



Preschool Education and Primary School Pre-service Teachers' Perceptions about Classroom Management: A Metaphorical Analysis

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The aim of the research was to determine the perceptions of preschool and primary school teachers about classroom management by means of metaphors. The sample which selected by the use of convenience sampling techniques was drawn from preschool and primary school undergraduate students who had taken the "Classroom Management" course in the 2012–2013 academic years. There has a total of 163 participants from two state universities in Turkey. The perceptions were obtained from the question "What does 'classroom management' seem to you?" and from the answers they explained by using the "because" conjunction. The content analysis technique was used to analyse the data. The answers of the participant pre-service teachers were categorized, and suggested that most of those categories were of positive perceptions except that a category included negative perceptions. The findings suggest that at the end of the study, across 10 different categories, preschool pre-service teachers developed 60 metaphors whereas primary school pre-service teacher developed 48 metaphors.

Keywords: Metaphor, classroom management, preschool pre-service teachers, primary school pre-service teachers

INTRODUCTION

One of the significant problems that teachers and school administrators should deal with is the increase of students' problem behaviour in classrooms since it distorts ideal learning environment. When such incidents occur in classrooms teachers have to spend

the teaching time to settle the dispute. It is certain that it negatively affects the process of learning and teaching and also, the motivation of both teachers and students. Therefore, teachers need to be informed about different techniques of classroom management in order to avoid such incidents and to support students' social development.

Classroom management as a process of managing the classroom in harmony in which curriculum is planned, the learning and teaching process and sources are organized, development of students is observed and potential problems are predicted. Classroom management as a process of organization in which learners are also actively engaged in their learning (Zondi, 1997). Classroom management is an attempt to achieve the educational goals through the coordination of teaching sources and students, while this is a process of maintaining and providing the optimal learning environment (Celep, 2002; Erdoğan et al., 2003). Research suggests that effective strategies of classroom management reduce the negative student behaviours, support their attention to learning and improve their academic achievement. However, ineffective strategies of classroom management reduce student motivation and increase problem behaviours in classroom settings (Stratton et al., 2011). Therefore, a successful classroom management process should be established since it motivates students to learn, reduce their negative behaviour, help them in their struggle with social and psychological challenges and lead to an effective learning and teaching environment (Çelik, 2009; Erdoğan et al., 2010). Classroom management is composed of several sub-dimensions, including physical arrangement of classroom environment, organization of relations in classroom, behaviour management, planning the courses and time management. An efficient classroom management is the interaction between these sub-dimensions. Now each of these sub-dimensions will be briefly discussed. Physical settings of classroom involve class size, lightning, temperature, acoustical features, organization of student tables, equipment and cleaning. All these elements positively contribute to the effective delivery of the courses. As emphasized in the basic needs hierarchy of Maslow these physical arrangements should be firstly realized (Akin, 2006).

Planning courses and other learning activities is another significant part of classroom management. In fact classroom management largely involves management of teaching. A successful classroom management involves the planning of the learning activities. While planning teaching and learning activities teachers should predict potential problem behaviour and develop efficient strategies to deal with these undesired acts. On the other hand, teachers should provide an effective communicative setting in classroom. Only this setting make it possible to be informed about students, their problems, their interests and ability levels, as well as to make students have the desired behaviour. Communication should be mutual between teacher and students if it is to be productive. One-way communication is boring and has not immediate benefits (Erol, 2006). At this point teachers should employ effective body language since it allows them to have an authority in classroom. Classroom codes should be identified in order

to have a positive classroom setting. It also makes it possible to control undesired behaviours of students. Students should be informed about how they are expected to behave in classroom. And classroom codes allow them to know such expectations. Classroom codes are consisted of statements indicating what should and should not be done in the classroom. Such codes should be less and expressed in positive terms. On the other hand, such codes should be determined through student participation and teachers should also follow these rules (Erdoğan, 2003). Time management requires the planning of all activities ahead. Effective teachers are those who plan all teaching and learning activities. Only through a detailed planning, class hours can be allocated to the learning activities (Demirel, 1999).

