CLASSROOM MANAGEMENT SKILLS OF TEACHERS OF THE HISTORY OF ATATÜRK'S PRINCIPLES AND REVOLUTION (HAPR) DURING COVID-19

Gülay SARIÇOBAN
Hacettepe Üniversitesi, Atatürk İlkeleri ve İnkılap Tarihi Enstitüsü
gulaysaricoban@gmail.com
ORCID No: 0000-0002-9309-8363

ABSTRACT

Classroom management, in general, is the activities related to the systematic and conscious application of principles, concepts, theories, models, and techniques related to the functions of planning, organizing, applying and evaluating for the realization of the predetermined educational goals. Organizing and managing the learning environment and experiences in the classroom is the responsibility of teachers. The current study tries to shed light on the HAPR teachers' skills in (a) organizing an effective classroom climate, (b) using instructional method, (c) time management, (d) organizing relations in the classroom, and (e) behavior development and regulation in their online teachings during COVID-19. At the end of the study it has been reported that the HAPR teachers are said to have effective classroom management skills in online teachings. The HAPR teachers have a good level of time management and their behavior development and regulation abilities are satisfactory. Consequently, the HAPR teachers are believed to assist and manage relations in the classroom and are almost effectively use the instructional method in their online teachings.

Keywords: Classroom management skills, History, Atatürk's principles and revolution, Online teaching, COVID-19.

COVID-19 SÜRECINDE ATATÜRK İLKELERİ VE İNKILAP TARİHİ ÖĞRETMENLERİNİN SINIF YÖNETİMİ BECERİLERİ

ÖZ

Sınıf yönetimi, genel olarak, önceden belirlenmiş eğitimsel amaçların gerçekleştirilmesi için planlama, düzenleme, uygulama ve değerlendirme işlevlerine ilişkin ilke, kavram, teori, model ve tekniklerin sistemli ve bilinçli bir şekilde uygulanmasıyla ilgili faaliyetlerdir. Sınıftaki öğrenme ortamını ve deneyimlerini organize etmek ve yönetmek öğretmenlerin sorumluluğundadır. Mevcut çalışma, AİT öğretmenlerinin (a) etkili bir sınıf iklimi düzenleme, (b) öğretim yöntemini kullanma, (c) zaman yönetimi, (d) sınıf içi ilişkileri düzenleme ve (e) COVID-19 sırasında çevrimiçi öğretimlerinde davranış geliştirme ve düzenleme. Araştırmanın sonunda HAPR öğretmenlerinin çevrimiçi öğretimde etkili sınıf yönetimi becerilerine sahip oldukları ifade edilmiştir. HAPR öğretmenleri iyi bir zaman yönetimi seviyesine sahiptir ve davranış geliştirme ve düzenleme yetenekleri tatmin edicidir. Sonuç olarak, HAPR öğretmenlerinin sınıftaki ilişkileri desteklediğine ve yönettiğine inanılır ve çevrimiçi öğretimlerinde öğretim yöntemini neredeyse etkin bir şekilde kullanırlar.

Anahtar Kelimeler: Sınıf yönetimi becerileri, Tarih, Atatürk İlke ve İnkılapları, Çevrimiçi Öğretim, COVID-19.

INTRODUCTION

As is known there is a wide variety of definitions for classroom management. Evertson and Weinstein (2006) defines it as the set of actions taken to create an effective environment for academic development that help establish positive communication with students, support students' social and emotional development, and prevent negative student behaviors, whereas Brophy (1988), defines it as the activities of creating, maintaining and managing the learning environment in order to achieve the predetermined instructional goals. However, to have a simple, clear, but acceptable definition of classroom management, it can be said that it consists of a wide variety of skills, strategies, and techniques that help teachers to practice ways to organize students to orderly and academically work and cooperate with each other, become focused and attentive on tasks assigned during the learning process in class. On the other hand, it minimizes the negative situations that may prevent the exchange and sharing of information in the educational environment and it is a tool that allows stakeholders to achieve the highest efficiency during the learning process (Helvacı ve Özer, 2008). Başar (2004) tries to explain that "classroom management ensures minimizing the working barriers of teachers and students, using the teaching time appropriately and ensuring the active participation of the students in the lesson" (p.7). Lemlech (1979) and Çubukçu and Girmen (2008) views the concept of classroom management like an orchestra that provides classroom unity. They believe that it includes stages from planning, designing, and applying instruction by means of the most appropriate strategies, methods and techniques. In that sense it also helps teachers to observe student progress and determine the potential problems that may arise in the classes during the learning process.

