FOR REFERENCE

NOT TO BE TAKEN FROM THIS ROOM

TEACHER BEHAVIOR OBSERVATION SCALE

(TE.B.O.S)

by

Leyla FATHİ

B.A. in Guidance and Psychological Counseling,

Boğaziçi University, 1988

Submitted to the Institute for Gradaute

students in Social Sciences in partial

fulfillment of the requirements for the degree of Master

of Arts

in

Educational Sciences

Bogazici University Library

39001100134181 14

Boğaziçi University

1991

ACKNOWLEDGEMENTS

I would like to thank my thesis advisor Dr.Fatoş Erkman for her energy, help and endless support at every step of this study. I learnt a lot from her unique personality. She was always a model for me. I am grateful to her for the support that she provided to me in my fight for being a self-made person. By means of her positive approach, comments on my personality and my attempts at every aspect of life I could overcome most of the difficulties.

I would like to thank my committee member Dr.Sevda Bekman. She was my second thesis advisor in this study. I think I am the first person who had two thesis advisors at the same time in writing a master's thesis. I have never seen such a hardworking person in my life. I would like to thank her endless energy, help, support and friendship and for opening a new page in my life which is Early Childhood Education.

I also would like to thank my committee member Dr.Aydan Gülerce who had such a unique personal style that helped me to develop various skills in my personality which I believe are essential qualities to cope with life.

I am especially indepted to Dr.Ali Baykal for hours of labour interest and care. He has made the statistical analysis of the data of

this research more meaningful and pre cise by his creative help.

I would like to thank Prof.Dr.Necla Öner for the interest she showed in me and my work and for the constructive feedback she provided.

I would like to thank Dr.Arif Kubat who spent long hours with me while doing the statistical analysis of the data of my thesis.

I would also like to thank the experts who responded to my scale and returned it back without whom carrying out such a study would be impossible.

I also would like to extend my gratitude to Çiğdem Çalkılıç and Nur who helped me in writing my thesis on the computer.

I would like to thank every staff member of education faculty. After spending seven and a half years in the same department I learnt losts of valuable skills for my future life.

I would like to thank my "friends" who have been more like "sisters" and "brothers" to me. Rather than citing their names one by one I would like to tell them all that "I love them". They taught me what real friendship is in this world and they taught me to be a better human being. Thanks to all of you. Without them my fight in the long and tiresome process of personal and professional development would not be possible . Although development is a life-long process I am now

ready for future attempts together with them because now I know that I have lots of brothers and sisters.

I would like to thank every member of my family for their love, help, all types of support and energy. Without them I could not give a direction to my life.

ABSTRACT

Various studies carried out by Reichenberg-Hackett, 1962; Rosenthal and Jacobson, 1968; Allen, Hart, Buell, Harris and Wolf, 1964; Good, Biddle and Brophy, 1975; Rosenshine and Furst, 1973; Gurkin and Biddle, 1974; Kounin, 1970; Scott, 1977 showed that "teacher" was the most important factor in early childhood education.

Exploration of the area by the present researcher showed that there was no available tool in Turkey to evaluate the behaviors of teachers in the nursery schools. In the field of preschool education in Turkey, the aim is to raise the quality of services.

Increasing the quality of this crucial component of teacher will also effect the quality of the other components. The first step in dealing with the quality of this component is the process of evaluation. By means of the process of evaluation strengths and weaknesses of teachers can be pinpointed and weak points can be built up.

Following this rationale the aim of this study was set as the development of a rating scale that could be used by people trained in the field to evaluate teacher performance in terms of direct observable interaction of teachers with the children in the nursery schools.

To achieve this aim a two-step process was followed.

As a first step; the items of the rating scale were constructed

and as a second step; to determine the final form of the rating scale a content validity study was carried out.

The items were constructed by reviewing the theories and approaches in the field of preschool education, relevant instruments, behavior categories in Bekman's doctoral dissertation, psychological maltreatment categories and observation of teachers in preschool settings. The domain-referenced approach suggested in Gable's book Instrument Development in the Affective Domain also provided a model for the format of the scale. The final form of the scale consisted of 96 items and 10 categories representing these items. Specifically; Control, Supervision oriented promoting social interaction, Cognitive oriented promoting social interaction, Education directed behavior, Emotional abuse component of teacher and child interaction, Affective component of teacher and child interaction, General teacher and child interaction, Disciplinary Attempts, Organizational Attempts and Competition.

For the content validity study the scale was given to 31 experts who had practical and/or theoretical information in the field of Early Childhood Education. Altogether 22 experts returned the scales back.

The experts were asked to place each particular item in either one of the ten categories or in the eleventh no-fit category and also to

assign a degree of appropriateness for each particular item from one to three.

Two types of methods of statistical analysis were used in analyzing the data gathered from the experts.

In the first method frequency counts and percentages were calculated. The set criteria for the inclusion of the items to the final form of the scale were an agreement of at least 50% of the experts for the predetermined category for that specific item and the assignment of a degree of appropriateness value of at least 2. Fifty seven items satisfied the set criteria for this method.

