

## Investigation of the Effectiveness of the Programme Prepared to Support Preschool Teachers

*Okul Öncesi Öğretmenlerinin Sınıf Yönetimi Becerilerini Desteklemeye Yönelik  
Hazırlanan Programın Etkililiğinin İncelenmesi*

Tuba Yeşilay Daşiran<sup>1</sup>, Çağlayan Dinçer<sup>2</sup>

### ABSTRACT

This research is conducted to analyze the efficiency of the training aims to improve skills of classroom management in preschool education. The research group is comprised of 34 preschool teachers work at a preschool belongs to a private institution in Ankara. The teachers attended the research were given "The Classroom Management Skills Inventory for Preschool Teachers" as a pre-test and asked to assess themselves. At the same time, a neutral observer assessed the teachers in the classroom context by using the same inventory Right after the pre-test; the teacher was provided with a training prepared as 8 weeks long. After completing the training, the teachers assessed themselves again the same inventory. The neutral observer also assessed the teachers again using the same inventory after the training was completed. In conclusion; the result has shown that training has a significant consequence on the teachers to develop skills of efficient classroom management.

### ÖZ

Bu araştırma, okul öncesi eğitimde etkili sınıf yönetimi becerilerini geliştirmeye yönelik hazırlanan eğitimin etkililiğinin incelenmesi amacıyla yapılmıştır. Araştırma grubunu Ankara ilinde özel bir okul bünyesinde bulunan okul öncesi eğitim kurumunda görev yapmakta olan 34 okul öncesi öğretmeni oluşturmaktadır. Araştırmaya katılan öğretmenlere "Okul Öncesi Öğretmenleri için Sınıf Yönetimi Becerileri Ölçeği" ön test olarak verilmiş ve kendilerini değerlendirmeleri istenmiştir. Eş zamanlı olarak tarafsız bir gözlemci sınıf ortamında aynı ölçek aracılığı ile öğretmenleri değerlendirmiştir. Ön test uygulamasının hemen ardından 8 hafta olarak hazırlanan eğitim paketi öğretmenlere sunulmuştur. Eğitimin tamamlanmasının ardından öğretmenler yine aynı ölçek ile kendilerini değerlendirmiştir. Tarafsız gözlemci de yine aynı ölçekle eğitimin tamamlanmasının ardından öğretmenleri değerlendirmiştir. Sonuç olarak, etkili sınıf yönetimi becerilerini geliştirmeye yönelik hazırlanan eğitim, öğretmenlerin etkili sınıf yönetimi becerilerinin geliştirilmesinde önemli bir etkiye sahiptir.

### Keywords:

Preschool Teacher, Effective Classroom Management, Teacher Training.

### Anahtar Kelimeler:

Okul Öncesi Öğretmeni, Etkili Sınıf Yönetimi, Öğretmen Eğitimi.

### Introduction

Students can be helped to gain any principle, rule, behavior, and attitude for social life in a classroom environment most efficiently. Though the smallest and the last item of the education system, the classroom is the first and the main step of educational administration (Burc, 2006). The importance of the classroom, which is the smallest and the most functional

<sup>1</sup> Dr, Ankara University, Faculty of Educational Sciences, Department of Early Childhood Education. [tubayesilay@gmail.com](mailto:tubayesilay@gmail.com), Orcid ID: <https://orcid.org/0000-0002-5500-1444>

<sup>2</sup> Prof. Dr., Ankara University, Faculty of Educational Sciences, Department of Early Childhood Education. [fcdincer@gmail.com](mailto:fcdincer@gmail.com), Orcid ID: <https://orcid.org/0000-0001-5468-9155>

**Citations:** Yeşilay Daşiran, T. & Dincer, C. (2023). Investigation of the Effectiveness of the Programme Prepared to Support Preschool Teachers. *Early Childhood Education Researches*, 1(2), 28-41.

part of the educational system, cannot be denied in bringing up qualified people. Due to their inclusions, the classrooms comprise written or verbal rules adopted by their individuals, values, beliefs, communication, and continuous relationships. Considering the characteristics of all these relationships; the classrooms are one of the most significant social groups in which people are involved for the longest time. Therefore, teachers must have the knowledge, skills, and attitudes, together with their personal and professional skills, and reflect them on their implementations in the classroom so they can play their expected roles in the classroom environment. The effect of classroom management which regards the classroom as a system of educating and teaching is a commonly accepted idea in the field. Without effective classroom management, one cannot think that children will gain the required behaviors in the classroom environment (Terzi, 2002).