The classical profile of teachers, who explain and make great efforts to transfer knowledge is now replaced by an organizer or organizer of classroom activities, the administrator, a guide guiding the students as being one of the stakeholders of the class (Çetin, 2003; Öğülmüs, 2012).

From this point of view, it can be asserted that it is the teachers who will assist an effective classroom environment. They should be active and make use of classroom management techniques effectively (Marzano & Pickering, 2003). Therefore, this study aims to scrutinize classroom management skills of teachers of the History of Atatürk's Principles and Revolution (HAPR) especially during covid-19. In that sense the current study tries to shed light on the HAPR teachers' skills in (a) organizing an effective classroom climate, (b) using instructional method, (c) time management, (d) organizing relations in the classroom, and (e) behavior development and regulation.

a. Classroom Climate

Classroom climate is considered as the main factor affecting classroom behavior and learning. Elements such as the atmosphere of trust in the classroom, the value of democratic relations, and the quality of relations determine the classroom climate (Can, 2010). In order to improve the school, it is necessary to know how to create and maintain a positive climate in the classrooms (Adelman & Taylor, 2005). It is well known that one of the most important factors affecting student success is the classroom climate within which an effective teaching/learning process can take place through the application of various teaching and learning activities. At this vein, Gülbahar (2016) highlights this issue stating that "the main purpose of existence of classes is learning-teaching activities. Therefore, in order to obtain maximum efficiency from learning-teaching activities, a suitable climate must be created in the classroom. Classroom climate is one of the main variables that affect the efficiency and level of learning in learning-teaching activities" (p.269). It is also well known that a positive classroom environment helps teachers to establish an effective learning process. Therefore, the ultimate aim of this study is to scrutinize this issue in online-learning and teaching activities during COVID-19. In order to create a desired classroom climate for learning to take place best in online lessons, HAPR teachers equipped with effective classroom management skills during COVID-19 are expected to (1) make arrangements in accordance with the number of students and class structure when necessary, (2) ask on-line students to make the necessary arrangements by being sensitive to features such as possible noise and sound system in the environment where they watch/follow the lesson in order to organize online sessions more effectively, (3) use the educational tools (power-point, video, picture, etc.) required in online classes in the most efficient way, (4) organize the online learning environment in the most appropriate way for efficient learning activities, and (5) require the cameras and microphones of the students participating in the online classes to be turned on.

b. Instructional Method

The primary aim of teachers in general is to reach their desired or predetermined outcomes at the end of their teaching process. The instructional method is vital because it "ultimately determines the roles of both the student and the teacher and thus how the information is presented and received by the student" (Sanchez Alonso, 2016). At this vein, HAPR teachers should be equipped with such effective online classroom management skills during COVID-19 as (1) carrying out the lesson in a systematic way within a plan, (2) giving instructions about the purpose, function and outcomes of the course, (3) explaining the process and the subjects to be covered in the lesson, (4) determining the resources and materials to be used in the course, (5) asking effective questions about the subject, (6) enabling students to participate in the lesson by giving appropriate tips, (7) making the subject/topic comprehensible, (8) considering socio-cultural differences in the planning of education, (9) ensuring that the rules are followed in the class, and (10) creating a positive atmosphere suitable for learning in the class.

c. Time Management

The most striking motto must be "use your time or lose your time!" This is also valid for online teaching and learning environments. Hence, HAPR teachers during online classroom teaching process are supposed to (1) use the time well during the lesson, (2) come to classes well prepared, (3) make any educational tools and materials ready for use before the lesson, (4) detect the moment when students are distracted and their motivation decreases, and takes necessary precautions, and (5) avoid trivial matters and details.