In the second statistical method a weighted index of assignment (WIAS) and a weighted index of appropriateness (WIAP) were calculated for each specific item and the items with a WIAP of at least .333 constituted the final form of the scale. At the end of the second statistical analysis 64 items satisfied the determined criteria.

It was also found that some of the items excluded in the first method were not excluded in the second statistical analysis. Due to this reason these items were also included in the final form of the rating scale.

Thus at the end of the analyses the final form of the rating scale consisted of 74 items.

The rating scale in its present form with 74 items can be said to be ready for interrater reliability study.

ÖZET

Reichenberg-Hackett, 1962; Rosenthal ve JAcobson, 1968; Allen, Hart, Buell, Harris ve Wolf, 1964; Good, Biddle ve Brophy, 1975; Rosenshine ve Furst, 1973; Durkin ve Biddle, 1974; Kounin, 1970; Scott, 1977 gibi araştırmacılar tarafından yapılan çalışmalar "öğretmenin" okul öncesi eğitiminde en önemli faktör olduğunu göstermiştir.

Bu alanda araştırmcı tarafından yapılan inceleme, Türkiye'de yuvalarda çalışan öğretmenlerin davranışlarını değerlendirmek için kullanılabilecek bir aracın olmadığını ortaya çıkarmıştır. Türkiye'de okul öncesi eğitimi alanında amaç sağlanan hizmetlerin kalitesini yükseltmektir.

"Öğretmen" faktörünün kalitesini yükseltmek, okul öncesi eğitimini oluşturan diğer faktörlerin de kalitesini etkileyecektir. Öğretmen faktörünün kalitesini arttırmak için atılacak ilk adım "değerlendirme" sürecidir. Değerlendirme süreci sayesinde öğretmenlerin güçlü ve zayıf noktaları belirlenebilir ve zayıf noktalar geliştirilebilir.

Bu düşünceden yola çıkarak, bu çalışmanın amacı öğretmenlerin yuvada çocuklarla ilişki halindeyken gösterdikleri davranışları değerlendirmek için kullanılacak bir skalanın geliştirilmesi olarak

belirlenmiştir.

Bu amaç iki basamakta gerçekleştirilmiştir. İlk olarak; skalanın maddeleri geliştirilmiştir, ikinci olarak; skalanın son halini belirleyebilmek için içerik geçerliliği çalışması yapılmıştır.

Maddeler, okul öncesi eğitimi alanındaki teoriler ve yaklaşımlar; ilgili araçlar; Bekman'ın doktora tezindeki davranış kategorileri; psikolojik istismar kategorileri ve yuvalardaki öğretmenlerin gözlemlenmesinden yararlanılarak geliştirilmiştir. Gable tarafından önerilen "domain-referenced" yaklaşımı skalanın formatı için bir model teşkil etmiştir. Geliştirilen ölçeğin son hali 96 madde ve bu maddeleri yansıtan 10 kategoriden oluşmuştur. Kategoriler şunlardır; Kontrol, Genel davranış açısından sosyal ilişkiyi arttırma, Bilişsel yönden sosyal ilişkiyi arttırma, Eğitim amaçlı davranış, Öğretmen-çocuk ilişkisinin duygusal ezim öğesi, Öğretmen-çocuk ilişkisinin sevgi öğesi, Genel öğretmen-çocuk ilişkisi, Disipline yönelik girişimler, Örgütlemeye yönelik girişimler, Yarış.

İçerik geçerliliği çalışması için skala okul öncesi alanda teorik ve/veya pratik olarak bilgi sahibi olan 31 uzmana verilmiştir. Toplam 22 uzman çalışmaya katılmayı kabul etmiştir.

Uzmanlardan her maddeyi öncelikle on kategoriden birine veya onbirinci kategori olan "hiçbiri" ne yerleştirmeleri istenmiştir. Daha

sonra gene her madde için birden üçe kadar bir uygunluk derecesi vermeleri istenmiştir.

Toplanan verileri analiz etmek için iki tür istatistiksel analiz yapılmıştır.

Birinci analizde frekans ve yüzde hesaplanmıştır. Maddelerin skalanın son halini oluşturabilmeleri için belirlenen ölçüt; herhangi bir madde için uzmanların en az %50'sinin o maddeyi araştırmacı tarafından belirlenen kategoriye yerleştirmesi ve uygunluk derecesi olarak da en az 2 vermesi idi. Analizin sonunda 57 maddenin belirlenen kritere uyduğu görülmüştür.

İkinci analizde her madde için bir ağırlıklı veriş endeksi (AVE) ve ağırlıklı uygunluk endeksi (AUE) hesaplanmıştır. En az .333 AUE'a sahip maddeler ölçeğin son halini oluşturmuştur. Toplam olarak 64 maddenin bu kritere uygunluğu bulunmuştur.

Bazı maddelerin birinci analizde atıldığı halde, ikinci analizde atılmadıkları görülmüştür. Bu maddelerde ölçeğin son haline katılmışlardır.

