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Araştırma Makalesi

PRESCHOOL TEACHERS' VIEWS OF CLASSROOM MANAGEMENT PROCESSES*

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Abstract

In this study, it is aimed to determine teachers' views of classroom management in theory and practice to help the development and implementation of new strategies to improve classroom management skills and to increase the quality of preschool education. The study sample consisted of 20 preschool teachers (19 women; 1 men) who have been working in public and private kindergartens within the central district of Muş in Turkey for 1 to 17 years. According to results, participants' self-assessments of using reward and punishment strategies in classroom management show that Teacher Determination is the most important factor in the structuring, determination and implementation of all other strategies used in classroom management. It is recommended that new approaches be developed in classroom management based on digitalization and Education 4.0. Teachers should be trained on different management strategies such as robot teachers, gamification and inverted classes.

Keywords: Preschool teachers, classroom management, phenomenological research, qualitative research, teachers' views.

OKUL ÖNCESİ ÖĞRETMENLERİNİN BAKIŞ AÇISINDAN SINIF YÖNETİMİ SÜREÇLERİ

Öz

Bu çalışmada okul öncesi öğretmenlerin sınıf yönetim süreçlerinin incelenmesi amaçlanmıştır. Olgubilim (fenomenoloji) deseninde temellenen bu nitel çalışmada olasılıklı olmayan örnekleme yöntemlerinden amaca yönelik örnekleme kullanılmıştır. Kolay ulaşılabilir durum örnekleme ile seçilen çalışma grubunu Muş ili merkez ilçesi sınırları içerisinde resmî ve özel anaokullarında görev yapmakta olan 20 okulöncesi öğretmeni

* This study was created by developing the paper "Okul öncesi öğretmenlerinin ödül ve ceza stratejilerine yönelik görüşleri" which was presented in International Conference on Science, Technology, Engineering, Mathematic (STEM) and Educational Science in Muş between 3and 5 May 2018.

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oluşturmaktadır. Öğretmenlerin mesleki deneyimleri 1-17 yıl arasında değişmekte olup 19'u kadın 1'i erkektir. Çalışmada öğretmenlerin sınıf yönetimi süreçlerinin değerlendirilmesi amacıyla öğretmen görüşleri, yarı yapılandırılmış görüşme formundan faydalanarak alınmıştır. Verilerin analizinde tümevarımsal içerik analizi benimsenmiştir. Araştırma sonuçlarına göre okul öncesi öğretmenlerinin istenmeyen davranışı önleme odaklı bir sınıf yönetimini savundukları ve burada öğrencilerle birlikte demokratik bir sınıf yönetiminden taraf oldukları tespit edilmiştir. Bu noktada sınıf yönetiminde dijitalleşen dünya ve eğitimde 4.0 çağını temel alarak yeni yaklaşımlar üzerinde durulması önerilebilir.

Anahtar Sözcükler: Okul öncesi, sınıf yönetimi, öğretmen görüşleri, nitel yaklaşım.

Introduction

In the movie *Arrival*, one character says to another “Language is the first weapon drawn in a conflict.” This quote from a book by Dr. Louise Banks, a professor of linguistics, reveals the importance of good teachers. Not only do they know how to intervene in educational problems, but also minimize the likelihood of encountering problems and use many skills, especially language skills, properly. To achieve this, they make the right decisions and even prevent the emergence of problems by relying on foresight (Celep, 2009). Teachers are also expected to have effective classroom management skills to create a healthy classroom atmosphere (Çubukçu & Girmen, 2008). Research shows that classroom management skills play a very important role in the quality of education (Akgün, Yazar & Dinçer, 2011; Güven-Denizel & Cevher, 2005; Karademir, 2013; Terzi, 2002). Teachers who cannot make effective decisions and implement them have difficulty promoting desired behavior and knowledge in their students (Çubukçu & Girmen, 2008).