One of the major goals of classroom management is to provide proper learning activities to students, leading to the achievement of academic goals set. Individual differences among students may lead to challenges for teachers since they should teach students with different skill levels, learning pace and motivation levels. Individualized teaching is not very practical teachers should improve their classroom management skills to have a productive and successful classroom environment (Denkdemir, 2007). Teachers are expected to have the skills of teaching, management and guidance simultaneously. In traditional teaching perspective the basic task of teachers is to discipline the students and to provide them with information and skills. However in contemporary education perspective students are active participants of their own learning process, while teachers are seen as those with effective classroom management skills. Therefore teachers are expected to have the skills of effective communication, reinforcing students' self-efficacy, and other classroom management related skills (Gürşimşek, 1999). In order to improve academic achievement of students teachers should be informed about classroom management and the ways to reduce undesired student behaviour (Erol, 2006). Effective teachers have positive feelings towards students and can easily express these positive affect. They like and respect students and maintain a discipline in classroom. They have positive attitudes towards teaching and make students to like the process of teaching. In addition they are flexible (Durmaz, 2007). Student teachers may develop different strategies of classroom management and employ them in their future profession. However, firstly they should be informed about these strategies and methods used in classroom management.

Metaphors are the most powerful reflections of student teachers' perspectives about classroom management. Metaphors are figures of speech that are used to explain any concept or event through analogies with other concepts and events (Oxford et al., 1998). Metaphors allow us to reconceptualise any object or event by relating it to other semantic fields, leading to enrichment in its comprehension (Taylor, 1984). In other words, metaphors allow making connections between two different things and therefore, they are powerful cognitive models, providing reflection of cognitive schema onto another schema (Saban, 2008). Günbayı (2011) categorized the metaphors of class management developed by teachers under six groups: animal, entity, machine, cybernetic mechanism, nature and occupation. Akar & Yıldırım (2009) analysed the student teachers' metaphors underlying their perspectives about classroom management

before and after providing a constructive teaching setting. They concluded that before the provision of constructivist setting the participants' perspectives about classroom management were based on controlling the students, while their perspectives after having experience in constructivist setting became guidance-oriented. Aydın & Ünalı (2010) found that the metaphors of geography developed by student geography teachers can be divided into seven categories: expression of life (45%), expression of significance (17%), expression of space (10%), expression of unknown (10%), expression of knowledge (7%), expression of love(7%) and expression of unifying (4%). Shin & Koh (2007) compared the attitudes of the US and Korean high school teachers' attitudes towards classroom management. They found that the US teachers are much more control-oriented than their Korean counterparts. They also concluded that the US teachers mostly prefer teacher-oriented classroom management practices, while Korean teachers use student-oriented classroom management strategies. Pereira & Smith-Adcock (2011) analysed a case involving student-centred classroom management practice. They concluded that when students are offered choices they maintain their preferred behaviour and manage to control their own behaviour.

The aim of this study is to reveal the perceptions of teacher candidates about classroom management through metaphors. In line with this aim, the study attempts to answer the following research questions:

1. What are the metaphors of classroom management developed by preschool teacher candidates?
2. What are the metaphors of classroom management developed by primary school teacher candidates?
3. Which conceptual categories can be used to categorize these metaphors?

METHOD

The study has the design of qualitative research and specifically employs phenomenology to reveal teacher candidates' metaphors that underlie their perceptions about classroom management. In phenomenological studies the major goal is to identify and make comments about individuals' perspectives about a specific topic (Yıldırım & Şimşek, 2005).

Participants

Convenience or accidental sampling technique was used to identify the participants of the study. It is commonly used by researchers from different disciplines including medicine, psychology and other disciplines. In this technique participants are not chosen randomly. Instead the sample is drawn from that part of the population which is close to hand. That is, a population is selected because it is readily available and convenient (Warner, 2008).