Analizler sonucunda ölçeğin son hali 74 maddeden oluşmuştur.

Ölçek 74 maddelik son haliyle gözlemciler arası güvenilirlik çalışması için hazırdır denilebilir.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
ABSTRACT	vi
ÖZET	x
LIST OF TABLES	xvi
LIST OF ABBREVIATIONS	xviii
I.INTRODUCTION	1
1.1. The Aim of the Study	1
1.2. What should be the aim of preschool education?	3
1.3. The components of Preschool education	6
1.4. Factors that effect teacher behavior	17
1.5. Situation of Preschool education in Turkey	23
1.6. Evaluation	28
1.7. The Review of Phychological Abuse Literature	32
1.8. The Consequences of Maltreatment and/or Inadequate care	36
II. Statement of the Problem	40
III. Method	41
3.1. The Background for the Construction of the Instrument	41
3.1.1. Theories in the field of Early Childhood Education	42
3.1.2. Approaches in the field of Early Childhood Education	49

3.1.3. Instruments 55

3.1.4. Behavior Categories in Bekman's Doctoral Dissertation 63

3.1.5. Psychological Maltreatment Categories 67

3.1.6. Observation 70

3.1.7. Rating Scale Development 71

3.2. Procedure for Item and Category Construction

3.2.1. Procedure for Item Construction 73

3.2.2. Procedure for Category Construction 76

3.3. Content Validity 78

3.3.1. Subject Population 79

3.3.2. Instrument 91

3.3.3. Procedure 92

3.3.4. Analysis of Data 93

IV. Results

4.1. Results of the first statistical analysis 96

4.2. Results of the second statistical analysis 114

V. Discussion

5.1. Summary and Conclusions 130

5.2. Limitations and Recommendations

5.2.1. Limitations of the study 134

5.2.2. Recomendations 136

5.3 Contributions of the study to the area. 137

VI. References

VII. Appendix 1

Appendix 2

Appendix 3

Appendix 4

LIST OF TABLES

	Page
Table 1. Sex distribution of the experts	80
Table 2. Age of the experts	80
Table 3. Distribution of the occupation of the experts	8I
Table 4. Distribution of the university major of the experts	82
Table 5. The distribution of the university degree of the experts	232
Table 6. The distribution of the current occupation of experts	232
Table 7. The distribution of the current setting of occupation of the experts	232
Table 8. Length of current employement	233
Table 9. The previous occupations of the experts	234
Table 10.The previous work places of the experts	235
Table 11.Experts' teaching experience	85
Table 12.The frequencies of direct relationship with three age groups	86
Table 13.Presence of direct relationship with nursery school teachers	87

Table 14.The frequency of the number of the settings the experts had direct contacts with the nursery school teachers. 89

Table 15.The results of the first statistical analysis. 98

Table 16.The results of the first method. 96

Table 17.Presentation of the item numbers for each category of the rating scale, the number in each category and items accepted as a result of method one statistical analysis. I07

Table 18.Items categorized differently II0

Table 19.The results of the second method II5

Table 20.WIAP for items in the second method of analysis I23

Table 21.The results of the sign-test method I25

Table 22.The item numbers and number of refused items through analysis by Method 1 and Method 2 I27

Table 23.Results of the second statistical analysis I20

Table 24.The final form of the rating scale I28

LIST OF ABBREVIATIONS

N=Number

%=Percentage

dev.= Development

admin.=Administration

D.A.=Degree of appropriateness

WIAP=Weighted index of appropriateness

WIAS=Weighted index of assignment

K=Predetermined category

R=Responded category

ed.=Education

prg.=Program

SES=Socioeconomic status

IQ=Intelligence

I=Item

C=Category

1.INTRODUCTION

1.1 The Aim of the Study

The importance of early years have been emphasized by various researchers.

Bloom (1964), pointed out the fast rate of intellectual development in the early years and emphasized the importance of environment.

Children were seen as malleable during the preschool years and for the future productivity of children, early educational experiences were seen as crucial (Roopnarine and Johnson, 1987).

Hunt (1961) claimed that an enriched environment in early childhood could make significant differences in the level and rate of intellectual development (cited in Goodwin and Driscoll, 1984).

Various studies reported by Berrueta-Clement, Schweinhart, Barnett, Epstein and Weikart (1984), Schweinhart, Weikart and Larner (1986), Schweinhart and Weikart (1988) showed that high-quality early childhood programs were effective in overcoming the negative effects of childhood poverty and even produced various short-term and long-term benefits for these children.

All of these studies once again show the importance of early years and early experiences.

There are several components in early childhood education like physical environment, curriculum, evaluation, parent involvement and teacher.

Various studies were carried out that pointed out the crucial importance of the component of teacher in the early childhood education (Reichenberg-Hackett, 1962; Rosenthal and Jacobson, 1968; Harris, Johnston, Kelly and Wolf, 1964; Allen, Hart, Buell, Harris and Wolf, 1964; Good, Biddle, Brophy, 1975; Rosenshine and Furst, 1973; Durkin and Biddle, 1974; Kounin, 1970; Scott, 1977).