d. Organizing Relations in the Classroom

Effective teachers should create a safe classroom environment by (1) using language effectively, (2) trying to listen and understand students, (3) using the body language effectively for non-verbal communication, (4) encouraging students in mutual communication, (5) determining the class rules together with the students, (6) being aware of the individual characteristics of students and considering them in relationships, (7) behaving equally in applying the class rules, (8) reinforcing the positive behavior of students, (9) addressing students by their names, (10) treating students sincerely, friendly, and frankly, (11) making the student feel that he is open to communication, (12) creating an environment of trust in the classroom, (13) behaving empathetically in relationships, (14) using "we" language more than "I" language, (15) being tolerant and respectful towards students' opinions, and (16) preparing an environment suitable for students to work in teams when necessary.

e. Behavior Development and Regulation

Lowry defines behavior regulation by stating that "our ability to regulate or manage our behavior allows us to focus when there are distractions, pay attention to the most important information, take turns, wait, follow rules, adapt to new situations, do what is socially expected, suppress outbursts of anger, and take on challenges" (Lowry, 2021). Lowry (2021) continues to point out that "behavior regulation develops gradually during childhood. This process doesn't happen overnight, and some children are able to cope with daily stresses more easily than others." In that sense HAPR teachers during online classroom teaching process are expected to (1) define the desired behavior to be acquired, (2) explain the purpose of the desired behavior, (3) emphasize the importance of behavior in terms of learning, (4) give the most appropriate reaction to the situation in order to develop correct behavior in students, (5) consider the desires and expectations appropriate to the abilities of the students, (6) behave tolerant enough towards students' individuality, (7) use positive expressions towards students, (8) predict undesirable behavior before it occurs and takes necessary precautions, and lastly (9) focus on the behavior, not the student when undesirable behavior occurs.

In the light of this information, as Demirtaş (2009) states it is important for teachers to gain more qualified knowledge and skills on online classroom management in their tertiary years. Since science and technology, also in education, progress rapidly. As a result, the teachers' roles change, too and they are expected to devote most of their time and energies to effective classroom management and discipline in the first years of their profession.

Under the highlights of the above-mentioned effective classroom management skills during COVID-19, the following research questions have been formulated.

1.   What are the views of participants about the overall online classroom management skills of their HAPR Course instructors during COVID-19?

2.   What are the views of the participants about

      a. classroom atmosphere (climate),

      b. instructional method,

      c. time management,

      d. organizing relations in the classroom, and

      e. behavior development and regulation

in terms of the online classroom management skills of their HAPR Course teachers during COVID-19?

3.   Do the views of participants differ in overall online classroom management skills of their HAPR Course teachers during COVID-19 in terms of their

      a. gender,

      b. age,

      c. department, and

      d. years of study?

4.   Do the views of participants regarding

      a. gender,

      b. age,

      c. department, and

      d. years of study

significantly differ in terms of the following online classroom skills for

      a. classroom atmosphere (climate),

      b. instructional method,

      c. time management,

      d. organizing relations in the classroom, and

      e. behavior development and regulation

during COVID-19.

1. METHODS

In this section the research method, study group, data collection tool, data collection and data analysis procedures are explained.

a. Research Model

In this study general screening model was utilized. The fact that the study is based on the views of students adds a descriptive quality to the research. The researcher has tried to present the current situations and conditions exactly. The actual events that may occur in the classroom and the actual classroom management applications of HAPR teachers have been investigated via a questionnaire developed and used by Çetin (2012).

b. Setting and Participants

The study population of the current study consists of 54 students from different departments at different levels at a state university in Ankara. Since it would be difficult to reach the entire study population, the convenient sampling was preferred by the researcher since she works at the same university as a senior lecturer. Of 54 participants, one has not reported his/her gender (Female N=33; Male N=20). 41 out of 54 participants range in age from 17-21, whereas the rest 13 participants range in age from 22 and over. Of 54 participants, 41 are freshmen students, 12 are sophomore students, and only one is a junior student.

c. Instrument

In this study, data were collected through a questionnaire on classroom management skills developed by Çetin (2012). The questionnaire consists of two sections, the first of which is about the demographic information of the participants. The second section is about classroom management skills (CMS) with 45 items. The items have been rated from 1 (Never) to 5 (Always). The CMS questionnaire has five sub-sections that are classroom atmosphere (climate) (5 items), instructional method (10 items), time management (5 items), organizing relations in the classroom (16 items), and behavior development and regulation (9 items). The overall Cronbach's Alpha has been found ,975. The Cronbach's Alpha for classroom atmosphere (climate) is ,699. It is ,885 for instructional method, ,837 for time management, ,942 for organizing relations in the classroom, and ,953 for behavior development and regulation.

