teachers whose experience levels were between one to three years and 44,5 % of those nine teachers felt themselves confident but not enough for an effective management. There were eight teachers whose experience levels varied from four to ten years and only one of them (12,5 %) did not feel comfortable with her capability on classroom management. In addition, there were nine teachers who had in-service training or seminar on classroom management and both of them felt confident themselves on classroom management and two of them (22%) needed time or patience to be developed in this area.

The codes underlined from the data based on the factors affecting classroom management are listed below. Numbers of the teachers are stated in the parenthesis:

- Someone in the classroom who is not a member of it (n=2)
- Peers/Other students (n=4)

- School administration (n=2)
- Policy of the school (n=1)
- Program/Curriculum/Plan (n=4)
- Policy of Ministry of Education (n=1)
- Attitudes and behaviors/psychology of teacher (n=12)
- Something that is new or different (n=2)
- Daily psychologies of students (n=4)
- Experiences of students (n=3)
- Age group (n=1)
- Families (n=6)
- New student (n=1)
- Attitudes of students (n=2)
- Environment (n=2)
- Classroom setting / design (n=4)
- Physical conditions / weather conditions (n=4)
- Readiness of students (n=1)
- Attention span (n=2)
- Number of students in the class (n=1)
- Gender proportion in the class (n=2)
- Quality / appropriateness of the activity (n=2)
- Colleagues (n=1)
- Daily Schedule (n=3)
- Materials (n=2)

- Multi age group or one age group (n=1)
- Parent involvement (n=1)
- Holidays (n=1)

The codes were categorized under the themes of external factors, teacher, students, school, instruction, physical environment, and families. The frequencies of these themes are listed as:

- External factors (n=6)
- Teacher (n=12)
- Students / Children (n=15)
- School (n=4)
- Instructional properties (n=6)
- Physical environment (n=6)
- Families (n=7)

The factors affecting classroom management based on answers of teachers were teachers, students, school, instructional properties, physical environment, families, and external factors. Teacher's daily psychologies, attitudes, and behaviors were stated by participants (n=12) as related with class teachers. A positive attitude was accepted as the key for achieving a positive classroom climate. It is believed that attentive listening, being responsive, mutual respect creates a positive classroom atmosphere where children can feel valued and belonged to the classroom.

“Children” was the category that had the most frequency (n=15) among affecting factors. Experiences of students, daily psychologies, age group, attitudes of students, readiness level, number of students, developmental levels of students were considered by teachers. Gender proportion in the class was also expressed by teachers. Teachers who had more boy students in the class state that they feel difficulties. A teacher stated that she had nine girls and five boys in her class and that created calmness in class atmosphere. One of the teachers working in a public school expressed that classroom management is not affected from children. He stated that the teacher was the head-responsible. The situations of students should not affect the general management in the classroom. Each child in the class does not need to be perfect in the class and the teacher should be ready for each kind of student.

School administration, policy of the school, and other teachers in the school affected classroom management as stated by four participants. Teachers commented that when the school administration is disruptive, classroom management is negatively affected. The language used by teachers and the heads in the school should be similar especially during the interactions with families. A rule established for a class by the teacher should be respected by the administration to maintain consistency. A teacher from a private school stated that:

*“...It creates difficulty when my decisions are disrupted by the school administration and families. You establish a rule, if the administration provides flexibility for it, the classroom management is affected. The school and the teacher should behave in the same manner in front of the failies...” (...Aldığım*



*kararların okul yönetimi ve veliler tarafından bozulması zorluk yaşıyor. Sen bi kural koyuyorsun, yönetim onda esneklik sağlıyorsa sınıf yönetimi etkileniyor. Veli karşısında okul ve öğretmenin aynı durması gerekiyor...)*

Instructional properties were expressed by six participants in the study which establishes 35 % of the teachers. The teachers who commented that plan and program, quality and appropriateness of the activities, schedule, and materials affect classroom management had a university degree and four of them were continuing their graduate education. “Materials” was stated by two teachers, schedules by three, and plan/program/curriculum by four teachers. A teacher with a university degree stated that:

*“...It is affected from attitudes of the teacher, developmental level of the child, age group, appropriateness of the activities, developmental areas, content and order of the planning, and daily schedule...” (“...Öğretmenin tutumu, öğrencinin gelişim düzeyi, yaş grubu, seçilen etkinliklerin uygunluğu, gelişimsel alanlar, planın içeriği ve sırası, günlük akıştan etkilenir...”)*

Physical conditions and environment were other components stated as affecting classroom management. Soundproofing in the class, conditions of the classroom, location of the school should be considered. It is believed that sounds coming from outside negatively affects management and if there are many things in the class that are very attractive, classroom management cannot be maintained.