A well-organized classroom can establish effective teaching. Teachers need effective classroom management skills to cope with disruptive students. Prevention of problematic behaviors of those students increases the children's contribution to classroom activities; reduces the possibility of undesirable behavior for which teachers spend most of their energy and time (Türnükü, 2000). Effective classroom management requires not only cooperating with children for minimizing undesirable behaviors and intervening in them efficiently when encountered but also main maintaining continuity of remarkable academic studies and designing the classroom management system to maximize student engagement (Johnson, 1994).

The biggest problem that teachers face in the classroom during the teaching process is all classroom management. It poses an obstacle for the teachers at the first steps of their careers and the experienced ones. One of the most important conditions to establish an effective teaching environment is classroom management. Teachers need adequate knowledge and skills to manage the class in this sense because no matter how effective teaching-learning activities or program plans are, the proficiency of the teacher to implement those programs will affect the outcome. Therefore, teachers must comprehend the main notions and issues in effective classroom management and implement them in the classroom environment.

A teacher without classroom management skills cannot achieve the desired behavior. In a poorly managed class, the child's motivation to learn will not be adequate. Ineffective teaching and learning take place. In this sense, the most crucial role of the teacher is to create a well-organized, supportive, and effective classroom environment (Başar, 2001; Emmer & Stough, 2001; Finger & Bamford, 2010). Also, Denham (2006) emphasized that the educational environment in which teachers organize using knowledge and skills is effective in successfully regulating children's emotional relationships.

The atmosphere created by teachers for an easier learning process has a crucial role in teaching. Preschool education is the first step for children toward school life. It is a critical period in gaining attitudes towards the "school" concept; as it acts as a bridge to primary school. The education process consists of continuous activities; and as students are always with the same teacher with no interruption for a whole day, it is becoming essential for teachers to have effective classroom management skills (Jacobson, 2003). Also, the negative effects of a classroom environment with ineffective management and problematic behaviors must be considered, not only for children but also for teachers. A class difficult to overcome causes teachers to be dissatisfied with their jobs, lead away from professionalism, and feel stressed (U.S Department of Education, 2005). It is crucial to help teachers and equip them with the necessary knowledge and skills to meet the needs of the children while creating a peaceful classroom atmosphere. Effective classroom management studies show that student

success is directly related to a teacher's skills and abilities (Darling-Hammond, 1996). Including the help that the child receives from his teacher to cope with the problems he confronts in class and the new skills, he learns from the teacher when he has a conflict with his classmates. The experiences of this process play an important role in the child's adoption to social and school life. (Şimşek, 2004). Marzano, Marzano, and Pickering's (2003) The Functional Classroom Management and Implications Study showed that the teachers' behavior is of crucial importance. Teachers' actions have twice the importance on child success compared to the school curriculum, testing-assessment methods, and school policies. One cannot deny the importance of discipline and the Teacher's behavior.

In Turkey, studies on developing classroom management skills in preschool education are usually descriptive. In this study, while considering the necessity for training related to the area, we prepared a package and designed the research as an experimental study. Therefore, the preschool teacher can recognize and correct the shortcomings of the dimensions that constitute classroom management to create a more efficient and effective teaching-learning process. This study considers the cornerstones of classroom management. Preschool teachers need support with classroom management because of the change in student profiles over recent years. With this in mind, the research question asked "Does training that aims to develop effective classroom management skills in preschool education affect teachers' classroom management skills?"

The general purpose of this research is to evaluate the effect of training teachers to prepare effective classroom management skills in preschool education. In respect of this, the research item is;

1. Does the training taken by participants make any difference when the teachers self-evaluate their classroom management skills?
2. Does the training taken by participants make any difference when a neutral observer evaluates the teacher's classroom management skills?
3. Are the teachers' self-evaluation pre-test results and the neutral observer's evaluation related? Are the teachers' self-evaluation post-test results and the neutral observer's evaluation related?

### **Methodology**

In this study, among pre-experimental design, the 'One group Pre-test-Post-test Pattern' was used to measure the effectiveness of preschool teachers' classroom management skills. In order not to face with any problems in the execution of the training program, the teachers of the institution where the researcher is also working were determined as the working group. The Teachers' measures of dependent variables, were obtained by using the same subjects and the same measurement tools as the pre-test and post-test before and after the implementation, relatively.

### **Sample**

The study group involves thirty-four preschool teachers who teach children aged around 5-6 in a private school in Ankara, which gives education to children from upper socio-economic level families.

**Table 1**
*Descriptives of Teachers in Working Group*

		<i>n</i>	<i>%</i>
<b>Age</b>	Ages between 20-25	13	38,23
	Ages between 26-31	14	41,17
	over 31	7	20,58
<b>Years of Experience</b>	0-5 years	15	44,11
	6-10 years	14	41,17
	15-20 years	5	14,70
<b>The Age Group They Teach</b>	5-year-old group	16	47,05
	6-year-old-group	18	52,94

The table shows that 41.17% of the thirty-four teacher-participants are 26-31 years old, 38.23% are 20-25 years old, and 20.58% were over 31 years old. Most members of the study group are young teachers.