Today's education system becomes more and more learner-centered and the understanding of preventive and positive classroom management becomes increasingly important. Such a classroom environment focuses on pro-active behavior, cooperation, individual responsibility, self-confidence and leadership. Teachers who internalize this approach become more accessible and friendlier to their students and work hard to guide them (Terzi, 2002). Therefore, for a successful classroom management, teachers should use their management and communication skills effectively by taking into account social, psychological and educational factors and establish good relationships with all stakeholders both in and outside the classroom setting (Hu, Fan, Wu, LoCasale-Crouch, Yang & Zhang, 2017). The first thing that teachers need to achieve is to develop classroom management skills.

Class management can be defined differently for each level of education. Preschool classroom management refers to the establishment of a loving and orderly environment with arrangements that involve change and flexibility. Meaningful learning and socialization, and

participation in classroom activities are significant parameters of preschool classroom management. Preschool classroom management is a set of applications and behaviors that utilize games designed for students as primary education tools and provide a training program that allows for the multidimensional development of students (Uyanık-Balat, 2010). In order to create such an educational environment, class experiences should be orchestrated, in-class rules should be set and maintained together with students, resource-rich settings where meaningful learning is carried out should be designed and necessary management processes should be implemented. These environments provide students with the opportunity to develop self-organizing skills, improve their learning and make their lives enjoyable. Classes with effective classroom management are those where students can develop positive social skills, behave independently, eliminate inappropriate behavior, create a strong network and keep their motivation high (Akgün et al., 2011; Lippard, La Paro, Rouse & Crosby, 2018).

According to research on effective classroom management, well-organized and planned training environments promote self-regulation at an early age, reduce undesirable behaviors, increase interest in learning, encourage students to be more productive and affect students' school achievement positively. Students feel free and valuable enough to take risks in such environments that facilitate learning at the highest level (Güven-Denizel & Cevher, 2005; Lippard et al., 2018; Trawick-Smith, Swaminathan & Liu, 2016).

Today, classroom management focuses more on learning-related expectations than behavior and discipline. It addresses management models that enrich learning environments to promote active learning and individual participation, not only in the expectation of obeying the rules but also collaborating with learners to achieve success (Hamre, Pianta, Burchinal, Field, LoCasaleCrouch, Downer & Scott-Little, 2012). It is a thing of the past when discipline was confused with class management and teachers dominating the class were on the lookout to catch students' mistakes to punish them (Blazar & Kraft, 2017). The models adopted in classrooms take into account learners' personal and psychological needs, integrate positive teacher-learner relationships with supportive environmental conditions, implement methods that make learning easier, create a rich learning environment with safe and flexible processes and regard learners as social beings who can guide themselves, and think and feel and solve problems. In other words, classroom management models rapidly move from traditional models to preventive, developmental and holistic ones (Akgün et al., 2011; Başar, 2009; Gehlbach, Brinkworth & Harris, 2012).

Preschool classroom management is an area where teachers should constantly improve their skills. The fact that students receive education in such an important period of time and

learn and adopt certain rules and behavior makes positive contributions to their later school life. The number of studies on class management skills implemented by preschool educators in Turkey is very limited. It is, therefore, important to determine teachers' views of classroom management in theory and practice to help the development and implementation of new strategies to improve classroom management skills and to increase the quality of preschool education.

In this context, the main question of this study is "How do preschool teachers' classroom management processes take shape?"

The sub-questions of the study are as follows:

- What are teachers' views of how preschool classroom management should be?
- What is the contribution of education faculty courses to teachers' classroom management strategies?
- What problems do teachers face when using reward and punishment strategies in classroom management?
- What strategies do teachers use when encountering desired or undesired behavior in class environment?
- What are teachers' self-assessment of using reward and punishment strategies in classroom management?
- What methods do teachers use in classroom management?

Method

Research Design

This qualitative study was based on a phenomenological research design, which aims to gain insight through direct interviews into how people make sense of and transform their experiences (Patton, 2014, p. 104). This study addressed teachers' views of ideal preschool classroom management, their classroom management methods, benefit of education faculty courses, problems of reward and punishment strategies in class management, methods and strategies that they use to solve problems and their self-assessment of this process. This study was, therefore, based on a phenomenological design in which semi-structured interviews were conducted with teachers.