After reviewing all of these studies it can be said that teacher is the most important factor in a nursery school and increasing the quality of teacher behaviors will positively effect the quality of other components in early childhood education.

The initial step for working on the performance of teachers is evaluation. Teacher behaviors have to be evaluated to determine the existing strenghts and weaknesses so that interventions can be provided to reinforce the strengths and build up the weak points. The evaluation process necessitates objective means for assessment. Search by the present researcher showed that no such tool existed in Turkey. Nor did literature review reveal the presence of an observation schedule devised to assess the direct relationship between the teacher

and child.

The aim of this study was to develop a rating scale that could be used by people trained in the field to evaluate teacher performance interms of direct observable interaction of teachers with the children in the nursery schools. At the end of this evaluation decisions about the kind of training needed by the teachers to improve their performance and thus to increase the quality of education could be determined.

1.2. What should be the aim of preschool education?

Since early years have crucial importance in the lives of children during these years the overall development of children in other words intellectual, social, emotional and physical development should be aimed. (Bekman, 1982; Erkunt, 1966; Hess and Bear, 1968; Kantarcıoğlu, 1974; Yakar and Gingök,1983).

In a nursery school setting, a child has the opportunity of making new contacts with the world and thus experiencing new learning situations. All these will automatically expand his/her breadth of experience and contribute to the child's intellectual development. Among the intellectual goals are the promotion of curiosity, the development of the ability to handle concepts, enrichment of language, to observe and listen, to understand and solve problems (Ellis, 1968

cited in Bekman, 1982; Fowler 1967).

Various studies were carried out to determine the effects of preschool education on the intellectual development of children. The results of the studies like Head Start and Ypsilanti Perry Preschool Project showed that early childhood education interventions had positive effects on school and social adjustment like; lower rates of grade retention and referral to special classes, higher rates of highscool completion and employement and lower incidence of crime. The motivational and psychological state of the children were also positively affected like higher achievement motivation, more positive self-concept and higher occupational aspirations (Berrueta-Clement et al., 1984; Schweinhart and Weikart, 1988). It was also found that apart from gaining cognitive skills children learned attitudes or behaviors like ability to follow instructions, to work in groups, task perseverance, attentiveness to teachers which were helpful for better social adjustment (Kağıtçıbaşı et al., 1988). Schweinhart, Weikart and Larner (1986) found that children attending a nursery school program had significant IQ gains than children who did not have any preschool education experience.

In terms of social and emotional development, experiencing approval by the teacher and the awareness of peer approval have

positive effects on the social and emotional development of children (Hess,1968). At school, a child should frequently have a sense of accomplishment and a sense of being able to learn by himself/herself. Experiencing success, accomplishment, feelings of trust and belonging will positively affect the child's sense of security, self-respect and self-concept (Hildebrand, 1975). Teaching children to have concern for and responsibility towards others and recognizing his/her rights and others' will positively affect the child's later social relations (Hildebrand, 1976 cited in Bekman, 1982).

Maskowitz et al., (1977) found that children with nursery school experience could leave their mothers and form social relations with others when they were away from their mothers, Ricciuti (1974) found that the distance of moving away from the mother and the orientation towards other children were more for daycare infants than the home-reared ones (cited in Bekman, 1982).

Howes and Olenick (1986) found that children in the day-care centres were more likely to exhibit self-regulation than the children at home.

In the area of physical development, incorporating various physical exercises and materials into the program which will make children use their large muscles thus develop motor-coordination and

control are very necessary and benefical for them (Ellis, 1968; Hildebrand, 1976 cited in Bekman, 1982).

Research carried out by Berrueta-Clement, Schweinhart, Barnett, Epstein, Weikart (1984) showed that children attending a high-quality early education program had significant gains in the four developmental areas mentioned in comparison to the children who did not attend any program. It is important to add that the gains were found to be long-lasting.

As can be seen from the results of the above_mentioned studies the preschool education should aim at the overall developmet of the children.

1.3 The Components of Preschool Education

Preschool education consists of the components of physical environment, teacher, curriculum, evaluation and parent involvement. All these components are very important and all of them have certain requirements. The high quality in early childhood education can only be obtained when these components and the requirements of these components are correctly applied.

When the component of physical environment is considered; the existence of the right physical environment plays a fundamental role for centers to achieve their aims. Without the right environment aims

can only be reached upto a certain point.

An ideal center should satisfy both the comfort norms which means the presence of psychological and physical conditions so that the educational activities can be carried out in most appropriate ways and the safety norms which refer to preparation for unexpected disasters (Read, 1971).

Some of the factors of comfort norms consists of spatial density, crowding, staff-child ratio and available equipment.

When there is less "space" for children that is less than 2 m^2 per child (Read, 1971), less free motor activity, more physical contacts with peers, adults and immovable apparatus also decrease in group play, increase in watching other children, aggressive behavior, decrease in looking at books and fantasy play are observed.