When examining the teacher participants' years of experience, it shows that 44.11% have 0 to 5 years of experience, 41.17% have 5 to 10 years of experience, and 14.70% have 15-yearsrs' experience. It shows that the majority of teachers have up to 5 years of experience.

It shows that of the thirty-four participant teachers, 16 (47.05%) teach the 5-year-age group and 18 (52.94%) teach the 6-year-old group. The rate of the age groups in which teachers educate is close to one another.

### Data Collection Tool

The data-collection tools for this study included a 'Personal Information Form,' a 'Needs Analysis Form' and a "Classroom Management Skills Inventory for Preschool Teachers". The "Personal Information Form" inquired about the participant teachers' age, years of experience, the age group they teach and educational background. The "Needs Analysis Form" identified the training topics, and the teachers confirmed their requirements for a seminar to develop their effective classroom management skills. They confirmed which training areas they would like covered and when (on weekdays during working hours, on weekdays after work, or on weekends) under the title of 'Classroom Management Training.'

The 'Classroom Management Skills Inventory for Preschool Teachers,' developed by Dinçer and Akgün (2015), allowed preschool teachers to self-assess their classroom management skills. Five hundred and twenty preschool teachers working in state and private early childhood education institutions took part. The inventory used the 5-point Likert-type inventory, across forty items researching effective classroom management skills. Looking at the items in the inventory, the first factor refers to professional skills and the second factor refers to teacher-child interaction. It was determined that the first factor of the inventory consisted of 31 items and the second factor consisted of 9 items. Items (9 items) reflecting negative teacher-child interaction are evaluated by scoring in reverse on the inventory.

It was conducted for the validity study of the developed inventory. For content validity, the inventory was examined by a group of experts in terms of the measurement purpose and whether it represented the content required by this purpose. For this purpose, the inventory, which was prepared after the items were written and reviewed, was presented to the expert opinion of 5 faculty members who teach Classroom Management in Preschool Education

Undergraduate Programs at universities. The experts reviewed the items in terms of whether they measured teachers' classroom management skills and evaluated them in terms of relevance and intelligibility. Items in which at least 3 experts did not express a positive opinion were removed.

While editing the item, considerable attention was paid to designing simple answer codes, without the presence of factual expressions and multiple judgments. The options given for answers: describe me completely (5), mostly (4), partially (3), very little (2), and none (1). A higher total score indicates more positive classroom management. The total score available is between 200 (the most positive) and 40 (the most negative) levels. This study evaluated the sub-dimensions of the inventory separately and did not use an overall score.

During the reliability assessment of the inventory, the coefficient of test-retest reliability and the coefficient of Cronbach alpha internal consistency calculated that .83 was the internal consistency coefficient of the 40-question inventory. As for the coefficient of sub-dimensions, .88 is for the professional skills section, and .70 is for the teacher-child interaction section. For the test-retest reliability of the inventory, twenty teachers were selected after the first training and, three weeks later, the second training was completed. According to this result, the coefficient of test-retest reliability was .87 for the professional skills sub-dimension, .83 for the teacher-child interaction sub-dimension, and .91 for the total score. The "Classroom Management Skills Inventory for Preschool Teachers" was concluded to be both valid and reliable.

An neutral observer was included in the study to increase its reliability. An administrator, working in the institution for ten years and believed to make objective evaluations with his thirty-five years of experience was approved as a neutral observer. He made his evaluations by observing all teachers in the study group in a classroom environment based on the inventory prepared for developing effective classroom management skills ("Classroom Management Skills Inventory for Preschool Teachers") and through which teachers evaluate themselves before and after the training session.

## **Data Collection**

As part of the study, the first, the "Classroom Management Skills Inventory for Preschool Teachers" was given to the participants as a pre-test. Researchers assured an appropriate and quiet environment for completing the pre-test and provided the necessary materials (the inventory, an eraser, and a pencil) for the teachers. The teachers were asked to evaluate themselves under the item in the inventory.

The neutral observer also observed each teacher before the training at least twice in the classroom environment for 40 minutes, completed the assessments, and filled out the inventory for each teacher individually.