Participants

Study sample was recruited using convenience sampling. In this type of sampling, the researcher takes into account the purpose of the research and uses his/her own judgment to decide who are to be included in the sample (Balcı, 2016, p. 104). The study sample consisted of 20 preschool teachers (19 women; 1 men) who have been working in public and private kindergartens within the central district of Muş in Turkey for 1 to 17 years.

Data Collection and Analysis

Data were collected using a semi-structured interview form developed by the researchers. Experts (two preschool education expert conducting qualitative research, and a class education expert) were consulted for the validity and reliability of the form, which was then finalized based on their feedback. Data were analyzed using inductive content analysis. The raw data were transferred to a computer without any intervention. They were then coded and organized into themes and findings were defined and interpreted. Participants were assigned codes for confidentiality. Firstly, participants were sorted out in a numerical way and then they were named by this numerical sorting via code names. After all data encodings, a fourth expert reviewed the codes and themes. Final arrangements were made in a way that a consensus was reached.

Findings

The findings are presented separately for each sub-problem.

Findings For The First Sub-Problem

Participants' views of preschool classroom management are presented under this heading.

Table 1: Participants' Views of Preschool Classroom Management

Theme	Code	Participants
Behavior Management	Style (Approaching with Love Friendly-Warm Kind but Firm Suitable Tone of Voice)	Ceren, Gizem, Gamze, Tuna, Leyla, Gamze
	Compliance with Rules	Leyla, Aynur, Derya, Serra
	Consistency	Eda, Ceyda, Kübra, Gamze
	Patience	Ceyda, Ceren
	Flexibility	Ceyda, Sinem
	Determination	Ceren
Prevention of Undesirable Behavior	Student-Centered	Serra, Tuğba, Dilek, Deniz, Selim, Simay
	Creating Rules Together	Eda, Kübra, Derya, Gizem, Serra, Tuğba
	Democracy	Eda, Aydan, Dilek
	Creating Rules from Scratch	Leyla, Serra
	Reward and Punishment	Eda

	Reminding Rules	Leyla
	Teacher-Centered	Eda
	Learning by Doing and Living	Tuğba
Teaching Environment	Considering Developmental Characteristics	Ayşe, Aynur
	Democratic Classroom Environment	Dilek, Deniz
Teacher-Student Communication	Facilitating Teaching	Duru
	Oral Communication	Serra
	Comprehensibility/Clarity of Instructions	Aynur

Participants' views of preschool classroom management were grouped under the themes of Behavior Management, Prevention of Undesirable Behavior, Teaching Environment and Teacher-Student Communication. The codes Style, Compliance with Rules and Consistency stand out in the theme Behavior Management while the codes Student-Centered, Creating Rules Together and Democracy stand out in the theme Prevention of Undesirable Behavior. Participants' views are as follows:

Eda: In classroom management, teachers should establish classroom rules together with students, but they should be consistent and democratic in their rule. Students' developmental characteristics should be taken into consideration when preparing rules and activities. Teachers should have classroom management, set limits and use reward and punishment.

(Behavior Management, Consistency; Prevention of Undesirable Behavior, Reward and Punishment)

Serra: Class management should be student-centered. Verbal communication should be established with students who exhibit inappropriate behaviors. Class rules should be established together with students at the beginning of the year so that they can adopt them better, and it should be ensured that they comply with those rules.

(Prevention of Undesirable Behavior, Student-Centered, Creating Rules Together, Creating Rules from Scratch; Teacher-Student Communication, Oral Communication)

Gizem: Establishing rules with students, making them feel comfortable and free in class, approaching them with love, highlighting students' achievements as well as their failure...

(Behavior Management, Style-Approaching with Love; Prevention of Undesirable Behavior, Creating Rules Together)

Findings for the Second Sub-Problem

Participants' views of education faculty courses' contributions to their classroom management strategies are presented below.