d. Data Analysis

The data collected via online system were transferred to the computer in line with the general purpose and sub-purposes of the research, and the SPSS (The Statistical Packet for the Social Sciences) package was run for the necessary statistical analyzes on the data. For the ultimate purpose of the study, in determining student opinions, arithmetic means and standard deviations (SD) were consulted. Additionally, in determining whether there is a statistically significant difference between the participants' views on classroom management skills, t-test and analysis of variance were applied. The level of significance was taken as significant at 0.05 level in testing the differences between the participants' views regarding the overall classroom management skills and its subcomponents such as classroom atmosphere (climate), instructional method, time management, organizing relations in the classroom, and behavior development and regulation.

2. RESULTS AND DISCUSSION

In this section, research findings and comments based on the findings are included. The findings and comments obtained in the research are given below in line with the sub-problems of the research.

a. The Views of Participants about the Overall Online Classroom Management Skills of Their HAPR Course Instructors during COVID-19

First of all, how the participants view their HAPR teachers in terms of classroom management skills are examined. Table 2 simply shows that the participants of the current study have almost positive attitudes towards their HAPR teachers' classroom management behaviors during COVID-19 (M=4,16). They have reported that their HAPR teachers have a good level of time management (M=4,32). They also agree that their HAPR teachers' behavior development and regulation level are satisfactory. Additionally, they believe that their HAPR teachers are almost able to assist and manage relations in the classroom. Finally, they have reported positive view on the instructional method used by their teachers.

Table 1: Views of participants about the overall online classroom management skills of their HAPR Course instructors during COVID-19

	N	Min.	Max.	Mean	Std. Deviation
Total Mean	**54**	**2,16**	**5,00**	**4,1697**	**,81229**
Classroom Atmosphere (Climate)	54	2,00	5,00	3,7778	,83749
Instructional Method	54	2,20	5,00	4,1467	,84973
Time Management	54	2,00	5,00	4,3222	,86388
Organizing Relations in the Classroom	54	2,00	5,00	4,1799	,87486
Behavior Development and Regulation	54	2,00	5,00	4,2757	,96303
Valid N (listwise)	54				

b. Classroom Atmosphere (Climate)

A careful analysis of Table 2 indicates that the participants agree that their HAPR teachers are able to make arrangements in accordance with the number of students and class structure when necessary (M=,48), use the educational tools (power-point, video, picture, etc.) required in online classes in the most efficient way (M=4,46) and organize the online learning environment in the most appropriate way for efficient learning activities (M=4,16). However, they are neutral that their teachers ask online students to make the necessary arrangements by being sensitive to features such as possible noise and sound system in the environment where they watch/follow the lesson in order to organize online sessions more effectively (M=3,77). Most striking result has been reported by the participants that their teachers rarely require the cameras and microphones of the students participating in the online classes to be turned on (M=2,00).

Table 2: Classroom Atmosphere (Climate)

	N	Min.	Max.	Mean	Std. Deviation
I1	54	2,00	5,00	4,4815	,86310
I2	54	1,00	5,00	3,7778	1,46231
I3	54	1,00	5,00	4,4630	1,07656
I4	54	1,00	5,00	4,1667	1,27012
I5	54	1,00	5,00	2,0000	1,44065
Valid N (listwise) **TOTAL**	54			**3,7778**	

c. Instructional Method

As to the instructional method used by HAPR teachers, the participants almost view them as satisfactory (M=4,14) (Table 3). They have reported that their teachers can carry out the lesson in a systematic way within a plan (M=4,77), explain the process and the subjects to be covered in the lesson (M=4,66), give instructions about the purpose, function and outcomes of the course and determine the resources and materials to be used in the course (M=4,57). They further report that their HAPR teachers are able to create a positive atmosphere suitable for learning in the class (M=4,24), make the subject/topic comprehensible (M=4,18), ensure that the rules are followed in the class (M=4,11), and finally they consider socio-cultural differences in the planning of education (M=4,03). However, the participants are undecided that their HAPR teachers enable students to participate in the lesson by giving appropriate tips (M=3,22) and ask effective questions about the subject (M=3,11) during their online sessions.