**The Training:** Before the training started, the researchers held an informative meeting with the teachers to explain the training process (time, place, content, etc.). In determining the subjects to be covered as part of the training, data was gathered from personal interviews with teachers before the training, and the 'Needs Analysis Forms' were used to identify the areas they must improve. According to the Needs Analysis results, the content of 'The Effective Classroom Management Skills in Early Childhood Education Training' was prepared by establishing the subjects in which the teacher wanted training. The specified topics: Effective Communication, Motivation, and Concentration, Classroom Rules, Discipline, Undesired Behaviors, Their Causes and Management I & II, Anger-Management,

and Teaching Social Skills. Each topic was presented with explanations, stating the aims of the session.

**Table 2**
*Effective Classroom Management Training Program*

Week 1	Topic: Effective communication  Sub-topics; Effective speaking, effective listening, the relationship between teacher and child, positive language, passive listening and its necessity, reactions that show acceptance, positive messages, etc.
Week 2	Topic: Motivation and Concentration  Sub-topics: The meaning of motivation, intrinsic motivation, extrinsic motivation, things to improve intrinsic motivation, in-class motivation strategies; understanding children's interests, etc.
Week 3	Topic: Classroom Rules  Sub-topics; The description of classroom rules, qualities of effective rules, teaching rules; tell, model, control and re-model Some methods and techniques to teach rules, etc.
Week 4	Topic: Discipline  Sub-topics: The meaning of discipline, aims, and principles, positive discipline; modeling, expressing affection, identifying the cause of negative behavior, natural outcomes, logical outcomes, arranging the environment, etc
Week 5	Topic: Undesired Behaviors, Causes, and Methods I  Subtopics: The causes of undesired behaviors in children; genetic, developmental and behaviorist explanations, etc.
Week 6	Topic: Undesired Behaviors, Causes and Methods II  Subtopics: Strategies for preventing undesired behaviors; observing children, understanding their interest, increasing their interest in the lesson, etc.
Week 7	Topic: Anger - Management  Subtopics: The meaning of anger, its causes, the ways of expressing anger, suggestions for teachers and children to express their anger, teachers' attitudes towards angry children, techniques to cope with angry children
Week 8	Topic: Teaching Social Skills  Sub-topics: The meaning of social skills, five characteristics, steps of teaching social skills; modeling, practicing with activities, generalizing the skill, etc.

This training aimed to present detailed information to teachers on classroom management in preschool education and to develop their practical classroom management skills using that knowledge. The researcher introduced the effective classroom management training program to study groups, after getting an expert's opinion. The eight-week training program consisted of 2 hours per each session. Each session included the introduction of theoretical knowledge during the first hour; and a discussion for the next one. The presentation used animation, short films, videos, and photographs to present the information. Teachers asked their

questions during the presentation, and the training took place interactively. The researcher made necessary explanations for teachers. In the discussion session, teachers discussed some of their classroom experiences; they created a controversial atmosphere about the challenging issues they experienced and asked for suggestions from the researcher. The researcher tried to suggest express methods and techniques using the information and experiences he collected.

## Data Analysis

The analysis of the data was started by performing a normality test. As a result of the normality analysis, it was determined that the data showed normal distribution (+1.96). According to this result related samples t test is used to assess the efficacy of the program. The t-test is a parametric technique used to test the significance of the difference between the two medians obtained from the two related samples (Büyüköztürk, 2007). The Pearson correlation analysis was used to measure whether there was a relationship between the teachers' self-evaluations and the neutral observer's teacher evaluations. The Pearson correlation is a technique used to describe the relationship between two linear variables (Büyüköztürk et al., 2020).

## Results

This section includes results related to the statistical analysis and the data obtained.

The self-evaluation inventory results from researching effective classroom management:

One understands that, for the first sub-dimension of the inventory (professional skills), there is a significant difference between before and after the effective classroom management skills training ( $t=11,99$ ;  $p<0,001$ ). The average pre-test score of the first sub-dimension of the inventory (professional skills) was 126.29; the post-test one was 146.97.

For the second sub-dimension of the inventory (teacher-child interaction), there is also a significant difference between before and after the effective classroom management skills training ( $t=10.09$ ;  $p<0.0001$ ). The average pre-test score of the second sub-dimension of the inventory (teacher-child interaction) was 21.02; the post-test one was 15.58.

The teacher participants' training results were recorded by the observer's evaluation of effective classroom management skills;

**Table 3**

*T-test Results Showing the Difference Between the Pre-Test and the Post-test Scores of Professional Skills and Teacher-Child Interaction Skills Sub-Dimensions According to the Results of The Classroom Management Skills Inventory for Preschool Teachers (Teacher Evaluation)*

Measurement	N	Ortalama	S	sd	t	P
Professional Skills sub-dimension pre-test	34	126,29	14,29	33	11,99	.000
Professional Skills sub-dimension post-test	34	146,97	6,34			
Teacher-child interaction sub-dimension pre-test	34	21,02	2,36	33	10,99	.000
Teacher-child interaction sub-dimension post-test	34	15,58	2,95			

It shows that, for the first sub-dimension of the inventory, there is a significant difference between before and after the effective classroom management skills training ( $t=17.59$ ;  $p<0.001$ ). The average pre-test score of the first sub-dimension of the inventory (teacher-child interaction) was 131.44; the post-test one was 153.38.