Table 2: Participants' Views of Education Faculty Courses

Theme	Code	Participants
Contribution	Putting Theory into Practice (Reward-Punishment)	Sinem, Simay, Eda, Ayşe, Derya, Kübra, Duru, Aynur, Deniz, Gamze
	Use of Reinforcement	Dilek, Ayşe
	Stepping down to the Student's Level	Tuna
	Classroom Management	Dilek
	Inclusive Students	Gizem
No Contribution	Lack of Application (In the Field of Special Education)	Leyla, Aydan, Ceren
	Incompatibility of Theory and Practice (Textbooks, Individual Difference)	Selim, Tuğba
Partial Contribution	Application is More Important	Ceyda
	Putting Theory into Practice is Difficult	Serra

The codes based on participants' views of education faculty courses (Educational Psychology, Classroom Management, Inclusion, Special Education etc.) were grouped under three themes; *Contribution*, *No Contribution* and *Partial Contribution*. The codes *Putting Theory into Practice* and *Use of Reinforcement* stand out in the theme of *Contribution*. The codes *Lack of Application* and *Incompatibility of Theory and Practice* are emphasized in the theme *No Contribution*. The codes *Application is more important* and *Putting Theory into Practice is Difficult* are highlighted in the theme *Partial Contribution*. Participants' views are as follows:

Sinem: Of course, it did [contributed] because it is useful to reinforce in practice. Students can be punished to deter them from misbehavior.

(Contribution, Putting Theory into Practice)

Leyla: In my opinion, knowledge in theory is not enough in practice. Experiences improve life. To be honest, the inclusive student gave me a hard time. I realized that I was inadequate.

(No Contribution, Lack of Application- In the Field of Special Education)

Serra: Yes, partially. I think that it is sometimes hard to put theory into practice.

(Partial Contribution, Putting Theory into Practice is Difficult)

Findings for the Third Sub-Problem

Participants' views of problems that they face when they use reward and punishment strategies in classroom management are presented below.

Table 3: Participants' Views of Problems That They Face When They Use Reward and Punishment Strategies

Themes	Codes	Participants
Reward	Everyone Wants to be Rewarded	Dilek, Selim, Simay, Serra
	Jealousy	Leyla, Gizem
	Loss of Attraction	Leyla, Ayşe
	Happiness	Eda
	Imitation	Ceyda
Punishment	Competition	Duru
	Negative Behavior	Leyla, Simay, Serra
	Becoming Ill-Tempered	Ceyda, Dilek
	Ineffective	Derya, Gamze
	Being Angry/Not Being on Speaking Terms	Eda
Reward-Punishment	Injury in Self-Perception	Leyla
	Non-Compliance with the System	Aydan, Sinem, Serra, Ceren
	Effective for a While	Gamze
	Lack of Comprehension	Tuğba
	Ineffective	Deniz
	Becoming Used to	Tuna

Participants' views of problems that they face when they use reward and punishment strategies in classroom management were grouped under three themes; *Reward*, *Punishment* and *Reward-Punishment* (Table 3). Under the theme *Reward*, participants highlight the codes of *Everyone Wants to be Rewarded*, *Jealousy* and *Loss of Attraction*. Under the theme *Punishment*, the codes *Negative Behavior*, *Becoming Ill-Tempered* and *Ineffective* stand out. Under the theme *Reward-Punishment*, the code *Non-Compliance with the System* is emphasized.

Dilek: In the first months of school, they overreact to negative reinforcements and all of them want to be rewarded. Over time, determined and consistent teacher attitude teaches students this fact. The number of positive and negative reinforcements gradually decrease as the rules are learned.

(Reward, Everyone Wants to be Rewarded; Punishment, Becoming Ill-Tempered)

Leyla: When too many rewards are given, novelty wears off and so I think that rewarding should be moderate or otherwise other students would have a fit of jealousy. Punishment should be given if reward does not work but I don't think it (deprivation) should be referred to as punishment. It may produce negative behaviors in students and damage self-perception.