The participants of the study are third grade teacher candidates attending classroom teaching department and preschool education department at state universities in Ankara/Turkey and Kırşehir/Turkey during the academic year of autumn 2012-2013. All participants took the course of “classroom management”. Total number of the participants is 163. However, two participants were excluded due their inconvenient data. Of the participants, 92 are preschool teacher candidates, while 69 are primary school teacher candidates. All participants were informed and instructors were required consents about research process

Data collection and analysis

The participants were asked to answer the following question: “For you what is the classroom management?” They were asked to justify their answers. The data collected were analysed through content analysis. Content analysis is proper for phenomenological since “in such studies data analysis is directed to reveal the experiences and meanings. In content analysis data are conceptualized and themes that can describe the phenomenon are identified. Results are reported following a descriptive way and quotations are used. In addition, findings are discussed and interpreted based on the emergent themes and patterns.” (Yıldırım & Şimşek, 2005).

FINDINGS

The findings of the study indicated that the participants developed a total of 93 metaphors about classroom management. Two of these metaphors were excluded from the study due to unrelated. The metaphors reported by the participants are categorized into ten groups: “control mechanism-authority”, “parts-whole”, “guardianship”, “being moderate”, “unnecessary”, “variety”, “system”, “team”, “product” and “comprehensiveness”.

One of the conceptual categories that involve metaphors of classroom management is “team”. The participants stated that teams made up of individuals working for a common goal need to be well managed to achieve their goal. And based on this understanding they developed an analogy between teams and classroom management. The metaphors developed by teacher candidates that are categorized under “team” heading are given in Table 1 together with frequency distribution.

Table 1: Frequency of the metaphors in the category of “Team”

	<i>football</i>	<i>playing backgammon</i>	<i>game</i>	<i>billiards</i>	<i>volleyball</i>	<i>hide and seek</i>	<i>orchestra</i>	<i>chorus</i>	<i>national assembly</i>	<i>theatre</i>	<i>army</i>
Primary School	2							1	1	1	1
Preschool	3	1	2	1	1	1	3	3			

As can be seen in Table 1 under the conceptual category of “team” teacher candidates developed a total of eleven metaphors. Classroom teacher candidates mostly used the metaphor of “football”, while preschool teacher candidates mostly employed “orchestra” and “chorus” in addition to “football”. One of the examples of these metaphors developed by a preschool teacher candidate has as follows:

Classroom management is like hide and seek. If players do not carry out their tasks, the game will not joyful. So, everybody should hide. If teachers sit at their desk every time, they could not achieve classroom management.

The other conceptual category emerged is “comprehensiveness”. The participants developed those metaphors categorized under this since they reported that classroom management involves many components and that only when these components interact classrooms can be effectively managed. Table 2 indicates the frequency of the metaphors under the category of “comprehensiveness”.

Table 2: Frequency of the metaphors under the category of “comprehensiveness”

	<i>communication</i>	<i>order</i>	<i>discipline</i>	<i>teacher desk</i>	<i>patience</i>	<i>snowflake</i>	<i>hypnosis</i>	<i>first step</i>	<i>breakfast</i>	<i>rope</i>	<i>shooting squirrel</i>
Primary School		1	2		1			1	1	1	
Preschool	1	2	1	1		1	1				1

As can be seen in Table 2 under the conceptual category of “comprehensiveness” teacher candidates developed a total of eleven metaphors. Classroom teacher candidates frequently used the metaphor of “discipline”, while preschool teacher candidates used “order” under this category. One of the examples for these metaphors developed by a preschool teacher candidate is as follows:

Classroom management is like breakfast. Without breakfast daily activities cannot be productive. When there is no classroom management the productivity of education cannot be maintained.

The other conceptual category is “guardianship”. They developed these metaphors since they reported that classroom management has the function of guard students. Table 3 indicates the frequency of the metaphors under the category of “guardianship”.

Table 3: Frequency of the metaphors in the category of “Guardianship”

	<i>bird</i>	<i>tissue/napkin</i>
Primary School		2
Preschool	1	

Table 3 shows that two metaphors are included under the category of “guardianship”. Classroom teacher candidates mostly used the metaphor of “tissue/napkin”, while preschool teacher candidates used “bird”. The related example is as follows:

Classroom management is like a bird. Managing classroom means that bird protects its offspring's and does best for them.