It demonstrates that, for the second sub-dimension of the inventory, there is another significant difference between before and after the effective classroom management skills training ( $t=21.16$ ;  $p<0.001$ ). The average pre-test score of the first sub-dimension of the inventory (teacher-child interaction) was 18.20; the post-test one was 9.82.

When Table 2 and Table 3 are analyzed together, according to the results of both the teachers' self-evaluation and that of the neutral observers, the preschool teacher training, designed to develop their effective classroom management skills, led to a significant difference in their classroom management skills ( $p<0.001$ ). While the teachers' average score for their professional skills before the training was 126.29, it increased to 146.97 after the training. While the average score for teacher-child interaction was 21.02, it dropped to 15.58 after the training. Also, the neutral observer's evaluations, while the average score for professional skills was 131.44 before the training, it went up to 153.38 after the training. Similarly, teachers' average score for teacher-child interaction skills was 18.20 while it came down to 9.82 after the training. The decline in the average scores in teacher-child interaction was expected because the item related to that skill expressed the wrong applications. This result shows that developing effective classroom management skills training plays an important role in improving teachers' effective classroom management skills.

**Table 4**

*T Test Results Showing the Difference between the Pre-test and Post-test Average Scores of Professional Skills and Teacher-Child Interaction Skills According to the Results of the Classroom Management Skills Inventory for Preschool Teachers (Neutral Observer Evaluation)*

Measurement	N	Ortalama	S	Sd	t	P
Professional Skills sub-dimension pre-test	34	131,44	7,54	33	-17,59	.000
Professional Skills sub-dimension post-test	34	153,38	1,51			
Teacher-child interaction sub-dimension pre-test	34	18,20	1,24	33	21,16	.000
Teacher-child interaction sub-dimension post-test	34	9,82	1,91			

There was a high positive correlation between the teachers' self-evaluation pre-test results of their classroom management skills and the neutral observer's teacher evaluation pre-test results ( $r=0.716$ ,  $p<0.01$ ).

**Table 5**

*The Relationship between the Results of Teachers' Self-Evaluation of Classroom Management Skills Pre-test and The Neutral Observer's Pre-test Teacher Evaluation*

		Teacher pre-test	Neutral Observer pre-test
Teacher Pre-test	Pearson Correlation P	1.00 ,	.716 .00

	N	34	34
Neutral Observer Pre-test	Pearson Correlation	.716	1.00
	P	.00	,
	N	34	34

There was a moderate positive correlation between the teachers' self-evaluation post-test results of their classroom management skills and the neutral observer's teacher evaluation post-test results ( $r=0.472$ ,  $p<0.01$ ).

**Table 6**

*The Relationship Between the Teachers' Self-Evaluation of Classroom Management Skills Post-test Results and The Neutral Observer's Teacher Evaluation Post-test Results*

		Teacher post-test	Neutral observer post-test
Teacher pre-test	Pearson Correlation	1.00	.472
	P	,	.00
	N	34	34
Neutral observer post-test	Pearson Correlation	.472	1.00
	P	.00	,
	N	34	34

When we look at the correlation results, the high relationship between these two-sided assessments before training in the research proves that evaluations are objective.

The moderate relationship between post-training bi-directional assessments also supports the results of the research and its reliability.

### Discussion and Conclusion

Effective classroom management skills are essential for teachers. Sabornie & Espelage (2022) stated that supporting classroom management is essential for developing effective teachers. Unfortunately, a lot of teachers feel unprepared for managing their classrooms since they did not obtain enough classroom management training prior to starting their teaching careers (Freeman & Simonsen & MacSuga-Gage, 2013). Taking into consideration this need, this study aimed to evaluate the result of teacher training and the development of effective classroom management skills for early childhood education.