(Reward, Jealousy-Loss of Attraction; Punishment, Negative Behavior-Injury in Self-Perception)

Deniz: It may not be encouraging or deterrent for some students.

(Reward-Punishment, Ineffective)

Findings for the Fourth Sub-Problem

This section addresses findings regarding strategies that participants use when they encounter desired or undesired behaviors in class environment.

Table 4: Participants' Views of Their Strategies in the Face of Desired or Undesired Behaviors

Themes	Codes	Participants
Desired Behavior	Reinforcement (Verbal, Symbolic, Material, Task)	Serra, Eda, Tuna, Aydan, Ayşe, Gizem, Kübra, Duru, Derya, Selim, Sinem, Leyla, Deniz, Simay, Tuğba
	Ignoring	Ceyda, Aydan, Kübra, Derya, Gizem, Selim Sinem
Undesired Behavior	Warning (Verbal Explanation)	Ceyda, Leyla, Deniz, Gamze, Serra, Tuğba
	Depriving (Of What He/She Loves)	Leyla, Deniz, Tuğba
	Family (Cooperation)	Leyla, Gizem, Sinem
	Thinking Corner	Duru, Aynur, Simay
	Having a Break	Ayşe, Serra, Tuğba
	Praise (For Those who Stop Negative Behavior)	Aydan, Selim
	Reminding (Rule, Concept)	Aydan, Dilek
	Punishment	Ceyda, Gamze
	Accusing (Reminding Behavior, Talking to Class)	Eda, Dilek
	Getting to the Source	Kübra
Desired-Undesired Behavior	Creating a Clipboard (Behavior)	Ceren

Participants' views of strategies that they use when they encounter desired or undesired behaviors in class environment were grouped under three themes; *Desired Behavior*, *Undesired Behavior* and *Desired-Undesired Behavior*. The code *Reinforcement* is highlighted under the theme *Desired Behavior* while the codes *Ignoring*, *Warning*, *Depriving*, *Family*, *Thinking Corner* and *Having a Break* are emphasized under the theme *Undesired Behavior*. Participants' views are as follows:

Simay: When students misbehave, we use Resting and Thinking Corner. When they display desired behavior, we use such reinforcements as smiley face or seating the student at the teacher's desk.

(Desired Behavior, Reinforcement-Symbolic; Undesired Behavior, Thinking Corner)

Kübra: I reinforce students' desired behaviors to achieve permanent learning. I ignore an undesired behavior the first time it is displayed. If it does not work, then I get to the source of that behavior and try hard to eliminate it by implementing methods suited to the student.

(Desired Behavior, Reinforcement; Undesired Behavior, Ignoring-Getting to the Source)

Ceren: I prepare a behavior board for desired and undesired situations. Students have their own space and photos on the behavior board. I give stars to students when they display a certain positive behavior at the right time. Students always pay attention to their behavior because they do not know when they will be rewarded.

(Desired-Undesired Behavior, Creating a Clipboard)

Findings for the Fifth Sub-Problem

This section addresses participants' self-assessment of using reward and punishment strategies in classroom management.

Table 5: Participants' Self-Assessment of Using Reward and Punishment Strategies in Classroom Management

Themes	Codes	Participants
	-	Kübra, Dilek, Derya, Deniz, Serra, Tuğba
Sufficient	Teacher Determination	Selim, Sinem
	Displaying Good Behavior	Aynur, Gizem
	Individual Difference	Tuna
	Taking Time	Tuna
	Effective in Classroom Management	Duru
Insufficient	Using Different Strategies	Ayşe
	Cannot be Punished	Ceyda
	Insufficient Opportunity	Ceren
	Anxiety of Backfire	Leyla
	Psychiatrist Support Required	Gamze
Partially Sufficient	Crowded Classroom	Simay
	Getting Used to Strategy	Eda
	Until Rule Becomes Effective	Aydan

Participants' self-assessment of using reward and punishment strategies in classroom management were grouped under three themes; *Sufficient*, *Insufficient* and *Partially Sufficient*. The codes *Teacher Determination* and *Displaying Good Behavior* are highlighted under the theme of *Sufficient*. The codes *Cannot be Punished*, *Insufficient Opportunity*, *Anxiety of Backfire*, *Psychiatrist Support Required* and *Crowded Classroom* are emphasized under the theme of *Insufficient*. The codes *Getting Used to Strategy* and *Until Rule Becomes Effective* stand out under the theme *Partially Insufficient*. Participants' views are as follows:

Sinem: So far so good. When you are determined, any method works.

