Determination Of The Difficulties That Pre-School Teachers Face With Classroom Management

Öğr.Gör. Aygül Aygün A*, Asist.Prof.Dr.Füsun Yıldızbaş B, Bilal Aygün C

A*Fatih University, Istanbul Vocational High School
BFatih University, Education Faculty, Department of Preschool Education
CFatih University, Education Faculty, Department of Education Sciences

Abstract

The purpose of this study is to determine the classroom management skills of preschool teachers and their relations with other variables. The sample includes 95 preschool teacher that work either state or private preschools in 2012-2013 semester.

In order to collect data, a questionnaire is developed by the researchers via analyzing the literature. The questionnaire has 2 parts. The first part includes the age of the teacher, graduation school, year of work, work history, age group that he/she works and the number of students in the classroom. The second part covers 10 items about the difficulties that they face in classroom and behavior management in two sections.

It has been found out that there is no significant difference between the mean total score related to the problems in organization and behavior management faced by pre-school teachers participated in the study according to their age, working duration at the institution and age group they work with, but there is a statistically significant difference according to education level, years of service, type of school and number of children they work with.

© 2014 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license (http://creativecommons.org/licenses/by-nc-nd/3.0/).
Peer-review under responsibility of the Organizing Committee of CY-ICER 2014.

Keywords: Preschool teacher, Classroom management, Difficulties

*Corresponding Author: Aygül Aygün.
E-mail address:aaygun@fatih.edu.tr
1. Introduction

Pre-school education can be defined as the process of development and education which covers the years from
the year he or she was born to the day they start basic education and plays an important role in the later lives of
children and during which physical, psychomotor, social-emotional, cognitive and language development are mostly
finished and the personality given at the families and institutions are shaped. Performing the pre-school
education at the desired quality depends on the selection and planning of the physical conditions, program and the
staff appropriately (Oktay, 1999).

Teachers, while performing teaching activities, need to acquire skills in classroom management issues, such as
rulemaking, establishing healthy communication with children, changing unwanted behaviors, effective time
management and class order. The role of the teacher in the classroom to create a positive atmosphere is based on a
well-organized management. Teachers' effective classroom management has influence on the student achievement
and development of positive attitudes toward school (Aydın, 2000; Çelik, 2002; Marzano and Marzano, 2003;
Norris, 2003).

Another aspect of effective classroom management of teachers is to be able to successfully manage unwanted
behavior. Understanding the underlying causes and the behavior of undesirable behavior by the teachers is important
to foresee the unwanted behavior and to solve it in an accurate approach when it occurs.

Teachers are in need of strategies related to the class management while intervening the undesirable behavior.
Strategy adopted by the teacher becomes effective on the extinction or the repetition of undesirable behavior.

In a case study, it has been found out that teacher's encouragement, use of positive strategies, such as drawing
attention to positive behavior causes to increase desired behaviors and decrease undesired behaviors (Ellis and
Blake, 1986; Sadık, 2002).

It can only be provided with the order that children with individual differences act with common goals, embrace
each other, to share, to consider each other's interests and needs in a well-managed classroom. The classroom order
can be defined as planning, implementation, monitoring, evaluation of educational activities in the classroom, and
ensuring their continuity (DeVries and Zan, 1995; Tutkun, 2008; Trans.Akgün, E. and Yarar, M and Dincer, Ç.,
2011).

Classroom management, training management are the first and fundamental step in the directory. The classroom
is the place where teachers come face to face with students. The formation of student behavior which is the goal of
education begins here. Primary sources needed for education exist in the classroom. Quality of educational
management depends on the quality of classroom management to a large extent (Başar, 2001).

The scope of teaching involves activity planning, environmental regulation, and time management. On the other
hand, discipline is defined as the methods used by the teacher for the students to adopt rules of the class and then
implement them (Martin and Baldwin, 1993; Trans: Laut, 1999).

In this study, the identification of problems faced by pre-school teachers at the classroom and behavior management
and investigating them in terms of a variety of variables are aimed.

2. Method

This research was conducted in the descriptive scanning model. The research was carried out on pre-school
teachers working in the nursery classes of primary schools under the Ministry of Education, independent nurseries
and private nurseries in the center of Istanbul.

The sample of the study involves 60 pre-school teachers who work in public and private schools in the center of
the city of Istanbul in the academic year of 2012-2013.

To obtain research data, the relevant literature has been scanned and the form developed by the researchers has
been used. The interview form consists of two parts. In the first chapter is personal information with 8 questions
including teacher's age, college of graduation, years of service, years of service at the institution in which they work,
age group and the number of children, and in the second part are 10 questions they face about the problems of the
class and behavior management.