"Crowding" has to do with the number of children in relation to spatial area. Bates (1970) and McGrew (1972) found that when children played in large groups they talked and played with each other less and showed more solitary play (cited in Çınar, 1990).

The ideal "staff-child ratio" for each setting can be determined by taking into account the developmental levels of children, competence of the teachers, the goals of the programme, quality of the facilities, available aides and the requirement of the funding agencies

(Çınar, 1990). Tizard (1970) found that as the number of adults increase in the staff-child ratio children interact more with adults and less with peers.

"Available equipment in a nursery school were found to be effective in promoting certain types of social behavior. Pulaski (1970) found that the less structured toys elicited more fantasy in play (cited in Bekman, 1982). Also when there was more equipment per child, less watching others occurred, more children played alone. Less aggressive behavior, less stress, running and chasing behaviors were seen. In case of limited equipment more competition over popular toys, more free motor activity, increase in aggressive and stressful behavior occurred.

The major aim of "parent involvement" in early childhood education is to help families to create a home learning environment that will foster the cognitive, social and emotional development of their children (Çınar, 1990). The attitudes of parents were seen as the key determiners of the children's behaviors and attitudes (Katkovsky, Preston and Crandall, 1964 cited in Goodwin and Driscoll, 1984). Collins (1977) viewed parents as the single most important influence on children's early education and development (cited in Goodwin and Driscoll, 1984). Parent involvement is very important in that parents can help and support the program both in school and at home by means

of the educational activities planned for them to use with their children. By means of parent involvement parental expectations, school-home relationships and attitudes can all be improved (Hess, 1970 cited in Good et al., 1975).

The component of "curriculum" primarily deals with the issue of what a teacher will teach to his/her students. Since it is impossible to teach and learn everything at the same time a selection process is necessary (Nicholls and Nicholls, 1972).

The "focus" that is to say the priorities or points of emphasis of the curriculum must first of all be established.

The "subject-matter" of the curriculum consists of knowledge, skills, processes and values. A teacher selects what s/he will teach from the society's values, cultural norms etc. and organizes and directs them.

The focus of a curriculum is the emphasis for the selected content. It determines how the selected items will be related to each other conceptually and in terms of time and also the method of teaching and the place of students vis_a_vis the teachers.

The focus of a curriculum is the combination of direction (purpose), selection and organization of the subject matter. While deciding about one of these, the other curricular decisions like who

will teach whom, how to teach, how to organize the teachers and students into groups, when to teach what and how to evaluate the curriculum, teachers and students will also be considered (Hyman, 1973).

In the field of preschool education planning should be done down to every minute detail.

The process of evaluation in preschool education was carried out with the aim of evaluating educational programs, for the children, testing hypotheses in studies, providing information to facilite children's learning and development, diagnosing children with special needs and planning and implementing the appropriate instruction, understanding the growth pattern and achievement level of children so that learning objectives can be set for each particular child, helping the educator to feel better since at the end of the evaluation process the educator will understand what s/he has achieved, giving information and feedback to parents and to the related agencies (Hendrick, 1975; Hess and Croft, 1972 cited in Goodwin and Driscoll, 1984).

One most emphasized and investigated component; the dimension of "teacher" constitutes the most important element of preschool education. Several studies were carried out to show the vital

importance of teacher in early childhood education (Reichenberg-Hackett, 1962; Rosenthal and Jacobson, 1968; Harris, Johnston, Kelly and Wolf, 1964; Allen, Hart, Buell, Harris and Wolf, 1964; Good, Biddle and Brophy, 1975; Kounin, 1970; Rosenshine and Furst, 1973; Durkin and Biddle, 1974; Fagot, 1973; Rutter and et al., 1979; Barineau, 1982; Hyman, 1985; Krugman and Krugman, 1984; Hirschbach, 1982; Oswin, 1979; Garbarino et al., 1986).

Some of these studies are summarized here. For example; teachers approach, style of interation and expectations were investigated and their strong impact was seen.

Reichenberg-Hackett (1962) carried out a study in ten different nursery groups composed of four year olds from different race and socio-economic status. The effects of the following behaviors on the children were investigated; teacher approach that is communicative or non-communicative behavior; teacher's motivation techniques namely encouragement, management, discouragement; the types of activities that the teacher paid attention to and/or participated in; lessons taught; the aim of teacher intervention in an activity; the goals and the values that are emphasized. It was found that; neither the socio-economic status nor race played an important role in the attitudes transmitted and values stressed but it was the personality of

the teacher. Her/his outlook and convictions were the most important single factor in the children's nursery experiences. The teacher's style of approach and the management techniques differentiated the nursery groups. Also it was found that teachers transmitted their own values and attitudes to children by means of the activities and routines they used.

In the book Pygmalion in the classroom, Rosenthal and Jacobson (1968) pointed out how a teacher could influence a child's classroom learning and test performance by having positive expectations about the child's abilities.