Participants (n=7) believed that families affect classroom management. Attitudes and behaviors of families in the houses had influence on students' attitudes and behaviors in the school. Teachers believed that rules established in the school should be obeyed in the house after children leave the school, on the contrary, the authority of the teacher is joggled which affects the atmosphere in the class. A teacher from a private school stated that:

*"...I sometimes feel difficulty because of parents. Parents generally see us as ordinary people instead of teachers, they do not value us. If they apply the reverse of what I said in their house, my authority gets interposed..." ("...Bazen aile kısmında zorluk hissediyorum. Veliler genellikle karşılarındaki öğretmen değil de sıradan biri gibi görüyor, önemsemiyorlar bazen. Benim okulda dediğim evde tam tersi uygulanıyorsa otoritem sarsılıyor..." )*

Another person in the class, something disrupting the lesson, a new student in the class, holidays were categorized as external factors commented by teachers (n=6). If a different adult is in the class different from the teacher, that may be a parent or a head teacher, behaviors of student may change and classroom management may be affected. A different item in the class may influence the atmosphere of the class. A teacher working in a private school expressed that children are affected from holidays; after holiday turns it got difficult and took time to build up the classroom.

## 4.2. Materials and Classroom Management

Three questions were asked based on the materials to the early childhood teachers participated in the study in order to learn their criteria while selecting materials and have idea about their perceptions and self-reported practices on materials and classroom management.

“How do you select your materials in class?”

*(Sınıfta kullandığınız materyalleri seçerken nelere dikkat ediyorsunuz?)*

“In your opinion, do materials affect classroom management? If yes, how?”

*(Materyaller sınıf yönetimini etkiler mi? Nasıl?)*

“Which kinds of materials are helpful for effective classroom management?”

*(Ne tür materyaller etkili sınıf yönetimine yardımcı olur?)*

The categorization of the components that teachers give attention while selecting materials in their learning settings are listed as:

- Students / Children (*characteristics, features, needs, age levels, expectations, number of students, perceptions, academic abilities, dynamics, interest areas*) (n=12)
- Physical Conditions (*Classroom environment, condition of classroom, accessibility*) (n=3)
- Creative (*flexible, can be changed or converted, can be discovered*) (n=3)
- Economic (n=3)
- Safe (*not encouraging violence, harmless*) (n=8)

- Educational (*appropriate for the aim/topic, addressing different developmental areas, beneficial, self-used by the child, helpful for learning*) (n=9)
- Physical Characteristics (*interesting, colorful, aesthetic, different, clean, tidy*) (n=6)

The categorization of answers of participants to the question of “Which kinds of materials are helpful for effective classroom management?”:

- Physical characteristics (*visual, colorful, interesting, different, sizes of materials*) (n=9)
- Instructional properties (*appropriate to the topic, addressing five senses, play-intended, developing intelligence, children designed materials, materials that make sense*) (n=9)
- Students / Children (*age levels, developmental levels, needs*) (n=11)
- Physical conditions – environment (*region, surrounding*) (n=1)
- Usage (*enduring, practical, easily accessible, simple, eye level*) (n=4)
- Creative (n=1)
- Types of materials (*video, music, cards, concept maps, poster-brochures, cd, daily materials, waste materials, manipulatives*) (n=4)

Considering the questions of “How do you select your materials in class?” and “Which kinds of materials are helpful for effective classroom management?” responses of participants are categorized in the table.

**Table 4.1. Categorization for Materials**

<b>Categories</b>	<b>Number of Teachers</b>
Children's age group/developmental level/ needs/ academic abilities	16
Physical Characteristics	14
Physical Conditions/Number of Students/Environment	3
Creative	3
Economic	3
Safe	10
Instructional Properties/Purposes	11
Usage	4
Types of Materials	4

Developmental levels and age groups of children were important factors for teachers while selecting their materials. A few (n=3) of the teachers did not express any statement on this factor. Two of those three teachers had a vocational high school degree. Teachers stated that materials that are not appropriate for developmental levels of children would not be effective for classroom management. They gave examples like; a material for a three years old child could not be appropriate for a child at five years old. Materials should address age groups of students. A teacher from a private school forwarded her opinions that if there is a child that has special characteristics; she searched on internet and took suggestions from her colleagues to meet that child's developmental needs. Moreover, it is expressed that there should be consistency between the number of children in the class and adequacy of

materials. A teacher from a public school stated that there were not enough materials in their classroom and children were using the same materials from the beginning of the school. She told her difficulty about children's decreasing interest on materials in the class because of the inadequacy. Another teacher again from a public school stated that teachers encounter difficulties when there are inadequate materials in the class.

Materials designed by students and parents in the class were expressed as influential on classroom management. One of the teachers from a private school stated that a concept map, brochure or a poster designed by students make them engaged in the lesson, give their attentions more on the topic, and be beneficial for the permanency of the knowledge. Another teacher from a public school also emphasized on the importance of materials designed by students and their parents.

Teachers in the study expressed their opinions on the relationship between interesting materials and classroom management. It was mostly experienced that interesting materials make children be curious for the lesson and take their attention which enable teachers manage the classroom easily. Two teachers from public schools emphasized on the location of the materials in the class for effective classroom management. One of them expressed that;

*"...At the beginning of the year materials were located in the storages. In the second semester I designed interest areas as small cribs and children's mobility's got decreased. My classroom is now in tatters. I have more effective communication with students and manage the class more effectively..."*(...şu

*anda sınıfım parça parça. Köşeleri odacıklar şeklinde yaptım, ilk dönemki hareketlilikleri azaldı. Odacıklar içinde materyalleri daha iyi, dikkatli görebiliyorlar. Eskiden dolapların içinde duruyordu. Şimdi daha iyi iletişim kuruyorum. Sınıfı daha iyi yönetiyorum...)*

Creativity and flexibility of materials are important factors stated in previous studies while selecting materials (Jackman, 2012; Essa, 2011). It was stated that children easily get bored from the materials that require no action or make them use their creativity. Open-ended, flexible, and creative materials enhanced sense of exploration and make children be involved in it with active engagement. Some of the teachers (n=3) participated in the study expressed that creativity and flexibility are important factors for them while selecting materials. Those teachers had university degree on early childhood education and two of them were continuing their graduate education on child development and education program.