(Sufficient, Teacher Determination)

Leyla: I don't find it sufficient. To be honest, I feel like I can't use the two methods properly, thinking that they might backfire or that I am not using symbolic rewards much.

(Insufficient, Anxiety of Backfire)

Eda: I sometimes find the reward and punishment strategies that I use in classroom management insufficient because after a while students get used to them and their effects wear off and I need to apply different reward and punishment strategies.

(Partially Sufficient, Getting Used to Strategy)

Findings for the Sixth Sub-Problem

This section addresses the findings regarding the methods and techniques that participants use in classroom management.

Table 6: Participants' Views of Methods and Techniques in Classroom Management

Themes	Codes	Participants
Student-Centered	Showing and Getting It Done	Aynur, Aydan, Duru, Derya, Simay, Gamze, Deniz
	-	Gizem, Tuğba, Dilek
	Learning by Doing and Living	Aynur, Derya, Tuğba
	Question and Answer	Aydan, Derya, Deniz
	Problem Solving	Aydan, Gamze
	Through Discovery	Aynur, Deniz
	Dramatization	Aydan, Duru
	Creating a Democratic Environment	Kübra, Dilek
	Drama	Leyla, Duru
	Cooperation	Gamze
	Project	Aydan
	Story Completion	Duru
	Montessori Method	Gamze
	Problem Solving Together	Kübra
	Tongue Twister	Leyla
	Art	Deniz
	Developmental Model	Ayşe
	Holistic Model	Ayşe
	Teachers-Centered	Reward
Consistency		Eda, Kübra, Serra, Dilek
Game		Ceren, Gamze, Simay
Punishment		Leyla, Sinem, Tuna
Creating a Behavior Board		Ceren, Dilek
Establishing Rules		Kübra, Serra
Conditioning		Dilek, Sinem
Having a Break		Serra, Dilek
Tasking		Tuna, Dilek
Eye Contact		Ceren
Verbal Warning		Serra
Posterizing the Rules		Leyla
Verbal Directive		Tuna
Direct Speech		Aynur
Finger Game		Leyla
Puppet		Leyla
Behavior Shaping		Tuna
Positive Discipline		Selim
Precautionary Model		Ayşe
All Methods	-	Ceyda

Participants' views of the methods and techniques that they use in classroom management were grouped under three themes; *Student-Centered*, *Teacher-Centered* and *All Methods*. The codes *Showing and Getting It Done*, *Learning by Doing and Living*, and *Question and Answer* are highlighted under the theme of *Student-Centered* while the codes *Reward*, *Consistency*, *Game and Punishment* are emphasized under the theme *Teacher-Centered*. Participants' views are as follows:

Duru: Demonstration, Drama, Creative Drama, Dramatization, Pantomime, Story Completion, Story Animation ...

(Student-Centered, Showing and Getting It Done-Dramatization-Drama-Story Completion)

Eda: Being consistent when applying the rules. If you do not punish misbehavior every time it is displayed, then punishment becomes inconsistent. There should be limits when applying the rules. Students should be taught what they are expected to do as well as what they are not supposed to do. Tone of voice has also an effect on class management. When you raise your voice, the student stops displaying that behavior.

(Teacher-Centered, Consistency)

Ceyda: I use any method that I can.