In a study carried out in an elementary school of low socioeconomic class children, an experimental group was chosen and it was told to the teachers that this group of children would have higher intellectual gains during the school year. At the end of the study it was in fact found that these children had higher IQ gains than the other children. It was concluded that because of higher level of teacher expectation, children in the experimental group gained more (Rosenthal and Jacobson, 1968).

Another dimension of the teacher component the specific way the teacher responds to the child and its effect on the child, especially his/her learning was studied.

Frank J.Estvan in the article "Teaching the very young:Prodecures for developing enquiry skills", proposed that a teacher's way of answering a child's questions was the determinant of the kind of inquiry skills the child would develop. Giving answers to children's questions immediately would deprive the children of the opportunity of learning to discover the answers by themselves. Estvan suggested the technique of "Do not tell-ask!". Asking questions would develop a child's ability to focus his/her attention on an event and to direct his/her inquiry. By means of the questions of the teacher the child could pay attention to the important details and could more easily see the relationship between the parts of the whole (cited in Anderson and Shane, 1971). Here once again the importance of teacher is seen.

Various studies were carried out about the role of teacher in using the reinforcement contingencies on preschool children. Some of them were as follows; Harris, Johnston, Kelley and Wolf (1964) found that high rate of crawling behavior of a three-year-old girl could be reduced when the teacher ignored her crawling behavior and attended to her whenever she was upright. Hart, Allen, Buell, Harris and Wolf (1964) in a similar study found that, the high rate of crying of a four-year-old boy was reduced by ignoring the crying behavior and attending to verbal statements, questions or self-helping behavior in

response to frustration. In a similar study carried out by the same researchers it was found that the social relationships of a four-year-old girl were increased by reinforcing her proximity to other children (cited in Hess and Bear, 1968).

In all of these studies reinforcing stimulus is the social responsiveness of the preschool teacher. S/he did nothing unusual in her/his everyday routine. What was controlled in these studies was not what the teacher did but when s/he did it. Therefore the role of the teacher in using the appropriate reinforcement at the right time plays a significant role in shapping the behavior of children and all of these once again prove the importance of teacher and how influential the teacher is on the children.

Robinson and Robinson carried out a series of studies and concluded that high intelligence in children could be fostered by warmth, support, vast opportunity and reward for autonomy and achievement (cited in Hess and Bear, 1968).

To be able to listen to the children is a very important and necessary characteristic for a teacher. This shows that the teacher cares for them and accepts them. This in turn will positively affect the self-acceptance of the child. When a teacher communicates the expectation that all individuals learn in their own unique way and at

their own pace, the students will be more likely to accept their own performance level. When a teacher consistently communicates that feedback is an information that the teacher and the student use together in planning for optimal growth, the students will not compare their performance with others (Good, Biddle and Brophy, 1975).

In terms of impact of teaching activities the following studies can be cited.

Rosenshine and Furst (1973) concluded that in the presence of the following teaching characteristics students learned best; clarity, curricula, and/or media, variability in teaching methods, enthusiasm, task-oriented and/or businesslike behavior, indirectness (questioning rather than lecturing, frequent student-to-student interaction, frequently using praise), student opportunity to learn the material, teacher using structuring comments and questions at various cognitive levels. It was also found that teacher criticism had an adverse effect on the process of learning. Dunkin and Biddle (1974) also found similar findings in their study (cited in Good et al., 1975). Here once again, the importance of the teacher in the education process can be understood.

Scott (1977) compared the effective and ineffective teachers and found that the effective teacher's behavior was organized into longer, more continuous, more smoothly flowing wholes that the

ineffective teacher's behavior and also they attained their behavioral goals more. The effective teachers expressed greater amount of positive emotional feelings toward children, showed higher participation level than the ineffective ones and were more in control of the situation. They used various mechanisms in their contacts with the children and provided richer stimulus input for the children.

Stanton and Weisberg defined an effective preschool education program as the one giving importance to the interests of each child in the group and having a warm and skillful teacher. Under the guidance of such a teacher, the children could work actively and comfortably (cited in Anderson and Shane, 1971).

Kounin (1970) found that teachers who successfully manage the classroom were very organized in presenting the lesson and students were actively engaged in productive activities.

In the light of research that has been carried out it can be concluded that without a creative who is sensitive to the needs of children and knowledgeable about the developmental characteristics of preschool age children, the other components of preschool education cannot function effectively.

Following this rationale, the dimension of "teacher" was chosen as a topic for this study and a rating scale was aimed to be developed

for the purpose of evaluation so that necessary improvement programs could be devised for the nursery school teachers.

1.4. Factors that Effect Teacher Behavior

The studies carried out showed that among the factors that influence teacher behavior SES of the center and the children, aim of the center, age of the teacher, sex of children, characteristics of the program followed, work_related stress, conception of the work setting, getting rewards from the system, higher expectations about teacher performance, opportunities for personal development, working in a centralized v.s. democratic decision making systems can be cited. In this section some of these studies will be presented.