Majority of the teachers (88%) thought that materials have effect on classroom management. Teachers emphasized on the positive and negative effects of materials on classroom management. If a teacher uses a material without any connection with the topic he/she cannot get attentions of children and the lesson cannot go on effectively. Similarly a new material in the classroom which children can see during an activity hour can take attentions of children and they may not listen to the teacher which will cause a negative effect on classroom management. A teacher from a private school commented that:

*“...interesting, especially visual materials and the ones that have sound should be located in the class. But materials should be different for each topic and lesson. If the whole class is full of visual materials, it may be distractive...” (...dikkat çekici özellikle görsel, sesli materyallerin olması gerekiyor ama tabii her konu ve ders için farklı farklı olması gerekiyor çünkü tüm sınıfın görsel materyallerle dolu olması dikkat dağıtıcı da olabilir... )*

There were some participants (n=2) stated that materials would not affect classroom management. Those two teachers had university degree, one of them was working in a private school and the other one is working in a public school. The one working in a private school stated that if the rules are certain in the classroom, students will obey those rules; materials, even most interesting ones, cannot affect children, they will maintain their volition. She also commented that there may be some materials that will be helpful for classroom management but they are not valid for her. The teacher working in the public school stated that:

*“... materials do not affect classroom management, if the teacher knows his/her profession he/she can do it without any material. Materials can give support as in the Montessori. Material can only be a tool, not an important factor...” (...materyaller sınıf yönetimini etkilemez, öğretmen işi biliyorsa materyalsiz de gerçekleştirir. Materyaller destek verebilir, Montessori’de olduğu gibi. Material sadece araç olur, çok önemli etken değil... )*



### 4.3. Daily Schedules and Classroom Management

Three questions were asked to the participants related with scheduling and classroom management.

“How do you prepare your schedules in class?”

*(Günlük akışınızı nasıl hazırlıyorsunuz?)*

“What do you take into account while preparing your schedules?”

*(Günlük akışınızı hazırlarken neleri göz önünde bulunduruyorsunuz?)*

“Do schedules affect classroom management? How?”

*(Günlük akış sınıf yönetimini etkiler mi? Nasıl?)*

The categorization of the components that teachers give attention while preparing their daily schedules is listed below.

- Order of the activities (*order, one active, one passive activity*) (n=10)
- Connections/Interaction of activities (n=3)
- Students / Children (*dynamics, conditions, age groups, interests, expectations, desires*) (n=14)
- Instructional properties (*appropriate for the plan/topic/theme/program of Ministry of Education*) (n=8)
- Transitions (n=2)
- Durations (n=1)
- Flexibility (n=4)
- Physical conditions-environment (n=5)

Children's general atmospheres and order of the activities were mostly expressed by teachers in this category. Teachers (n=14) participated in the study considered children's situations while preparing their schedules. Daily dynamics, energies, and general atmosphere in the class were taken into account by teachers. Eight of those teachers stated that developmental levels and age groups are considered. Teachers expressed that they choose more active activities if children have additional energies, on the other hand, if children are calmer or quieter when compared with other days, they choose activities made on the table or activities that children will not need to spend physical effort. Only one of the teachers, working in a private school, commented that she designed active activities if children are silent in order to make their attentions awaked and she chose activities on table when children are so active.

Teachers (n=10) took into account order of activities while preparing their schedules. They stated that they do not put two active activities consecutively, in reverse; they do not involve two activities repeatedly that do not require physical energy. Many silent activities make children get bored and be management of the classroom be affected negatively. A teacher from a private school stated that:

*"...I put one active one passive activity. For example, after music hour, we make a passive activity..." (... "Bir hareketli etkinlik koyuyorum, bir hareketsiz koyuyorum. Örneğin müzik dersi varsa sonra hareketsiz etkinlik koyuyorum..." )*

When it is looked at the frequencies and codes in the interviews, the term of flexibility was taken into consider by four teachers, however, when quotes were

clarified it was seen that majority of the teachers considered flexibility. Moving based on the dynamics and energies of students in the class is a part of flexibility. If they had not flexible schedules, it would not be expected from teachers to choose their activities due to the atmosphere of class. Weather condition was another component stated by teachers while preparing schedules. If the weather is sunny or warm, they preferred maintaining activities outside or choose outside activities for children. One of the teachers working in a public school exemplified that they wanted to investigate living things in the land, however they couldn't because the weather was not rainy and they were waiting for a rainy day to complete this activity.