The other conceptual category emerged is “unnecessary”. These metaphors developed based on participants’ view that classroom management does not have a significant role to play in the teaching process. Table 4 shows the frequency of the metaphors under this conceptual category.

Table 4: Frequency of the metaphors in the category of “unnecessary”

	<i>meeting with relatives</i>	<i>popcorn</i>	<i>railing</i>
Primary School			
Preschool	1	1	1

Table 4 shows that the participants developed three metaphors under this conceptual category. However, classroom teacher candidates did not develop any metaphor pertaining to this category. All three metaphors were developed by preschool teacher candidates. The related example is given as follows:

Classroom management is like dealing with the children of relatives. They are hard to be managed.

The other conceptual category emerged is “product”. This category reflects the views of the participants that effective classroom management has positive outcomes on students. Table 5 indicates the frequency of the metaphors under this conceptual category.

Table 5: Frequency of the metaphors in the category of “product”

	<i>Facebook</i>	<i>field</i>	<i>pearl necklace</i>	<i>bread</i>	<i>stand-up</i>
Primary School					1
Preschool	1	1	1	1	

As can be seen in Table 5 five metaphors are developed under this category. Classroom teacher candidates mostly used “stand-up show”, while the other group used “facebook”, “field”, “pearl necklace” and “bread”. One of the metaphors developed by a preschool teacher candidate is as follows:

Classroom management is like a pearl necklace. Pearls should be organized to have a beautiful necklace. The rope of the necklace is the experience, success and techniques of teachers.

The other conceptual category identified in the study is “whole-parts”. This conceptual category is based on the following view of the participants: classroom management is made of parts and only when these parts come together a sound classroom management occurs. Table 6 shows the frequency of metaphors under this category.

Table 6: Frequency of metaphors under this category

	<i>puzzle</i>	<i>picture</i>	<i>pomegranate</i>	<i>orchestra</i>	<i>watch</i>	<i>bagel, cheese, tea</i>	<i>pencil-eraser</i>	<i>note</i>	<i>machine</i>	<i>playing flute</i>
Primary School							1	1	1	
Preschool	1	1	1	1	2	1				1

Table 6 shows that the participants developed a total of ten metaphors under this category. The mostly used metaphors by classroom teacher candidates under this category are found to be “pencil-eraser”, “note” and “machine”. Preschool teacher candidates mostly used “watch” under this category. The related example is as follows:

Classroom management is like puzzle. In puzzle it is hard to find the parts and organize them. But when you find one part, you can easily find the others. Similarly classroom management is hard at the initial phase but later it becomes easier.

The other conceptual category found is “being moderate”. The view underlying this category is that classroom management will function smoothly if its components are used properly. Table 7 shows the frequency of metaphors under this category.

Table 7: Frequency of the metaphors in the category of “being moderate”

	<i>egg</i>	<i>butterfly</i>	<i>ocean</i>	<i>balance board</i>	<i>balloon</i>	<i>dough</i>	<i>cooking</i>	<i>cookery</i>	<i>hospital</i>	<i>decorated home</i>	<i>picture</i>	<i>description</i>	<i>date</i>	<i>cliff</i>
Primary School							5	1	1	1	3	1		
Preschool	2	1	1	4	1	1							1	1

Table 7 indicates that a total of fourteen metaphors were developed under this category. Classroom teacher candidates mostly used the metaphor of “cooking”, while preschool teacher candidates used “balance”. The related example is as follows:

Classroom management is like cooking. Each ingredient should be put at the proper level. Otherwise meal will not be delicious. Teachers should be fair to each child.

The other conceptual category developed by the participants is “control mechanism-authority”. The underlying assumption of the participants for this category is that classroom management is about authority. Table 8 shows the frequency of metaphors under this category.