The primary question of the study: Does the training make a difference to teacher participants' self-evaluations from the perspective of effective classroom management skills? According to the results of the study, there has been a positive and significant difference between the pre-test and post-test teachers' self-evaluation results in both professional skills and teacher-child interaction perspectives. This result shows that teachers think they are more able to manage the class after the training. The package involves effective communication, classroom rules, motivation and concentration, discipline, undesired behaviors and their management, anger management, and teaching social skills. It is important in classroom management to establish communication between teacher and child at the desired level. Previous studies (Ryan & Patrick, 2001; İpszir, 2002) indicate that teachers' effective communication skills positively impact behavior management in class, teaching, and academic success. Pianta and Stuhlman (2004) analyzed the relationship between intimacy and conflicting concepts in the teacher-child interaction and the social and academic success of children with four hundred and ninety first-grade students and the impact of the way how teachers of other grades perceive this relationship on success in first grade. The results revealed that the ways how preschool, kindergarten, and first-grade teachers perceive the

relationship they have with the same child in different periods of time are similar and that the quality of this relationship affects both the child's social adaptation and his academic success. During the effective communication presentation, teachers stated they realized that they used child communication barriers often, they became more cautious about not using those barriers after training, and they established more positive relations with children.

Arnold et al. (1998) studied in an institution of early childhood education by observing children in a classroom environment for 15 minutes, and they identified, on average, 49 undesired behaviors of children. They stated that the biggest problem teachers face in the classroom is coping with undesired behaviors. It shows that the undesired behaviors mostly faced during preschool years and not dealt with positively are closely related to problems such as failure, drug addiction, violence, the tendency for crime, and psychiatric disorders seen as they age (Hamre ve Pianta, 2001). According to Ataman (2000), children behave in an undesired way in a classroom environment where effective management skills are not adopted. Taking precautions against undesired behavior is much easier than dealing with it. Therefore, besides the "undesired behaviors and their management" topic, methods for preventing them have also been mentioned as part of the training.

Discipline is another topic handled in the training program. Discipline is a process created for children to get socialized and self-control by gaining the skill to self-evaluate their behaviors so they can realize how they affect themselves and others. It is necessary to guide them to understand and judge why their behavior was wrong and help them to realize the effect of their behaviors both on themselves and others (Manning & Bear, 2002). How to provide discipline in school and class has always been a primary issue for teachers and educators (Tan, 2002). In-class discipline is essential for shaping children with desired habits and behaviors and for maintaining self-control or moral enhancement based on inner control, self-confidence, and respect. Çelik (2005) states that discipline problem and undesired child behavior is steadily increasing in schools, and remarks that the discipline problem with children is regarded as a global matter. In this sense, it is getting more important for teachers to gain knowledge on establishing discipline in class.

The year-long study pursued by Evertson, Emmer, and Anderson (1980), observed twenty-seven classes and discovered that teachers, successful in classroom management, determine the classroom rules and procedures on the first days of school. They spend several days teaching those rules and procedures and revising them constantly. Rules are a good way of preventing possible chaotic and messy situations, and discipline problems in class. In addition to paying attention to the rules, building positive classroom environment is also significant for teachers' classroom management. Woolfolk (2006) emphasizes the importance of teachers' reinforcing positive behaviors and children, considering individual differences, in creating a peaceful atmosphere and preventing problems. Motivation and concentration are crucial for understanding that what is learned is worthwhile and that learning turns into performance. Although many crucial points taken into account to improve the classroom environment one often encounters children who throw temper tantrums and do not know how to control their anger. The teacher helping those children and guiding them toward anger management is significant in preventing destructive emotional effects on both those children and the ones exposed to such behaviors.

Teach social skills to children, and other skills, and provide them with opportunities to use those skills by making meaningful differences in their social lives and contributing to society. Children lacking social skills face many problems in interpersonal relationships, emotional and behavioral areas, and in their school and professional experiences throughout their lives

(Avcıoglu, 2005). It is necessary for teachers to address these special cases by utilizing their knowledge and skills, and to aim to contribute to the development of social skills.

Akar, Erden, Tor, and Şahin (2010) aimed to identify the experiences of classroom teachers and branch teachers working in kindergartens and primary schools with case study methodology and to determine the needs of teachers regarding classroom management. The study was conducted in Ankara with nineteen teachers. The data was collected through interviews. Because of the analysis, the classroom management approaches of teachers show differences depending on five issues. Those issues came out to be the physical environment, first days in class and motivation, rules and usual in-class procedures, the behaviors distracting the flow of the lesson, and the cooperation between parent-student-school. In this study, which aims to develop effective classroom management skills, the topics covered in the training content are similar to the five classroom management issues highlighted in the mentioned research. In another study, Carlson, Tires, Bender, and Benson (2011) examined changes in perceptions of preschool teachers' classroom management strategies in the 'Incredible Years Teacher Classroom Management group. Teachers were trained in two groups for 8-10 weeks in 8 sessions, which was 32 hours, and evaluated before and after the training. Twenty-four preschool teachers with the lowest salary and from the region with the highest unemployment rate participated in this study. At the end of the study, it showed there was an improvement in teachers' positive perception of classroom management and its use. This training has five main issues: Motivation, preventing behavioral problems, reducing undesired behaviors, establishing a positive relationship with children, and solving problems. Similarly, this study also has the same issues. In a similar study, Şimşek (2004) investigated 'The Impact of a Group Guidance Program on Teachers' Discipline.' When evaluating the results as a whole, the training program leads to a positive change in teachers' understanding of the rules of discipline. Similarly, in this study, the importance of the relationship between teacher and child under each topic was focused on, and the necessity of positive feeding of teacher-child relationship based on preventing disciplinary problems was emphasized.