Teachers (n=8) stated that they prepare schedules appropriate to the plan and topics. Teachers (n=2) working in private schools included themes and projects; and teachers commented that they follow up those themes and their schedules are designed in that way. Activities with appropriate goals and objectives were included in the schedules and special days were criteria while preparing schedules. Moreover, connections between activities were considered by teachers (n=3). They stated that their schedules were appropriate for topics and plan, so they prepare activities that have connection and addressing goals and objectives in the plan. Activities in a day are completing each other to improve academic skills of children and help them acquire objectives permanent.

Teachers (n=5) commented that they started the day with free time hour. They found free time as an opportunity for children to express their ideas or feelings and

to be adapted for the school. Children need speaking with their peers or adults and they need to spend their energies at the beginning of the day and free time gives this opportunity for children. One of the teachers working in a public school commented that free time could not be understood as a footloose or aimless time. It contains all the interest areas in it. He added that if a teacher knows how to use, it can be spread to the whole day. Another teacher working in a public school stated that if they do not speak at the beginning of the day, if there isn't a free time hour in a day; children speak in other hours which affect classroom management.

Majority of the teachers (n=16) in the study believed that daily schedule affected classroom management. It was experienced that active activities repeating one from another affect dynamics of children. It gets difficult to manage the classroom. When children get tired, teachers cannot get their attention and effective classroom management could not be achieved. Teachers commented that if there was not a free time or hour for play, children got affected. A teacher should know needs of children and prepare the schedule in that way to manage the classroom in an expected manner. It was also expressed that at the beginning of the day, generally after the free time and breakfast hours, teachers (n=3) had a circle time with children in which issues and activities that will be included during the whole day were talked with children. Teachers found that sharing time so effective for classroom management that it makes children feel confident and be aware of the daily routine. The child knows what will be done during the day and even makes

his/her preparation before the activities. A teacher working in a private school commented that:

*“...daily schedule of course affects classroom management. When we introduce the daily schedule to the children at the beginning of the day, it makes children complete the day confidently. So, the child starts the day more ready, he/she motives himself/herself that now that activity is in the order.. when we pass through an activity on the table or in the playground, the child has the expectation of it, it makes us to pass the activity more easily...”* (“Tabi ki etkiler. Günlük akışı bizim çocuğa en başta veriyor olmamız çocuğun günü daha rahat tamamlamasına güven içine tamamlamasına neden oluyor. Böyle olunca çocuk daha hazır başlıyor ben bunu yapıcam şimdi sırada bu var diye kendini önden motive etmiş oluyor. Masaya oturunca ya da oyun alanına geçtiğinde daha rahat etkinliğe geçmemizi sağlıyor o beklentiyle oluyor...”)

It is also stated that the activities and branch hours placed in a schedule affected classroom management. The content and purpose of the activities that are consecutively placed should be considered for the age group, attention spans, and energies of children. A teacher from a private school stated that:

*“...Yes, it affects classroom management if there are many branch hours. Physical education hours are so distressing. Transitions also affect classroom management, transition from one teacher to another affects...”* (“...Evet, çok branş ders varsa etkiliyor sınıf yönetimini. Beden eğitimi çok sıkıntılı. Geçişler etkiliyor. Bir öğretmenden diğer öğretmene geçiş etkiliyor...”)

One of the teachers participated in the study thought that schedules did not affect classroom management. He thought that classroom management was established in a democratic atmosphere within some rules. If the rules of classroom are defined and certain, classroom management cannot be affected from scheduling. He added that classroom management would affect scheduling.

#### **4.4. Curriculum Planning and Classroom Management**

Three questions were asked based on planning to the early childhood teachers participated in the study in order to learn their criteria while preparing their plans and have idea about their perceptions and self-reported practices on curriculum planning and classroom management.

“Which elements/factors do you consider while preparing your plans?”

*(Planlarınızı hazırlarken nelere dikkat ediyorsunuz, nasıl hazırlıyorsunuz?)*

“Do you feel comfortable with your capability on planning?”

*(“Planlama konusunda kendinizi ne kadar yeterli hissediyorsunuz?”)*

“In your opinion, do planning affect classroom management? If yes, how?”

*(Planlama sınıf yönetimini etkiler mi? Nasıl?)*

The categorization of answers of participants to the question of “Which elements/factors do you consider while preparing your plans?”:

- Students /Children (*needs, interests, age levels, developmental stages, readiness, individual differences*) (n=15)

- Physical conditions – environment (*environmental conditions, climate, socioeconomic status*) (n=4)
- Concepts (n=4)
- Instructional properties (*themes, program of Ministry of Education, educational quality, open for innovations, addressing social abilities*) (n=6)
- Goals-objectives (n=9)
- Ordering (*order of the activities, order of the themes under the months*) (n=3)
- Parent involvement (n=3)
- Special days and weeks (n=2)

“Children” was the category including codes of developmental levels, age groups, needs, interests, and readiness of children. Teachers took into account those criteria while preparing their plans. It was believed by teachers that plans should be appropriate for developmental needs and interests of children. Activities that address their developmental needs and meet their interest and needs were involved in the plans.