Table 8: Frequency of metaphors under this category

	state	family management equipment utilization	arbitrator	coach	journey	cabinet system	domination	cinema	managing emotions	religious belief	shepherd	grocer	gardener	dam	Cafe	traffic	Institution management
Primary School	6	1	2	1	1	1	1	1	1	1	1	1	2	1	1		1
Preschool	8	2	4	1	3	2	2	1	1	1	1		1			2	2

Table 8 indicates that this category includes a total of eighteen metaphors. Classroom teacher candidates and preschool teacher candidates mostly used the metaphor of “state” under this category. One of the metaphors developed by a preschool teacher candidate is as follows:

Classroom management is like religious beliefs. There is only one authority and freedoms are described under certain conditions. If students are not afraid of anything they do not follow the rules.

The other conceptual category emerged is that of “variety”. Their view that classroom management is made up of different components is the underlying assumption of this category. Table 9 shows the frequency of metaphors in this category.

Table 9: Frequency of metaphors in this category

	life	cloud	colour wheel	funfair	firework	baked potato	pizza
Primary School	1				1	1	1
Preschool		1	1	1			

Table 9 shows that there are a total of seven metaphors under the conceptual category of “variety”. Classroom teacher candidates mostly developed the metaphors of “life”, “firework”, “baked potato” and “pizza” while preschool teacher candidates developed the metaphors of “cloud”, “colour wheel” and “funfair” under this conceptual category. One of the examples for these metaphors is given below:

Classroom management is like colourful firework. Initially it affects the students’ life. But effects of it vary.

The other conceptual category found in the study is “system”. This category emerged as a result of the participants’ view that if classroom management is a good functioning system, it will be effective. Distributions of metaphors under the conceptual category of “system” are given in Table 10.

Table 10: Distributions of metaphors under the conceptual category of “system”

	<i>mechanism</i>	<i>external memory</i>	<i>solar system</i>	<i>digestive system</i>	<i>mandarin</i>	<i>atomic nucleus</i>	<i>brain</i>	<i>combining for a goal</i>	<i>tree</i>	<i>chain</i>	<i>train</i>	<i>family</i>
Primary School	1		4		1	1	2	1	1	1		
Preschool	1	1		1					1		1	4

Table 10 shows that there are a total of twelve metaphors under the category of “system”. Classroom teacher candidates mostly used “solar system”, but preschool teacher candidates developed “family” metaphors under this category. An example is as follows:

Classroom management is like the planets revolving around the sun. The sun attracts planets but they have their own movements. Students are attached to teacher but they have many freedoms in the class.

DISCUSSION

One of the conceptual categories found in the study is category of “team”. These metaphors reflect the participants’ understanding of classroom management as a process involving individuals with the same goal. They thought that team can be successful only if its motivation and dynamics are provided. Not only team members but also coach is significant in achieving the goal. The team spirit, climate and dynamics are significant for the goal attainment. Bloom (1996) analysed the organizational climate of preschool institutions that were approved and not approved by the National Association for the Education of Young Children. He found that approved institutions have much more positive climate than those not approved. Mohan & Ashok (2011) also analysed organizational climate of 105 schools. They concluded that only ten schools have “open” climate, which can be defined as one in which all members of the school positively feel them and have open communication. They also have a clear mission of academic achievement, professional job ethics and mutual cooperative relations (Scallion, 2010). Those schools with open organizational climate have a good team spirit and dynamics. In order for teacher to maintain a good classroom management school should have open organizational climate. Nur (2012) analysed the relationships between teachers and school administrators in the schools with open organizational climate. It is found that there are supporting relationships, professional solidarity and harmony in these schools. It is argued that these positive characteristics increase the teachers’ motivation, leading to maintain a good classroom management.

The other conceptual category involving classroom management metaphors is that of “comprehensiveness”. Those metaphors under this conceptual category indicate that there are many components of classroom management. They reported that classroom management occurs and can be successful only when these components come together.

They defined classroom management using such terms as discipline, order and communication. This finding is similar to that of Korkut (2009) who carried out a study with a sample of basic education teachers. It is found that teachers have good perceptions about planning, teaching activities and physical organization and very good perceptions about communication and behaviour. Similarly Denizel Güven & Cevher (2005) found in their study with a sample of preschool teachers that 77% of the participants have efficient classroom management skills. The participants stated that necessary elements for classroom management are communication, order, discipline and patience.