Table 3: Instructional Method

	N	Min.	Max.	Mean	Std. Deviation
I6	54	3,00	5,00	4,7778	,53787
I7	54	2,00	5,00	4,5741	,79151
I8	53	1,00	5,00	4,6604	,80726
I9	54	1,00	5,00	4,5741	,86005
I10	54	1,00	5,00	3,1111	1,48790
I11	54	1,00	5,00	3,2222	1,58610
I12	54	1,00	5,00	4,1852	1,28964
I13	54	1,00	5,00	4,0370	1,25838
I14	53	1,00	5,00	4,1132	1,40959
I15	54	1,00	5,00	4,2407	1,34494
Valid N (listwise) **TOTAL**	52			**4,1467**	

d. Time Management

Another satisfactory result has been obtained regarding time management skills of HAPR teachers (M=4,32) (Table4). Table 4 simply shows that the HAPR teachers come to classes well prepared and make any educational tools and materials ready for use before the lesson (M=4,57), and they avoid trivial matters and details and use the time effectively enough during online lessons (M=4,37). Nevertheless, it should be pointed out that the participants are again undecided about that their teachers are able to detect the moment when students are distracted and therefore, their motivation decreases. As a result, they are not so skillful to take necessary in or on time precautions (M=3,72).

Table 4: Time Management

	N	Min.	Max.	Mean	Std. Deviation
I16	54	1,00	5,00	4,3704	1,13763
I17	54	2,00	5,00	4,5741	,86005
I18	54	1,00	5,00	4,5741	,96352
I19	54	1,00	5,00	3,7222	1,53471
I20	54	2,00	5,00	4,3704	,91726
Valid N (listwise) **TOTAL**	54			**4,3222**	

e. Organizing Relations in the Classroom

In this section one of the participants have not responded to Item21 and Item27 (Table 5). The HAPR teachers have been reported by the participants of the current study that they can be tolerant and respectful enough towards students' opinions (M=4,59). They behave equally in applying the class rules (M=4,54) and empathetically in relationships, and they are able to use language effectively (M=4,50). One important aspect among the findings in this study is that the HAPR teachers are reported to use "we" language more than "I" language (M=4,48). They are said to try to listen and understand students (M=4,33). The participants also agree that their teachers are able to make students feel that their teachers are open to communication (M=4,29). The participants believe that the HAPR teachers treat students sincerely, friendly, and frankly (M=4,27) and reinforce the positive behavior of students (M=4,25), create an environment of trust in the classroom (M=4,16), address students by their names (M=4,12), and use the body language effectively for non-verbal communication (M=4,07). The participants have almost positive attitudes towards their teachers' preparing an environment suitable for students to work in teams when necessary (M=3,92), encouraging students in mutual communication (M=3,81), being aware of the individual characteristics of students and considering them in relationships (M=3,68), and determining the class rules together with the students (M=3,59).

Table 5: Organizing Relations in the Classroom

	N	Min.	Max.	Mean	Std. Deviation
I21	53	1,00	5,00	4,5094	,91194
I22	54	1,00	5,00	4,3333	1,09888
I23	54	1,00	5,00	4,0741	1,27163
I24	54	1,00	5,00	3,8148	1,44162
I25	54	1,00	5,00	3,5926	1,57239
I26	54	1,00	5,00	3,6852	1,42517
I27	53	1,00	5,00	4,5472	,84503
I28	54	1,00	5,00	4,2593	1,18457
I29	54	1,00	5,00	4,1296	1,31818
I30	54	1,00	5,00	4,2778	1,10602
I31	54	1,00	5,00	4,2963	1,02109
I32	54	1,00	5,00	4,1667	1,22474
I33	54	2,00	5,00	4,5000	,84116
I34	54	2,00	5,00	4,4815	,92636
I35	54	2,00	5,00	4,5926	,83595
I36	54	1,00	5,00	3,9259	1,45176
Valid N (listwise) **TOTAL**	52			**4,1799**	

f. Behavior Development and Regulation

In the last part of the questionnaire which is about behavior development and regulation the participants reported positive attitudes (M=4,27). Among these the HAPR teachers are said to use positive expressions towards students (M=4,61), behave tolerant enough towards students' individuality (M=4,40), define the desired behavior to be acquired (M=4,31), explain the purpose of the desired behavior (M=4,31), give the most appropriate reaction to the situation in order to develop correct behavior in students (M=4,30), focus on the behavior, not the student when undesirable behavior occurs (M=4,16), emphasize the importance of behavior in terms of learning (M=4,18), predict undesirable behavior before it occurs and takes necessary precautions (M=4,09), and lastly consider the desires and expectations appropriate to the abilities of the students (M=4,07).