Teachers (n=4) considered physical conditions and regional factors while designing their plans. Weather conditions (n=1), environmental factors (n=4), and socioeconomic status (n=2) of families were criteria for teachers. Especially while designing school trips, transportation opportunities and places that can be toured are related with the characteristics of the region that the school is located. A teacher

from a public school stated that because of the lack of opportunities due to location of the school having trips in the plan got difficult. Children's developmental needs based on the regional and environmental factors were mentioned by another teacher working in a public school. He commented that children living in the centre of the city and the ones living in the rural places cannot need the same things. In the rural area most of the children had the opportunity to spend many time in outside which cause their psychomotor skills be developed more. Physical activities that will be involved in the plan should be different and be in a high level for those children. On the contrary, he added, children living in the centre of the city did not have the opportunity to be in outside as the children have in the rural area. Those children need more physical activities to make their motor development abilities at their age's level. Children in the center of the city meet with different and variety of stimulus and have the adequacy of the materials that they have in their houses which improve their cognitive skills. Conversely, rural areas' children have not the opportunity to find variety of materials in their houses and the plan prepared by teacher should enhance their cognitive skills.

Concepts and goals-objectives included in the program of Ministry of Education were taken into account by teachers (n=10). They designed activities in the plan to address those concepts and goals-objectives. Instructional properties (n=6), that is, the program of Ministry of Education, themes, educational quality, supporting social skills, were important for teachers while preparing their plans.



Some of the teachers (n=9) in the study felt themselves confident at planning. Other teachers stated that they did not prepare the annual plan themselves, they obtained it as ready or prepare with educationalists in the school which caused their ownelves to be incompetent at planning. They expressed that they only prepared daily plans related with the ready annual plan. Teachers (n=2) that have 2-3 years experiences felt themselves unconfident due to lack of their experiences.

A few of the teachers (n=2) stated that they found planning difficult as they prepare their annual plans without knowing children. One of the teachers working in a private school commented that:

*“...teachers decide together based on the age levels of children... It does not always continue correctly. The things that we decided at the beginning could not occur. It is balderdash preparing plans without knowing children...”*  
*(“...çocukların yaş seviyelerine göre öğretmenler birlikte karar veriyor.. Her zaman doğru gitmiyor. Başında karar verdiğimiz şeyler olmuyor. Çocukları tanımadan planları hazırlamak saçma oluyor...”)*

16 of 17 teachers believed that curriculum planning affected classroom management. Teachers expressed that if the plan was not appropriate to the developmental needs and interests of children, it could not be applied and it would be difficult to manage the classroom. Planning an attractive and effective lesson that meets learning needs of students in the classroom is one of the best classroom management strategies (McLeod, Fisher, & Hoover, 2003). Only one of the teachers stated that planning does not affect classroom management. She was working in a

private school and was stated that they were not preparing the plans as teachers in the school, that is, they got ready plans.

Teachers (n=7) believed that planning made teachers feel confident and methodical. A teacher knowing the order of activities, concepts, goals-objectives will be aware of the whole year. If a teacher knows what he/she will do next, how he/she will teach a concept, or when a goal will be applied on children, this will provide an effective and appropriate learning environment. A teacher from a private school commented that:

*“...the teacher enters the class and does not know what to do, at that time that children get diffused. If a teacher has plan, he/she knows what to do. The first 5 minutes at the beginning of the lesson even affects. If the teacher is active and predominant, everything goes better...” (...”Öğretmen sınıfa giriyor ne yapacağını bilmiyor o sırada çocuklar dağılıyor. Planlıysa öğretmen ne yapacağını biliyor. Derse ilk başlarken 5 dk bile çok etkiliyor. Öğretmen etkinse, hâkimse her şey daha iyi gidiyor...”)*

Teachers (n=3) also emphasized on the alternative and flexible planning. Based on the interests and dynamics of students, an alternative plan would be developed to support classroom management. A teacher from a private school stated that plans should be converted or redesigned depending on the academic and developmental levels of children in the class. There may be some hours or activities that children have difficulty and the teacher may feel the lesson or activity to be repeated. In such a situation, it is needed the plans to be flexible and creative.

#### **4.5. Summary**

Definitions of teachers on classroom management indicated differences. Teachers commented different components under classroom management based on their educational backgrounds. Teachers participated in the study generally considered children's age groups, developmental levels, needs, and academic abilities while selecting their materials, designing daily schedules, and preparing curriculum plans. They believed that materials, scheduling, and curriculum plans affected classroom management, whereas there were teachers stating that those three dimensions did not affect classroom management. They believed on the certain and defined classroom rules that will provide an effective learning environment. Teachers with more experience years of teaching and had a university degree felt more confident on classroom management. It is seen from the responses of teachers that the style of designing schedules and preparing curriculum plans indicate differences based on the types of schools teachers working.

## **CHAPTER V**

### **DISCUSSION and CONCLUSION**

The purpose of this study is to investigate how early childhood teachers select and design their materials, schedules, and planning and to investigate their perceptions and self-reported practices on those three criteria and classroom management. The study was conducted with the participation of 17 early childhood teachers from Ankara. Interview with 20 questions was used as the instrument.