Another metaphor developed by teacher candidates in relation to the concept of classroom management is “unnecessary”. However, these metaphors were developed by preschool teacher candidates rather than classroom teacher candidates. Akgün, Yazar & Dinçer (2011) analysed the strategies of classroom management in regard to teaching activities by preschool teachers. They found that teachers mostly employ negative statements, referring to negative strategies of classroom management. It may indicate that these teachers regard classroom management as a complex and hard process.

The other conceptual metaphor category found in the current study is that of “parts-whole”. The participants reported that classroom management has certain parts and if any of them is missing then the wholeness of classroom management cannot be achieved. For this conceptual categorization they used such analogies as puzzle, orchestra and machine. Carter, Van Norman & Tredwell (2011) emphasized that the components of students, teachers and educational setting should be considered to be the whole and that each of these components has different effects on classroom management. Akman, Baydemir, Akyol, Arslan & Kükürtcü (2011) argued that the most frequent problem experienced by teachers in regard to classroom management is problem behaviours of students. Teachers participated in the study argued that such problem behaviour can be avoided through the use of a global approach towards classroom management and that parents should also take responsibility. Similarly, in the current study participants used the metaphor of orchestra in regard to classroom management in order to emphasize that classroom management refers to the cooperation between parents, teachers and educational setting.

Metaphors developed by the participants indicate that some of them regard classroom management as a control mechanism and authority. They reported that in classroom management there is only one authority and that student will not obey if they are not afraid of getting low marks. Similarly Erkan (2009) argued that teachers feel themselves near to democratic management style. Tümkeya (2005) also found that newly appointed teachers adopted more strict way of discipline, while they got much more democratic discipline approach in parallel to their experience.

The metaphors developed by the participants under the conceptual category of “system” reflect their views that classroom management involves both authority on the part of teachers and freedoms of students. They tried to account for this view giving examples of atom, solar system, brain and other organic systems that involve parts with distinct

functions. The findings of the study carried out by Hedin, Ekholm & Andersson (1997) support this finding. They concluded that a flexible and good working setting encourage teachers' attempts to deal with challenges and their creativity. They observed that those teachers in such settings cooperate one another. Lower & Cassidy (2007) argued that cooperation between teachers has positive effects on the communication between teachers and students. Therefore, each of the related parts has positive effects on classroom management.

The conceptual categories of classroom management metaphors developed by the participants are mostly positive, namely "control mechanism- authority", "parts-whole", "guardianship", "being moderate", "variety", "system", "team", "product" and "comprehensiveness". Only one conceptual category is negative, that of "unnecessary". Preschool teacher candidates developed 48 metaphors under ten conceptual categories. The number of metaphors developed by classroom teacher candidates is found to be 60 under the same number of conceptual categories. Classroom teacher candidates mostly used the metaphors of state, cooking and solar system to define their perceptions of classroom management. It may be that the course of classroom management mostly emphasizes the management or authority dimensions of classroom management. Based on the findings of the study it can be suggested that classroom management should be considered as a whole and discussed in other undergraduate courses. Activities regarding classroom management can be used in other undergraduate courses. However the negative perceptions about classroom management courses should be analysed. In addition a similar study should be carried out with a sample of teachers and the relationship between their perceptions and practices of classroom management should be investigated.

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Turkish Abstract

Okul Öncesi ve İlköğretim Öğretmenliği Aday Öğretmenlerinin Sınıf Yönetimi Konusunda Algıları: Metaforik Bir Analiz