Table 6: Behavior Development and Regulation

	N	Min.	Max.	Mean	Std. Deviation
I37	54	2,00	5,00	4,3148	1,06087
I38	54	1,00	5,00	4,3148	1,16269
I39	54	1,00	5,00	4,1852	1,26004
I40	53	1,00	5,00	4,3019	1,11949
I41	54	1,00	5,00	4,0741	1,43871
I42	54	1,00	5,00	4,4074	1,01904
I43	54	3,00	5,00	4,6111	,59611
I44	54	1,00	5,00	4,0926	1,20171
I45	54	1,00	5,00	4,1667	1,11169
Valid N (listwise) **TOTAL**	53			**4,2757**	

g. The Difference in Views of Participants between Online Classroom Management Skills and Gender, Age, Department, and Years of Study

In order to see if there is any statistically significant difference between the views of participants in terms of classroom management skills and gender, age, department, and years of study, t-test was used. There is no statistically significant difference between the views of participants in terms of classroom management skills and gender (sig. 0,20), department (sig. ,081), and years of study (sig. ,060). The only statistically significant difference has been obtained between classroom management skills and age (sig. ,00).

Table 7: Independent Samples Test for the Difference between Classroom Management Skills and Age

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower	Upper
Total Mean	Equal variances assumed	18,588	,000	-2,920	52	,005	-,70638	,24195	-1,19188	-,22088
	Equal variances not assumed			-4,431	50,290	,000	-,70638	,15942	-1,02653	-,38623

A careful analysis of Table 8 indicates that the difference between classroom management skills and age is in favor of the ones whose age range is from 22 and over (M=4,70), which means that these participants have more positive attitudes towards their HAPR teachers' classroom management skills.

Table 8: Group Statistics for Classroom Management Skills and Age

	Age	N	Mean	Std. Deviation	Std. Error Mean
TotalMean	17-21	41	3,9996	,84885	,13257
	22 and over	13	4,7060	,31923	,08854

h. *The difference in views of participants between online classroom skills such as classroom atmosphere (climate), instructional method, time management, organizing relations in the classroom, behavior development and regulation and gender, age, department, and years of study*

As to this research question, the only statistically significant difference between age and classroom atmosphere (climate) (sig. ,013), instructional method (sig. ,00), time management (sig. ,00), organizing relations in the classroom (sig. ,00), behavior development and regulation (sig. ,00) has been determined (Table 9).

In order to see the statistically significant difference between the views of participants in terms of classroom atmosphere (climate), instructional method, time management, organizing relations in the classroom and age, group statistics have been run (Table 9). It is indicated in Table 9 that the participants whose age range is from 22-over agree that their HAPR teachers are able to create an effective classroom climate (4,26), use effective instructional method (M=4,52), use time efficiently (M=4,89), able to organize relations in an interactive way (M=4,83), and help develop behaviors in a positive way and regulate these behaviors in the most appropriate ways (M=4,82).

Table 9: Group Statistics for Classroom Atmosphere (Climate) and Age

Variable	Age	N	Mean	SD	Std.Error Mean
Classroom Climate	17-21	41	3,6244	,86510	,13511
	22-Over	13	4,2615	,51887	,14391
Instructional Method	17-21	41	4,0274	,93247	,14563
	22-Over	13	4,5231	,29764	,08255
Time Management	17-21	41	4,1415	,90911	,14198
	22-Over	13	4,8923	,27827	,07718
Organizing Relations in the Classroom	17-21	41	3,9735	,88894	,13883
	22-Over	13	4,8308	,37675	,10449
Behavior Development and Regulation	17-21	41	4,1003	1,02644	,16030
	22-Over	13	4,8291	,38387	,10647

3. CONCLUSION AND RECOMMENDATIONS

Classrooms are places where teaching and learning takes place, "where teachers and students come face to face, where education services are produced (Dönmez, 2008: 14, Aydın, 2009: 3).