Although the definitions of teachers on classroom management indicated differences based on their educational backgrounds, teachers generally believed on the authority of the teacher in the class. Democratic atmosphere where thoughts of children are taken into account and the leadership of the teacher should go together. The rules that should be obeyed by the people in the class were other items stated by the teachers. As stated above, rules also should be established with students. It is expressed that shouting at children or warning them was not a way for classroom management, it was important to have an appropriate language for children and touch them with a responsive manner. The literature review indicates that the major responsible for classroom management is teacher (Wragg, 1993; Yıldırım, 2003). Teachers in the study also believed the importance of teachers and the cooperation between the teacher and the children, however the authority of teachers is also commented by some participants. Engagement of children into the activities is one

of the goals of classroom management emphasized by researchers (Bosch, 2006; Jackman, 2012). Teachers in the study also gave importance on their statements to the active engagement of children to the activities. Teachers should assist children, provide appropriate learning environment and support active learning.

Teachers believed the importance of teachers on classroom management. It is stated that effective and positive attitude of teachers is a must for the quality of management. Research also indicated the importance of attentive and responsive behaviors of teachers on classroom management (Altunay & Şahin, 2011). It is investigated that classroom management behaviors of teachers is one of the critical determinants of student achievement.

When it is looked at teachers' perceptions and their educational backgrounds, it is seen that teachers graduated from a university expressed more dimensions under the definition of classroom management. Researchers state that classroom management involves all the components in a classroom; classroom environment, instruction programs, teachers, students, communication skills, administration of education, management of time, and parents (Burden, 2006; Bosch, 2006). Teachers with a vocational high school degree generally used terms of discipline, rules, leadership of the teacher, communication between teacher and students, guidance of children. Classroom management involves those terms, but it is stated in the literature that only those terms are not enough under the topic of classroom management. Teachers with a university degree stated more dimensions and they connected many

of the dimensions while defining classroom management. There were two teachers commented that classroom management involves every item in a class and every activity inside or outside of the classroom and those teachers were continuing a graduate education program. The teachers who stated the aim and importance of effective and appropriate learning environment while defining classroom management were graduated from a university. It is also stated in the literature that the main of the classroom management is to reach effective education and meaningful learning. (Ming-Tak & Wai-Shing, 2008).

Teachers had different criteria while selecting their materials in the classroom. The common factor was the levels of children in the class, that is, their age groups, developmental levels, and interests. Previous studies also stated the levels of children for appropriate materials (Jackman, 2012; Burden, 2006) Teachers considered readiness level, attitude of children, and daily psychologies of children for the criteria of materials. When answers of the teachers were analyzed it was seen that when looked in general, many criteria focused on literature were expressed by teachers, however, when looked in individually some criteria might be absent. That is, when the answers of teachers analyzed individually, teachers did not conduct some of the criteria while selecting materials. Ten of 17 teachers emphasized on the instructional properties of materials. The aim of the material, appropriateness of the material for the theme or lesson, supporting social and cognitive skills of students were not stated approximately by the half of the participants. However, research focused on the instructional aim of the materials for

meaningful learning process (Burden, 2000; Yalın, 2003). Majority of the teachers stating the instructional properties of materials had graduated from a university. Moreover, creativity and flexibility of materials is an important factor in the materials used in the early years (Jackman, 2012; Essa, 2011) and only three of the teachers commented this factor. In addition, teachers graduated from vocational high school had not stated the educational and instructional criteria while selecting materials and the effect of materials on classroom management.

The literature (Essa, 2011) conducts that materials should be nonsexist and nonracial which is a criteria that had not been stated by any of the teachers participated in the study.

The style of preparing the schedule indicated similarities among teachers. The criteria stated by teachers and the criteria given in the literature show consistency, however with the same issue emphasized as in the materials; there is a lack when teachers are analyzed individually. The most frequent factors were the order of the activities; one active, one passive activity and the levels of students in the class. One of the teachers working in a private school, graduated from university with seven years experience, stated more criteria than the other teachers.

Teachers working in public schools designed their schedules themselves, there were not many branch hours or different teachers for special areas. They emphasized on the flexibility of the schedule, they designed their schedules mostly appropriate to

the developmental needs and daily energies of the students. They did not state any difficulty that they face with while designing their schedules. Whereas, teachers working in private schools stated that there were many branch hours and the daily schedule came to their hands in a format that branch hours were placed by the administration. If there were many branch hours in a day it affected their dynamics. Transitions between activities and transitions between teachers complicated the management. One of the teachers stated that many of their days included so much branch hours. Children could only spend time with their class teachers at play hours, free times, and transitions. In addition, as the preparation of those branch hours was not of their responsibility, they thought that it got difficult to manage classroom and to be the authority on children.

The criteria while preparing the plans indicated consistency with the literature review. Similar with other two components, materials and schedules, the most common factor was the levels of children while organizing plans. Goals and objectives was another common factor stated by teachers participated in the study. Based on the study of Hill, Yinger, and Robins (1983) conducted to investigate instructional planning of early childhood teachers, teachers firstly consider materials and individual child characteristics while making planning. In that study, teachers consider characteristics of students in the class, however, different from their study, materials was not stated by teachers as to be considered while planning. Teachers gave importance to their plans to be consistent with the program of



Ministry of Education. They took the goals and objectives from that program and prepare their plans in that way.