(All Methods)

Discussion and Conclusion

This study evaluated preschool teachers' classroom management processes. The results are as follows: Participants' views of how preschool classroom management should be grouped under the themes Behavior Management, Prevention of Undesirable Behavior, Teaching Environment and Teacher-Student Communication. Participants placed particular emphasis on the subject of style. In terms of teachers' approach to students, affection, tone of voice and intimacy have an effect on classroom management. Warm, open and two-way communication and healthy school and classroom environments are closely related to teachers' classroom management skills (Karademir, 2013; Luebbering, 2010; O'Rourke & Harrison, 2004). Participants are in favor of a prevention of undesirable behavior-oriented classroom management approach and a democratic classroom management implemented together with students. Research on behavior prevention in classroom management suggests that teachers can provide meaningful and enjoyable learning experience to students by observing and giving them feedback, adjusting the speed of education according to them, and taking into account changing

conditions and developing different methods (Akgün et al., 2011). The result of this study is, therefore, consistent with the literature and also a reflection of the recent development in education referred to as “Education 4.0.” In the era of digitalization, people should be educated in a multifaceted way, and emphasis should be placed on democratic values. Participants stated that education faculty courses made positive contributions to the way in which they put reward and punishment strategies into practice. They, however, pointed out that education faculty courses have shortcomings in terms of special education applications and that some theoretical aspects do not translate into practical applications. Research shows that the courses offered in preschool education curricula are insufficient and that the number of hours of applied courses is particularly limited in education faculties (Aydın, 2010; Şahin, Kartal & İmamoğlu, 2013; Şıvgın, 2005). The result of this study is, therefore, consistent with the literature and believed to be mainly due to the excess of theoretical courses offered by education faculties. With recent changes in the undergraduate teacher education curriculum, the number of hours of applied courses has been further reduced, which we think will have even more negative consequences in the future. There are, however, some studies suggesting that preschool teachers’ classroom management skills do not depend on whether they receive education on classroom management (Çelik-Akkaya, 2006; Durğun, 2010; Yaşar-Ekici, Günhan & Anılan, 2017; Llewellyn, Boon, & Lewthwaite, 2018), with which the results of this study contradict. Participants stated that the problems that they encounter when they use reward and punishment strategies in classroom management are as follows: Every student wants to be rewarded, those who are not rewarded are jealous and too many rewards result in the wearing off of novelty. Participants are also of the opinion that when they inflict punishment, students become more ill-tempered and display more negative behavior and that therefore punishment does not work. According to Kohn (2006, p. 4), reward is effective in reinforcing short-term and temporary behavior. Research also suggests that punishment is a short-term reinforcer that fails to improve students’ strength needed in life and that it hurts social and emotional self-sufficiency (Bilmes, 2004, p. 20; Kohn, 2006, p. 29). The result of this study is consistent with the literature and believed to be associated with the developmental characteristics of students. Students’ social, emotional and social sufficiency, and cognitive and language development are positively correlated with the quality of preschool education (Trawick-Smith et al., 2016; Zembat, Koçyiğit, Akşin-Yavuz & Tunçeli, 2018; Kozikoğlu, 2018). Qualified preschool education involves a warm teacher-student relationship, teachers’ initiative in creating a friendly and respectful learning environment, a classroom environment arranged with materials that are appropriate for students’ age, a large number of Learning by Doing and Living-based activities designed for students and a supportive verbal communication between teachers and students (Blazar & Kraft, 2017;

Gehlbach et al., 2012; Karademir, 2013). These play an important role in preschool teachers' preferences for classroom management approach.

Participants' responses to the fourth sub-problem show that they reinforce desired behaviors and use Ignoring, Verbal Warning, Depriving, Thinking Corner and Having a Break strategy when they encounter undesired behaviors. This result indicates that participants focus on adapting students to social life. Research suggests that students who receive early childhood education successfully adapt to future educational life and make significant progress in terms of cognitive, affective, linguistic and psychomotor skills (Hamre et al., 2012; Lippard et al., 2018; Trawick-Smith et al., 2016). Teachers, who are responsible for the application of early childhood education, play a key role in making sure that students go through this critical period successfully. All responsibilities that are fulfilled and not fulfilled are also closely related to the quality of education and training services (Akgün et al., 2011; Karademir, 2013).