It is the teachers who are primarily responsible for the realization of the teaching and learning experiences in the classroom in line with the predetermined goals. This responsibility requires the teacher to know the principles and methods of teaching and thus to have effective classroom management skills. Creating a climate suitable for learning in the classroom in our case in online classes, establishing and developing effective relationships in both contexts above are among the tasks expected from the teacher. For this ultimate purpose, the researcher has aimed to scrutinize the most effective classroom management skills of HAPR teachers in their online teachings during COVID-19. In that sense she has administered the classroom management skill questionnaire developed by Çetin (2012), requiring students' responses on classroom climate, instructional method, time management, organizing relations in the classroom, and behavior development and regulation. According to the responses obtained from the participants, the HAPR teachers are said to have effective classroom management skills in online teachings. The HAPR teachers have a good level of time management and their behavior

development and regulation abilities are satisfactory. Consequently, the HAPR teachers are believed to assist and manage relations in the classroom and are almost effectively use the instructional method in their online teachings. As to the age factor, the ones from 22-over years of age have more favorable attitudes towards their HAPR teachers' classroom management skills in online sessions, too.

As is well known that during online lessons it is important for both the teachers and the students to have their microphones and cameras open in order to have an effective interactive lessons. However, most striking result has been reported by the participants that their teachers rarely require them to turn on their cameras and microphones in online lessons. Therefore, it becomes almost impossible for HAPR teachers to require students to participate in the online discussions about the topic. As a result, the teachers will not be able to provide appropriate tips for students if they are not actively online and ask effective questions about the subject, too. This will be only an online lecture in form of a teacher-centered online classroom, rather than a learner-centered classroom. Another negative result due to this specific case is that their teachers become unable to detect the moment when students are distracted and therefore, their motivation decreases. As a result, quite naturally, teachers are not said to be so skillful to take necessary in or on time precautions for learning to best take place. In that sense, the online teachers should be sensitive about this issue.

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GENİŞLETİLMİŞ ÖZET

Amaç

Hiç şüphe yok ki sınıflar, öğretme ve öğrenmenin gerçekleştiği yerlerdir. Sınıf, öğretmen ve öğrenciler arasında yüz yüze eğitimin gerçekleştirildiği tek yerdir. Sınıfta, öğretme ve öğrenme deneyimlerinin önceden belirlenmiş hedefler doğrultusunda gerçekleştirilmesinden sorumlu olan öğretmenlerdir. Bu sorumluluk, öğretmenin öğretim ilke ve yöntemlerini bilmesini ve dolayısıyla etkili sınıf yönetimi becerilerine sahip olmasını gerektirir.

Bu çalışma temel olarak Atatürk İlkeleri ve İnkılap Kursu öğretmenlerinin (a) etkili bir sınıf iklimi oluşturma, (b) öğretim yöntemini kullanma, (c) zaman yönetimi, (d) sınıf içi ilişkileri düzenleme ve (e) COVID-19 sırasında çevrimiçi öğretilerinde davranış geliştirme ve düzenleme. Ayrıca konunun anlaşılması açısından somut örnekler sunulmuştur.

Yöntem

Bu çalışmada araştırmacı tarafından genel tarama modeli tercih edilmiştir. Araştırmanın evrenini Ankara'da bulunan bir devlet üniversitesinde farklı kademelerde öğrenim gören 54 öğrenci oluşturmaktadır. Araştırma evreninin tamamına ulaşmak zor olacağından, araştırmacı tarafından uygun örnekleme yöntemi kullanılmıştır. 54 katılımcıdan biri cinsiyetini bildirmemiştir (K=33; E=20). 54 katılımcıdan 41'i 17-21 yaş aralığında, geri kalan 13 katılımcı ise 22 ve üzeri yaş aralığındadır. 54 katılımcıdan 41'i birinci sınıf, 12'si ikinci sınıf öğrencisi ve sadece biri üçüncü sınıf öğrencisidir.