According to the study of Yıldırım (2003) that was conducted with primary school teachers, teaching experience appears to make a difference on perceptions of teachers on planning. Similarly, in that study, teachers with more teaching experiences felt themselves more confident at planning.

Teachers started their days with free time hour. The reason was the energies of children that affected the whole day. They found free time hour in the morning as an opportunity for children to express themselves and be adapted to the school. If a day starts without a free time hour, the dynamic of the whole day changes and it gets difficult to establish effective classroom management. Because, when children do not remove their energies and do not talk to their peers at the beginning of the day, they speak in activity hours and their motivations and attention spans get decreased. In the mornings teachers generally put on academic activities such as mathematics or science. As children's attentions are lasting more in those hours, it is easier to take their attentions and establish effective classroom management. In the afternoon, after lunch and nap time, story hours, play time, and manipulative activities on the table were included in the schedules.

Teachers working in private schools stated that the administration gave their schedules ready for teachers with branch hours; they only organized the times

except from those hours. They were complaining of branch hours as affecting negatively their management of classroom. Especially, one of the nursery school teachers stated that she could not spend enough time with her students in the class because of the density of branch hours. In public schools, teachers prepared schedules themselves. There were not much branch hours, the flexibility was more valid in public schools as the whole day is the class teachers'.

Teachers, regardless of their experience levels, educational backgrounds, and their school types, consider order of the activities and the appropriateness of the schedules for the developmental needs of children. However, only five teachers, one with a vocational high school degree and the others with university degrees, stated the importance of transition times and connections between activities while designing their schedules. The change between activity times should be clearly examined for an early childhood setting to prevent prevents students break down their attentions while moving to another activity (Essa, 2011). The change between activities should not be interrupting as it may cause classroom management be negatively affected.

Teachers working in private schools stated that they did not prepare their plans individually. They either got ready plans from the administration or prepared with educationalists in the school. That caused the feeling of insufficiency among those teachers. Different from that study, based on the study of Hill, Yinger, and Robins (1983), teachers used collaborative planning and sessions were designed for sharing

and procedures between staff in the school. It is stated by teachers that collaborative planning was also useful for designing plan for children with special needs. Teachers in that study also complained about preparing plans without knowing children. Especially, teachers working in a nursery school commented that they got ready plans, their plans were prepared by administration without their participation. The appropriateness of ready plans prepared by other staff except from the class teacher, without knowing enough knowledge about children is questionable in early childhood education. The administration of those schools may give ready plans to the teachers because the teachers are mostly graduated from a vocational high school, but the solution should not be ready plans. Those teachers can be educated about preparing plans.

Teachers stated that they need additional academic knowledge on classroom management and they believed that there should be more seminar or in-service training programs about this important issue to feel more confident. Teachers who had in-service training or seminar on classroom management stated more criteria than the other teachers. Both of them believe on the importance of materials, daily schedules, and curriculum planning for effective classroom management. They feel themselves confident on classroom management. When the answers of the participants are analyzed the teachers who do not feel confident on classroom management are the ones with less experience and less educational background on classroom management.

When difficulties and lack that teachers experience are analyzed, it is seen that majority of the teachers participated in the study felt some in terms of lack of experiences, families, administration, and children in the class. Two of the teachers stated that they got difficulty at the beginnings of the years as they did not know children and did not know how to manage the classroom based on the characteristics of the children. As time passes, they knew the children and it got easier to have classroom management strategy appropriate for the classroom. One of those teachers working in a public school added that it was important to learn about social and economic features of the region that the school is located to examine needs of children. At the beginning of the year he needed time to get the knowledge about the region and the characteristics of children to establish effective classroom management.

Two of the teachers in the study expressed that they felt difficulty because of the gender proportion of students in the class. Those teachers were working in public schools. Private schools, generally, considered the ratio of girls and boys in the class while organizing classes; however, public schools faced with such a problem.

Families and administration were two important elements stated by teachers that cause difficulties among teachers. It was expressed that families had many expectations from the teachers and they sometimes interfere to their implications. Moreover, if the rules in the school were not maintained in the house management of the classroom is negatively affected. Teachers commended that the things that

they told in the school were not applied in the houses the authority of the teacher weakened. Similarly, the acceptance of decisions of teachers by the administration was another factor. The flexibility of the administration toward the classroom rules influenced the atmosphere of the classroom and attitudes of students. It was emphasized by teachers that there should be consistency between teachers and administration toward families for the sustainability of the management.

### **5.1. Implications**

The findings of the study contributed to the research on classroom management because of the inadequacy of the studies on classroom management in Turkey. The ideas of early childhood teachers on classroom management are given in the study that would provide a general perception. Furthermore, how teachers arrange and design their instructions for an effective classroom management is investigated that would create awareness on teachers to the relationship between those two components.

The study also has contributions to the education faculties or organizations of in-service trainings. Most of the teachers stated that they had taken one course during their education that is not enough to cover all the elements of classroom management. Teachers believed that they should get improved on classroom management and the components that affect it, so they need more in-service trainings in their schools.

The findings of the study have an emphasis on the relationship between school administrators, families, and teachers. Teachers participated in the study expressed difficulties they face with administration or families. This relationship can be improved by effective communication skills. Teachers should have opportunity in their schools to express their feelings and opinions when they face with a problem and they should find common solutions that will be appropriate for both administrators and teachers.