Tizard, Philps and Plewis (1976) carried out a study in three different groups of nursery schools. One group of nursery schools was staffed by untrained teachers and had the aim of providing care of the children of working mothers and/or providing children with the opportunity of play. The second group was traditional nursery schools staffed by trained teachers, free play was emphasized and had some educational aims. The third group was similar to the second group in most respects but also had a language instruction component. The centres were either middle class or working class.

The results showed that cognitive staff behavior and total

amount of talking behavior with the children were observed more often in middle-class centres while dealing with play equipment and minimal supervision were observed more often in working-class centres. In all centres very little amount of negative control was used. Most information giving to children occurred in centres with a language instruction component, at these centres meal times were used as an educational occasion and informative talk was used quite often. At the other centres, the meal time was seen as a disciplinary occasion.

Among those working as assisstants in these centres it was found that the frequency of using informative talk increased with the age of the assisstants that is to say the older the assisstant the more informative talk was used.

This study emphasized the effects of social class of the centre, aim of the centre and the age of the teacher upon the behaviors of teachers.

Fagot (1973) carried out a study in two different types of nursery schools. In one of the nursery schools everyday a variety of new activities were available for the children whereas in the other school, the same activities were repeated everyday. It was found that teachers of the first school praised children more, were suggestive rather than directive and less critical of children than the teachers in

the second school. As can be seen the aim of the school was an influential factor on the teacher behaviors.

Fagot carried out two additional studies and similar findings once again were found. Teachers in low-task classes criticized children more, provided more physical comfort and affection, compared children with each other and gave information rather than responding to children's questions.

Quay and Jarrett (1986) compared private preschool and Head Start teachers' interactions with middle and lower class children and with boys and girls. Results indicated that teachers of lower class children had fewer verbal interactions with children and more interactions with other adults, the teachers of middle class children on the other hand, had higher percentages of communication with the children. In terms of type of interaction, teachers of middle class children had higher rates of positive-neutral teacher initiation to children and higher rates of positive-neutral child initiation to teachers but a significant sex effect or SESXSex interaction could not be observed. For negative teacher initiations, it was found that teacher differences were because of a significant SESXSex interaction. Teachers of middle-class children had higher rates of negative initiation to boys but the rate for the teachers of lower class children

did not differ for boys and girls.

In this study SES and the sex of the children were found to be influential factors on teacher behavior.

Brophy and Evertson (1977) found that teachers in low-SES schools behaved differenty than the teachers in high-SES schools. The teachers in low-SES schools combined encouragement and warmth with directivity, the teachers in high-SES schools on the other hand, were minimally involved in children's activities. Soar (1977) also reported a similar finding (cited in Quay and Jarrett, 1986).

In another study it was found that teachers show different behaviors and attitudes toward lower and middle-SES children (Rist, 1970; Washington, 1979) and toward boys and girls (Cooper and Good, 1983) (cited in Quay and Jarrett, 1986).

The studies once again stress the importance of SES and the sex of children on teacher behaviors.

Research showed that a planned curriculum tended to structure teacher behavior. Teachers following an experimental model taught according to the methods of the model (Good, Biddle and Brophy, 1975).

This study shows that the characteristics of a program are influential on teachers.

There are also other factors which are influential on teacher

behaviors, these can be summarized as follows;

Barineau (1982) found that teachers who experienced more work-related stress have less goal-oriented classrooms, teachers who saw their work settings as task and independence oriented on the other hand, were more likely to create task-focused and well-structured learning environments (Moos 1986; cited in Fraser, 1987).

Work related stress and the way the work setting was conceived are among the factors that influence teacher behavior.

Rutter and his collegues (1979) proposed that both the students and the teachers had a need to feel rewarded by the school and they wanted some structure and expectations for good performance (Moos, 1986 cited in Fraser, 1987).

Rentoul (1982) pointed out that teachers in formal rule-oriented schools evaluated their classes as less in terms of participation and independence orientation. These studies show that the system has great influences upon teacher behavior.

Centra and Potter (1980) suggested that teachers in centralized decision-making schools were rewarded for order and accomodation and therefore emphasized order and compliance rather than independent initiative (Moos, 1986 cited in Fraser, 1987).

Little (1982) found that continous professional development of

the teachers was most possible in case of frequent discussions among teachers about teaching practices, observing and providing feedback to the teachers about their teaching, designing and evaluating the classroom materials together with the other teachers and teaching each other about the new teaching methods. Such attempts promoted cooperation, respect and created new opportunities for personal growth (Moos, 1986 cited in Fraser, 1987).

Satisfaction is another component that influence teacher behavior when a teacher is satisfied with his/her work this will certainly influence the children under the guidance of this teacher positively.