Teachers have expressed their views on the problems related to classroom and behavior management as usually,
often, sometimes or never in the form. The one-way analysis of variance has been used in the analysis of data and in
determining the difference between independent variables and the frequency and percentage values. Scheffe test was
performed in order to determine from which group the difference result when there is significant difference
(Büyüközütürk, 2007).
2. Findings and Discussion

First, the findings for the demographic characteristics of pre-school teachers are presented in Table 1.

### Table 1. Distribution of Demographic Characteristics of Participating Teachers

<table>
<thead>
<tr>
<th>Demographic Variables</th>
<th>Groups</th>
<th>Frequency (N:60)</th>
<th>Percent(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td>Female</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Male</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Age</td>
<td>25 years and under</td>
<td>19</td>
<td>31.7</td>
</tr>
<tr>
<td></td>
<td>26-30 years</td>
<td>28</td>
<td>46.7</td>
</tr>
<tr>
<td></td>
<td>31-35 years</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td></td>
<td>36 years and over</td>
<td>6</td>
<td>10.0</td>
</tr>
<tr>
<td>Education Level</td>
<td>Vocational school for girls</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td>Associate</td>
<td>11</td>
<td>18.3</td>
</tr>
<tr>
<td></td>
<td>Licence</td>
<td>30</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>Master’s Degree</td>
<td>6</td>
<td>10.0</td>
</tr>
<tr>
<td></td>
<td>Open education Faculty</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>Year of Service</td>
<td>5 years or less</td>
<td>33</td>
<td>55.0</td>
</tr>
<tr>
<td></td>
<td>6-10 year</td>
<td>16</td>
<td>26.7</td>
</tr>
<tr>
<td></td>
<td>11-15 year</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td></td>
<td>16 years and more</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>Run time at institution</td>
<td>5 years or less</td>
<td>51</td>
<td>85.0</td>
</tr>
<tr>
<td></td>
<td>6-10 year</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td></td>
<td>11 years and more</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>School Type</td>
<td>He&amp;she served</td>
<td>PrimaryEducationKindergarten</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>He&amp;she served</td>
<td>IndependentKindergarten</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>He&amp;she served</td>
<td>Private Kindergarten</td>
<td>26</td>
</tr>
<tr>
<td>Working age group</td>
<td>3-4 age (36-48 mounth)</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td>4-5 age (49-60 mounth)</td>
<td>21</td>
<td>35.0</td>
</tr>
<tr>
<td></td>
<td>5-6 age (61-66 mounth)</td>
<td>26</td>
<td>43.3</td>
</tr>
<tr>
<td></td>
<td>Mixed age (36-66)</td>
<td>8</td>
<td>13.3</td>
</tr>
<tr>
<td>Working class size</td>
<td>11-15 people</td>
<td>25</td>
<td>41.6</td>
</tr>
<tr>
<td></td>
<td>16-20 people</td>
<td>23</td>
<td>36.6</td>
</tr>
<tr>
<td></td>
<td>21 people and more</td>
<td>12</td>
<td>21.7</td>
</tr>
</tbody>
</table>

When Table-1 is analyzed; it can be observed that 100% of teachers who participated in the study are female. It can be observed that the age of 46.7% teachers who participated in the study is between the ages of 26-30. 50% of teachers are bachelor's degree graduates. Looking at the years of service of teachers, it can be seen that 55% of them have 5 years and less of service, 26.7% of them have 6-10 years. When looking at the working time at the institution of teachers, it can be understood that 85% of them have 5 years and less. When the types of schools are examined where the teachers who participated in the work, it can be seen that 11.7% of them work in Kindergartens under Primary Schools, 45% of them in independent Nurseries under Ministry of National Education, while 3% of them in private Kindergartens. 43.3% of teachers work with the 5-6 years (61-66 months) group. 41.6% of teachers have 11-15 students, 36.6% of them 16-20 students, while 21.7% of them have 21 or more students.