Participants' self-assessments of using reward and punishment strategies in classroom management show that Teacher Determination is the most important factor in the structuring, determination and implementation of all other strategies used in classroom management. On the other hand, most participants are of the opinion that these strategies are either insufficient or partially sufficient, which is due to the lack of punishment, getting used to reward or punishment, backfiring or lack of opportunity. This result suggests that reward and punishment kill intrinsic motivation and cause people to treat ends as means. As for reward and punishment, teachers' in-class determination is closely associated with the whole classroom atmosphere. Based on the relationship between educators' behaviors and students' educational outcomes in the classroom, the preventive classroom management model suggests that students can learn positive behaviors (Güven-Denizel & Cevher, 2005; Sadık, 2008; Egeberg, McConney & Price, 2016). At this point, it can be stated that teachers' attitudes and determination are of paramount significance. What is more, teachers' use of rewards and punishments as a classroom management strategy causes students to become alienated from the tasks they undertake and force them to participate in activities, resulting in them getting used to rewards and punishments and showing negative reactions such as unwillingness. An excessive use of rewards and punishments may result in a lack of interest and motivation to activities (Bolat, 2016).

Participants' responses to the sixth sub-problem show that they mostly use modern and student centered methods in classroom management. The method they use the most is "Showing and Getting It Done." Research suggest that teachers mostly use traditional disciplinary methods and classroom management strategies (Öztürk & Gangal, 2016). The result of this study is, therefore, inconsistent with the literature. On the other hand, teacher-centered studies mostly

address the concepts of reward and consistency. From these results, it can be stated that the concept of “teacher” is important in classroom management in both cases. Preschool education enables students to step into a new life and helps them develop values and belief systems that will shape their future educational life (Akgün et al., 2011). Most factors affecting the quality of preschool education are associated with the quality of teachers. For example, they evaluate classroom conditions for both themselves and students and reduce the risk of problems in practice (Başar, 2009). Teachers’ classroom management skills shape all classroom activities and have an effect on students.

Recommendations

The following are recommendations based on the results:

- From participants’ views of how preschool classroom management should be, it is recommended that new approaches be developed in classroom management based on digitalization and Education 4.0. Teachers should be trained on different management strategies such as robot teachers, gamification and inverted classes.

- Based on participants’ responses to the second sub-problem, it is recommended that a new applied curriculum be designed which addresses the needs of preschool teachers and that classroom management courses be taught by experts in collaboration with the Ministry of National Education (MNE). Theses investigating this subject can be used. The MNE and education faculties should focus on both theoretical and practical aspects of courses, especially the course of special education.

- In light of participants’ views of problems that they face when they use reward and punishment strategies in classroom management, it is recommended that preschool teachers prefer classroom management models that adopt a more democratic approach and support intrinsic motivation rather than reward and punishment strategies. They should also take into account students’ personalities and benefit from guidance and psychological counseling studies carried out in the field of character education.

- Based on participants’ views of strategies that they use when they encounter desired or undesired behaviors, it is recommended that teachers make use of different disciplines and focus on case and drama studies in classroom management to help preschool students to adapt to social life at an early age. Participants’ responses to the fifth and sixth sub-problems indicate that teachers’ personality, determination and consistency are critical in classroom management. Therefore, the concept of “character” should be emphasized in the selection of teachers. Prospective education faculty students should take a “character test.” Different assessment

methods other than the Public Personnel Selection Examination can be used in the selection of preschool teachers.

- Some studies suggest that preschool teachers' classroom management skills do not depend on whether they receive education on classroom management and that teachers mostly use traditional disciplinary methods and classroom management strategies. However, the results of this study are contrary to those results. It is, therefore, recommended that future studies use qualitative or mixed designs and investigate the subject matter with different teacher groups and grade levels.

- This research is limited to the central districts of the city of Muş. In order to eliminate this limitation, it is recommended that future qualitative studies include teachers from different cities.

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