The discovery of a meaningful difference in the results of the study reveals that the subjects covered in the training program are the most basic topics. Perhaps the presentation of basic messages, which are given to the teachers during the training, with animations, videos, cartoons, and photographs is helpful in attracting attention to the information to be given and facilitating the attainment of the purpose of education.

Besides this, teachers participating in the research, showing the sensitivity to participate in the whole of the education process, applying the suggested steps effectively, getting prepared for the next topic and contributing to the discussions on the environment, sharing their opinions about the narration or the presentation of the subject, reinforcing their learning after sessions in the classroom have made a significant contribution to the achievement of the implemented training package and a significant difference to teachers.

By including a neutral observer in the research, the study tried to support an objective perspective. The second question analyzed whether the participation of the teacher made a difference when the neutral observer evaluated the teachers regarding effective classroom management skills. When examining the pre-test and post-test evaluations of the observer in the research results, it showed there was a meaningful difference aligned with the teachers' pre-test and post-test evaluations. This result gave us the knowledge that after the training, teachers showed a visible improvement in effective classroom management skills, not only from their viewpoint but also from another viewpoint.

The third research question examined the relationship between the teachers' pre-test inventory self-assessment and the neutral observer's pre-test evaluations and the final test results of the post-test including the neutral observer's evaluations. According to the results of the correlation, it showed there was a high and moderate relationship between the teachers' evaluations and the neutral observer's evaluations. These results, once again, reinforce the reliability and neutrality of the research.

Research results indicate that the training prepared to improve effective classroom management skills has a significant impact on the teachers' development of effective classroom management skills.

Some suggestions about what can be done to improve teachers' effective classroom management skills can be summarized:

- Expand the training to improve teachers' effective classroom management skills to create a Longitudinal Study.
- Training to develop effective classroom management skills can be implemented on teachers who work in public schools and a comparative study can be conducted.
- Follow-up studies can be conducted to determine the long-term effect of the education given to the teachers and to observe the behavior of the teachers when the observer is not in the class environment.

By reducing the number of teachers participating in the research, training can be practical, and proportional to positive or negative changes and each item examined by analyzing the behavior and attitude of each teacher.

### Ethics Statement

We declare that there is no conflict of interest between us as the authors and that all researchers contributed to the study. This study does not have an ethics committee report. However, the research was conducted in accordance with all ethical rules. These rules include voluntary participation, informed consent, anonymity, justice, honesty, objectivity, morality, prudence, openness, respect for intellectual property, confidentiality and respect for colleagues.

### References

- Akar, H., Erden, F., Tor, D. & Şahin, L. (2010). Öğretmenlerin sınıf yönetimi yaklaşımları ve deneyimlerinin incelenmesi, *İlköğretim Online Dergisi*, 9 (2), 792-806.
- Akgün, E., Yarar, M. & Dinçer, Ç. (2011). Okul öncesi öğretmenlerin sınıf içi etkinliklerde kullandıkları sınıf yönetimi stratejilerinin incelenmesi, *Pegem Eğitim ve Öğretim Dergisi*, 1(3), 1-9.
- Arnold, D. H., McWilliams, L., & Arnold, E. H. (1998). Teacher discipline and child misbehavior in day care: Untangling causality with correlational data. *Development Psychology*, 34(2), 276-287.
- Ataman, A. (2000). Sınıf içinde karşılaşılan davranış problemleri ve bunlara karşı geliştirilen önlemler, Küçükahmet, L (Ed.), *Sınıf yönetiminde yeni yaklaşımlar* (s.293-305). Nobel.