Veri toplama konusunda ise Çetin (2012) tarafından geliştirilen sınıf yönetimi becerilerine ilişkin bir anket aracılığıyla veriler toplanmıştır. Anket, ilki katılımcıların demografik bilgilerinin yer aldığı iki bölümden oluşmaktadır. İkinci bölüm, 45 maddelik sınıf yönetimi becerileri (SYB) ile ilgilidir. Maddeler 1 (Hiçbir zaman) ile 5 (Her zaman) arasında derecelendirilmiştir. SYB anketinin sınıf atmosferi (iklim) (5 madde), öğretim yöntemi (10 madde), zaman yönetimi (5 madde), sınıf içi ilişkileri düzenleme (16 madde) ve davranış geliştirme ve düzenleme (9 madde). Güvenirlilik için Cronbach Alpha'ya bakılmış ve değeri ,975 bulunmuştur. Sınıf atmosferi (iklim) için Cronbach's Alpha değeri ,699'dur. Öğretim yöntemi için ,885, zaman yönetimi için ,837, sınıf içi ilişkileri düzenleme için ,942 ve davranış geliştirme ve düzenleme için ,953'tür.

Veriler üzerinde gerekli istatistiksel analizler için SPSS (The Statistical Packet for the Social Sciences) paketi kullanılmıştır. Araştırmanın nihai amacı olarak öğrenci görüşlerinin belirlenmesinde aritmetik ortalamalara ve standart sapmalara (SD) başvurulmuştur. Ayrıca, sınıf atmosferi (iklim), öğretim yöntemi, zaman yönetimi, sınıf içi ilişkileri düzenleme, davranış geliştirme ve düzenleme gibi farklı alanlarda katılımcıların sınıf yönetimi becerilerine ilişkin görüşleri arasında istatistiksel olarak anlamlı bir fark olup olmadığının belirlenmesinde, t-test'i ve varyans analizi uygulanmıştır.

Bulgular

Katılımcılardan alınan yanıtlara göre AİT öğretim elemanlarının çevrimiçi öğretimde etkili sınıf yönetimi becerilerine sahip oldukları söylenmektedir. AİT öğretim elemanları iyi bir zaman yönetimi seviyesine sahiptir ve davranış geliştirme ve düzenleme yetenekleri tatmin edicidir. Sonuç olarak, AİT öğretim elemanlarının sınıftaki ilişkileri destekleyip yönettikleri ve çevrimiçi öğretimlerinde öğretim yöntemini neredeyse etkin bir şekilde kullandıkları rapor edilmiştir. Yaş faktörü ile ilgili olarak, 22 yaş ve üstü olanlar, AİT öğretim elemanlarının çevrimiçi oturumlarda da sınıf yönetimi becerilerine karşı daha olumlu tutumlara sahip oldukları görülmüştür.

Sonuç ve Öneriler

Bilindiği gibi çevrimiçi derslerde hem öğretmenlerin hem de öğrencilerin mikrofonlarının ve kameralarının açık olması interaktif bir ders için önemlidir. Ancak en çarpıcı sonuç, öğretmenlerin çevrimiçi derslerde nadiren kameralarını ve mikrofonlarını açmalarını istemeleri katılımcılar tarafından bildirilmiştir. Bu nedenle, AİT öğretim elemanlarının öğrencilerden konuyla ilgili çevrimiçi tartışmalara katılmalarını istemesi neredeyse imkânsız hale geliyor. Sonuç olarak, öğretmenler aktif olarak çevrimiçi olmadıklarında öğrencilere uygun ipuçları sağlayamaz ve konuyla ilgili etkili sorular da soramazlar. Bu, öğrenci merkezli bir sınıf yerine, yalnızca öğretmen merkezli bir çevrimiçi sınıf biçimindeki çevrimiçi bir ders olacaktır. Bu özel durumdan kaynaklanan bir diğer olumsuz sonuç ise öğretim elemanlarının öğrencilerin dikkatlerinin dağıldığı anı fark edememeleri ve dolayısıyla motivasyonlarının düşmesidir. Sonuç olarak, doğal olarak, öğretim elemanlarının öğrenmenin en iyi şekilde gerçekleşmesi için gerekli önlemleri zamanında veya zamanında alma konusunda çok yetenekli oldukları söylenemez. Bu anlamda çevrimiçi öğretim elemanlarının bu konuda duyarlı olmaları gerekmektedir.