## **5.2. Suggestions**

The study can be enlarged with a more representative sample from different districts of Turkey. Early childhood teachers from different regions or cities of Turkey would give another perspective to the study. A diverse sample of early childhood teachers would develop a deeper view on the issue. In addition, the study can be enlarged by using different instruments with the instrument used in the study. A scale related to the beliefs of teachers on classroom management can be developed to enrich the study and different instruments, like classroom and school observations, can be used to enlarge the data gathered after the semi-structured interview.

Early childhood education area has different applications and strategies when compared with other educational areas, so comparing beliefs and perceptions of teachers from different branches would make an emphasize on the different

applications. For example, a study with both primary school teachers and early childhood teachers can be developed which would also be beneficial for new applications decided by the government.

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## Appendix A

### TURKISH VERSION OF THE INTERVIEW QUESTIONS

1. Hangi okuldan mezunsunuz?
2. Kaç yıldır bu mesleği yapıyorsunuz?
3. Hangi okulda görev yapıyorsunuz?
4. Kaç yaş grubu öğretmenisiniz?
5. Sınıfta kaç öğrenciniz var?
6. Sınıf yönetimini nasıl tanımlarsınız?
7. Daha önce sınıf yönetimi ile ilgili herhangi bir eğitim aldınız mı? (Hizmet içi eğitim, sertifika programları, seminerler, vb.)
8. Sınıf yönetimi konusunda kendinizi ne kadar yeterli buluyorsunuz?
9. Sizce sınıf yönetimi sınıf içerisinde/dışarısında hangi unsur/durum lardan etkilenir?
10. Sınıfta kullandığınız materyalleri seçerken nelere dikkat ediyorsunuz?
11. Materyaller sınıf yönetimini etkiler mi? Nasıl?
12. Ne tür materyaller etkili sınıf yönetimine yardımcı olur?
13. Günlük akışınızı nasıl hazırlıyorsunuz?
14. Günlük akışınızı hazırlarken neleri göz önünde bulunduruyorsunuz?
15. Günlük akış sınıf yönetimini etkiler mi? Nasıl?
16. Planlarınızı hazırlarken nelere dikkat ediyorsunuz? Nasıl hazırlıyorsunuz?
17. Planlama konusunda kendinizi ne kadar yeterli hissediyorsunuz?
18. Planlama sınıf yönetimini etkiler mi? Nasıl?
19. Sınıf yönetiminde konusunda zorluk veya eksiklik yaşıyor musunuz? Varsa ne tür zorluk veya eksiklik yaşıyorsunuz?
20. Bu zorluklar ya da eksikler için ne yapılabilir?



**Appendix B**  
**ENGLISH VERSION OF THE INTERVIEW QUESTIONS**

1. Which educational institution did you graduate from?
2. How long have you been working as a teacher?
3. Which school are you working now?
4. Which age group do you teach in the school?
5. How many students are there in your class?
6. How do you define classroom management?
7. Do you have any educational background on classroom management? (Seminar, certificate program, in-service training, etc
8. Do you feel comfortable with your capability on classroom management?
9. In your opinion, what are the factors that influence classroom management?
10. What do you take care on while selecting your materials in class?
11. In your opinion, do materials affect classroom management? If yes, how?
12. Which kinds of materials are helpful for effective classroom management?
13. How do you prepare your schedules?
14. Which elements/factors do you consider while preparing your schedule?
15. In your opinion, does schedule affect classroom management? If yes, how?
16. Which elements/factors do you consider while preparing your plans?
17. Do you feel comfortable with your capability on planning?
18. In your opinion, does planning affect classroom management? If yes, how?
19. Do you experience difficulty or lack on classroom management? What kind of difficulties or lacks do you experience?
20. What can be done to cope with these difficulties of lacks?

**Appendix C**  
**TEZ FOTOKOPİSİ İZİN FORMU**

**ENSTİTÜ**

- Fen Bilimleri Enstitüsü
- Sosyal Bilimler Enstitüsü
- Uygulamalı Matematik Enstitüsü
- Enformatik Enstitüsü
- Deniz Bilimleri Enstitüsü

**YAZARIN**

Soyadı : ARAS  
Adı : SELDA  
Bölümü : OKUL ÖNCESİ EĞİTİMİ

**TEZİN ADI** (İngilizce) : AN INVESTIGATION ON PERCEPTIONS AND SELF-REPORTED PRACTICES OF EARLY CHILDHOOD TEACHERS TOWARDS INSTRUCTIONAL ARRANGEMENT FOR CLASSROOM MANAGEMENT

**TEZİN TÜRÜ** : Yüksek Lisans  Doktora

1. Tezimin tamamından kaynak gösterilmek şartıyla fotokopi alınabilir.
2. Tezimin içindekiler sayfası, özet, indeks sayfalarından ve/veya bir bölümünden kaynak gösterilmek şartıyla fotokopi alınabilir.
3. Tezimden bir bir (1) yıl süreyle fotokopi alınamaz.

**TEZİN KÜTÜPHANEYE TESLİM TARİHİ:**