- Avcıoğlu, H. (2005). *Etkinliklerle sosyal beceri öğretimi*. Kök.
- Başar, H. (2001). *Sınıf yönetimi*. Pegem A.
- Burç, E. D. (2006). *İlköğretim okulu öğretmenlerinin sınıf yönetimi yeterlikleri (Hatay İli örneği)*. [Yayımlanmamış yüksek lisans tezi], Abant İzzet Baysal Üniversitesi.
- Büyüköztürk, Ş. (2007). *Sosyal bilimler için veri analizi el kitabı: İstatistik, araştırma deseni, SPSS uygulamaları ve yorum (8. Baskı)*. Pegem A.
- Büyüköztürk, Ş., Çokluk Ö. & Köklü, N. (2020). *Sosyal bilimler için istatistik*. Pegem A.
- Carlson, J.J., Tıret, H. B., Bender, S. L. & Benson, L. (2011). The influence of group training in the incredible years teacher classroom management program on preschool teachers' classroom management strategies. *Journal of Applied School Psychology*, 27, 134-154.
- Çelik, V. (2005). *Sınıf yönetimi*. Nobel.
- Darling-Hammond, L. (1996). The quiet revolution: Rethinking teacher development. *Educational Leadership*, 53 (6), 4-10.
- Denham, S. A. (2006). The emotional basis of learning and development in early childhood education. In B. Spodek & W. N. Saracho (Eds.), *Handbook of research on the education of young children* (p.85-103). Lawrence Erlbaum.
- Dincer, C., Akgün, E. (2015) Okul Öncesi Öğretmenleri için Sınıf Yönetimi Becerileri Ölçeğinin Geliştirilmesi ve Öğretmenlerin Sınıf Yönetimi Becerilerinin Çeşitli Değişkenlerle İlişkisi. *Eğitim ve Bilim* 40 (77), 187-201.
- Emmer, E. T. & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education, *Educational Psychologist*, 36(2), 103-112.
- Evertson, C. M., Emmer, E. T. & Anderson, L. (1980). Effective classroom management at the beginning of the school year, *The Elementary School Journal* 80(7), 219-231.
- Finger, J. & Bamford, B. (2010). *Sınıf yönetimi stratejileri öğretmen kılavuzu*, (T. Karaköse, Çev). Nobel.
- Freeman, J., Simonsen, B., Briere, D. E., & MacSuga-Gage, A. S. (2014). Pre-Service Teacher Training in Classroom Management: A Review of State Accreditation Policy and Teacher Preparation Programs. *Teacher Education and Special Education*, 37(2), 106–120.
- Hamre, B. K. & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72(2), 625-638.
- İpşir, D. (2002). Sınıf yönetiminde, öğrencilerle sağlıklı iletişim kurabilmenin ve olumlu sınıf ortamı yaratmanın rolleri. *Millî Eğitim Dergisi*, 153 (154), 86-97.
- Jacobson, L. (2003). Early years. *Education Week*, 23(15), 6-11.
- Johnson, Virginia G., (1994). Student teachers' conceptions of classroom control. *Journal of Educational Research*, 88(2), 109-117.

- Manning, M. A. & Bear, G. G. (2002). Are childrens' concerns about punishment related to their aggression. *Journal of School Psychology*, 40(6), 523-539.
- Marzano, R. J., Marzano, J. S. & Pickering, D. J. (2003). *Classroom management that works*. Association for Supervision and Curriculum Development.
- Pianta, R. C., & Stuhlman, M. W. (2004). Teacher-child relationships and children's success in the first year of the school. *School Psychology Review*, 33, 444-458.
- Ryan, A. M. & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, 38(2), 437-460.
- Sabornie, E.J., & Espelage, D.L. (Eds.). (2022). *Handbook of Classroom Management* (3rd ed.). Routledge. <https://doi.org/10.4324/9781003275312>.
- Şimşek, Ö. F. (2004). Bir grup rehberliği programının öğretmenlerin disiplin anlayışına etkisi. *Ankara Üniversitesi Eğitim Fakültesi Dergisi*, 37(2), 41-49.
- Tabachnick, B. G. & Fidell, L. S. (2013). *Using multivariate statistics*. Pearson.
- Tan, E. (2002). Care and control: On the relationship between discipline and counseling in education. *Centre for Development of Teaching and Learning*, 5(5), 1-6.
- Terzi, A. R. (2002). Sınıf yönetimi açısından etkili öğretmen davranışları. *Milli Eğitim Dergisi*, 155-156. Retrieved from [https://dhgm.meb.gov.tr/yayimlar/dergiler/Milli\\_Egitim\\_Dergisi/155-156/terzi.htm](https://dhgm.meb.gov.tr/yayimlar/dergiler/Milli_Egitim_Dergisi/155-156/terzi.htm).
- Türnükü, A. (2000). Sınıf içi davranış yönetimi. *Eğitim Yönetimi Dergisi*, 6(21), 141-152.
- U.S. Department of Education. (2005). *The condition of education 2005: Special analysis, mobility in the workforce*. Author.
- Woolfolk, A. (2006). *Educational psychology*. Allyn and Bacon.