Bu çalışmanın amacı okul öncesi öğretmenlerin ve ilköğretim öğretmenlerinin metaforlar aracılığıyla sınıf yönetimi konusundaki algılarını belirlemektir. Çalışmanın örnekleme 2012-2013 akademik yılında okul öncesi ve ilköğretim öğretmenliği lisans programında "Sınıf Yönetimi" dersini alan öğrenciler arasından geleneksel örnekleme yöntemleriyle seçilmiştir. Örneklem sayısı Türkiye'deki 2 devlet üniversitesinden 163 öğrencidir. Algılar " Sınıf yönetimi size ne ifade ediyor sorusuyla ve verilen cevaplardan 'çünkü' ifadesiyle başlayan cümlelerle elde edilmiştir. İçerik analizi yöntemi verileri analiz etmek için kullanılmıştır. Çalışmaya katılan aday öğretmenlerin cevapları sınıflandırılmış ve negatif algıları içeren bir kategori haricinde kategorilerin birçoğu pozitif algıları içermektedir. Bulgular çalışmanın sonunda 10 farklı kategoride okul öncesi aday öğretmenlerin 60 metafor geliştirdiğini gösterirken, ilköğretim aday öğretmenlerinin 48 metafor geliştirdiklerini göstermiştir.

Anahtar Kelimeler: Metafor, sınıf yönetimi, aday okul öncesi öğretmenleri, aday ilköğretim öğretmenleri

French Abstract**L'Enseignement Préscolaire et les Perceptions de Professeurs de Pré service d'École primaire de Gestion de Salle de classe: Une Analyse Métaphorique**

Le but de la recherche était de déterminer les perceptions d'instituteurs et préscolaires de la gestion de salle de classe au moyen des métaphores. L'échantillon qui choisi par l'utilisation de commodité échantillonnant des techniques a été dessiné des étudiants d'étudiant en licence d'école primaire et préscolaire qui avaient pris "la Gestion de Salle de classe" le cours dans les 2012-2013 ans universitaires. Il y a un total de 163 participants de deux universités d'État en Turquie. Les perceptions ont été obtenues de la question "Ce qui fait ' la gestion de salle de classe ' vous semblent ?" Et des réponses ils expliqués en utilisant "parce que" que conjonction. La technique d'analyse de contenu a été utilisée pour analyser les données. Les réponses du participant pré-entretien des professeurs ont été catégorisé et suggéré que la plupart de ces catégories avaient de perceptions positives sauf qu'une catégorie inclus des perceptions négatives. Les découvertes suggèrent qu'à la fin de l'étude, à travers 10 catégories différentes, des professeurs de pré service préscolaires aient développé 60 métaphores tandis que l'école primaire pré-entretien le professeur a développé 48 métaphores.

Mots-clés: Métaphore, salle de classe professeurs de pré service de gestion, préscolaires, professeurs de pré service d'école primaire

Arabic Abstract

تصورات التعليم ما قبل المدرسة والمدرسين ما قبل الخدمة للمدرسة الابتدائية حول إدارة الصفوف الدراسية: تحليل مجازي

وكان الهدف من البحوث لتحديد تصورات ما قبل المدرسة والمعلمين للمدرسة الابتدائية حول إدارة الصف عن طريق الاستعارات. وتم سحب مفردات العينة التي اختارت طريق استخدام تقنيات أخذ العينات الراحة من مرحلة ما قبل المدرسة والمرحلة الابتدائية طلاب المرحلة الجامعية الذين اتخذوا من "إدارة الصفوف الدراسية" بالطبع في السنوات الدراسية 2012-2013. لديه هناك مجموعة 163 مشاركا من اثنين من الجامعات الحكومية في تركيا. تم الحصول على تصورات من السؤال "ماذا يعني "classroom management" يبدو لك؟" ومن الإجابات التي أوضحت باستخدام conjunction "because". تم استخدام تقنية تحليل المحتوى لتحليل البيانات. صنفت الإجابات من المعلمين المشاركين قبل الخدمة، وأشارت إلى أن معظم هذه الفئات كانت من تصورات إيجابية إلا أن الفئة تشمل التصورات السلبية. تشير النتائج إلى أنه في نهاية الدراسة، عبر 10 فئات مختلفة، وضعت المعلمين قبل الخدمة ما قبل المدرسة 60 في حين وضعت الاستعارات المدارس الابتدائية المعلمين قبل الخدمة 48 الاستعارات.

الكلمات المهمة: المجاز، الإدارة الصفية، مرحلة ما قبل المدرسة، المعلمين ما قبل الخدمة للمرحلة ما قبل المدرسة، المدرسين ما قبل الخدمة للمدرسة الابتدائية.