### Table 2. According to Demographic Characteristics by Preschool Teachers, Inside Physical Conditions in The Classroom on One-Way Analysis of Variance Total scores and Scheffe Test Results

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>( \bar{X} )</th>
<th>S</th>
<th>Source of Variance</th>
<th>Sum of Square</th>
<th>sd</th>
<th>Average of Squares</th>
<th>F</th>
<th>p</th>
<th>Difvergence</th>
</tr>
</thead>
<tbody>
<tr>
<td>25 or less</td>
<td>19</td>
<td>84.895</td>
<td>6.63</td>
<td>Between</td>
<td>1.395</td>
<td>1.766</td>
<td>.062*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Once the variance analysis results are examined at Table 2 below, it can be seen that the total score for the 25 years and under age group for the problems in class and behavior management faced by pre-school teachers according to their ages is $\bar{X} = 34.68$, and is $\bar{X} = 36.67$ for the the 36 age group and over, and there is no statistically significant difference between mean scores as shown $[F(4,60)=.762, p>0.05]$; total mean scores according to educational vocational school is $\bar{X} = 34.20$ for girls group, $\bar{X} = 33.13$ for the undergraduate group, $\bar{X} = 35.62$ for the open education group, and there is statistically significant difference between the mean scores as shown $[F(5,60)=3.659, p<0.05]$; according to years of service, the average total score is $\bar{X} = 34.69$ for the 5 years and less group, $\bar{X} = 36.71$ for the 11-15 years group and there is statistically significant difference between the
mean scores as shown \( F(4.60) = 1.207, p > 0.05 \); according to the type of school they work in, the mean of total score is \( \bar{X} = 36 \) for nursery classes in primary schools group, \( \bar{X} = 32.85 \) for the independent nursery group, \( \bar{X} = 34.19 \) for the private kindergarten group, and there is statistically significant difference between the mean scores as shown \( F(3.60) = 2.024, p < 0.05 \); according to the years of service in the institution where they work, the mean of total score is \( \bar{X} = 33.31 \) for 5 years and less group, \( \bar{X} = 38 \) for the 11 years and over group, and there is no statistically significant difference between mean scores as shown \( F(3.60) = 1.964, p > 0.05 \); according to the age group they work with, the mean of total score is \( \bar{X} = 37 \) for the 3-4 years (36-48 months) group, \( \bar{X} = 32.50 \) for the 5-6 years (61-66 months) group, and there is no statistically significant difference between mean scores of \( F(4.60) = 1.661, p > 0.05 \); according to the number of students in the class, the mean of total score is \( \bar{X} = 35.16 \) for 15 students and less group, \( \bar{X} = 30.46 \) for 21 students and above group, and there is statistically significant difference between mean scores shown as \( F(3.60) = 2.416, p < 0.05 \).

Demographic characteristics and behavior management problems faced by the teachers of the class difference between the mean total score was statistically significant variables, Scheffe test was performed in order to determine which is the difference between the two groups.

According to test results, pre-school teachers according to years of service, the between-group difference in the average total score of 1 (5 years or less) and 2 (6-10 years) and 2 (6-10 years) and 3 (11-15 years) groups is between difference detected between the groups in the average total score of class 1 according to holdings (15 students and six) and 3 (21 students or more) between the two groups was found.

Yalçınkaya related to classroom management and Tonbul (2002) in a study carried out by the classroom management skills of teachers' perceptions about the cat and the candidate primary school teachers and administrators and auditors observations are compared. 103 classroom teachers, 47 elementary school principals and 38 teachers nominated inspector formed the study population to 120.

According to the findings of teachers' perceptions of the level of application of managerial skills differ according to the variables of gender and class size, observations of teachers in the school where the candidate class size and were found to differ according to the socio-economic environment variables.

Classroom teachers and pre-school teachers, classroom management problems, another comparison study, scale data öğretmenlik classroom management styles, discipline and personal characteristics were obtained by using the sub-dimensions. More experienced teachers adopt a preventive management approach is taken that the hypothesis was rejected based on the scale of classroom management styles, experience a low correlation was found between anti-class management style. However, a preventive approach, much less that they have inexperienced teachers were among the findings.Is a very experienced teachers have experience in middle level teachers were found to use more than the preventive classroom management style (Laut, 1999).

Loyal (2003) pre-school teachers in grades encountered in dealing with problem behaviors, and these behaviors, a qualitative study was to determine the methods used. The research was Kindergarten University. Each class was observed 3 times in each of a total of 12 hours, including 1 hour of observations were made. Indifference, noise, navigation behaviors in the classroom and teachers formed the vast majority of problem behaviors more than verbal techniques they use to cope with these behaviors have been observed. Problem behaviors by age groups of children, coping techniques differ according to the experience of the teachers observed.

4. Results and Recommendations

It has been found out that there is no significant difference between the mean total score related to the problems in organization and behavior management faced by pre-school teachers participated in the study according to their age, working duration at the institution and age group they work with, but there is a statistically significant difference according to education level, years of service, type of school and number of children they work with (p <0.05).

This result indicates that the problems faced by pre-school teachers in classroom and behavior management are mainly not appropriate to the physical conditions of the class size. In this context, the classes should be organized in a way that at least 2 square meters of space and 6 m³ volume of air will be allocated per each child.

References