In the above_mentioned studies various factors were found to be influential on teacher behavior. Among these factors "SES of the center" influenced staff's cognitive behavior, amount of verbal behavior of teachers directed to children, the extent of active involvement with children's activities and the use of directive behavior of teachers. "SES of the children" on the other hand, was found to be influential on the amount of communication of the teacher with the children and on the type of teacher initiation. "Aim of the center" influenced the use of praise, suggestion, criticism and the way the teacher responds to children's questions. "Age of the teacher" was

found to be influential on the frequency of the use of informative talk. "Sex of the children" was influential on the type of teacher initiation. "Characteristics of the program" in a nursery school influenced the way the teacher teaches the children. "Experiencing work related stress and the way the work setting is conceived" influenced the goal_orientation and structure in class. Getting rewards by the system and having higher expectations about teacher performance were also among the factors that influence teacher behavior. "Opportunities for personal development" led to more satisfaction on the part of the teacher. "Working in centralized v.s. democratic decision making systems" was influencial on the teacher's emphasis upon order and compliance v.s. independent initiative in the class.

As a summary it can be said that higher SES centers with educational aims serving children coming from higher SES families, with younger teachers who are experiencing little stress who perceive their work setting as rewarding democratic and providing opportunities for personal development provide a more favorable preschool environment in terms of growth and development of children.

1.5. Situation of Preschool Education in Turkey

In Turkey there is no standardized widespread system of preschool education. Only 4.6% of Turkish preschool age children attend

preschool institutions. Most of the preschool facilities are privately owned and charge tuition therefore majority of the children from deprived socio_economic backgrounds cannot attend these institutions. Turkey is a rapidly developing country. There is a very rapid rate of social change and migration from rural to urban areas. The number of women working outside the home has increased rapidly. This in turn has created a demand for institutionalized preschool care and an increase in the number of child care centers.

There is a growing gap between the quality of services provided to middle and upper class children and those provided to economically deprived children. Among the reasons for such a situation rapid increase in the number of centers, inadequate supervision and control by government agencies, low demands of quality on the part of the poorly_educated parents can be enumerated.

Female literacy rate and education are still at low levels. This has negative consequences for child rearing and the education of young children.

Most of the children do not attend any preschool institutions and those who attend these institutions receive only custodial care in an unstimulating environment (Bekman, 1982; Kağıtçıbaşı et al., 1988).

Various attempts have been made to change the current state of

preschool education in Turkey. In 1978-80 the Turkish Preschool Project was undertaken in cooperation with the Ministry of Education(Kağıtçıbaşı, 1979; UNESCO, 1981). Various books about child development and preschool education were published for the use of parents and teachers (Kağıtçıbaşı, Sunar and Bekman, 1988).

Research carried out by Bekman (1982) showed that according to their aims there were two types of preschool centers in Turkey. Preschool centers with educational aims and centers with maintenance/custody aims.

Centers with educational aims had a staff_child ratio of 15-20 to 1. There was a set daily educational programme with a variety of equipments. The children were free in their choice of activities but they were also asked to form a group under the leadership of the teacher. Within this organized group children had the opportunity of singing songs, telling stories, getting information about the world around them.

Centers with Maintenance/custody aims had a staff_child ratio of 25-30 to 1. They also had a set daily programme aimed only at satisfying the basic needs of children like eating, dressing, toileting. Available equipment was limited. Children had few activity and most of the activities were teacher initiated. Children were spending most

BOĞAZİÇİ ÜNİVERSİTESİ KÜTÜPHANESİ

of their time either playing freely or sitting aimlessy. Individual differences among children and unique circumstances were disregarded.

Staff in educational centers exhibited more congitively oriented behavior than the ones in costodial centers. Children in educationally oriented centers were found to be superior in terms of social and cognitive behaviors than the children in the centers with custodial aims (Bekman, 1982; Kağıtçıbaşı et al., 1988).

Kağıtçıbaşı, Sunar and Bekman (1988) carried out a four_year longitudional study in low_income areas of Istanbul. Differences were found in the behaviors of children attending education or custodial oriented centers.

Children in educationally oriented centers showed more complex behaviors, higher rate of social participation, had higher total autonomy scores and showed more independent activity than the children in the custodial oriented centers.

Onlooker behavior was the type of behavior which was most frequently observed in the custodial centers.

It was also found that children attending educational nursery schools had higher IQ scores than the children attending custodial centers or who do not attend any nursery school.

Children attending educational centers and whose mothers were receiving mother training had the highest mean IQ scores.

In general, educational nursery programs and mother training strongly and positively effected the cognitive ability and performance of children.

At the end of the study it was found that educational preschool environment was superior than the custodial day care or home care in fostering children's cognitive and social development. Children from educational nursery schhols had higher scores on IQ tests, tests of analytical ability, tests of achievement in Turkish and mathematics and higher school grades. They were also found to be less dependent, less aggressive, less emotinally disturbed, better adjusted in school and had higher self_concepts than the children in custodial oriented centers and those having home care.

Children whose mothers were trained were superior than the children whose mothers did not get any training on measures of IQ, analytical ability, classification and general ability. They had higher grades in Turkish and higher academic averages. They were also found to be less dependent, less aggressive, better adjusted to school and had higher self-concepts (Kağıtçıbaşı et al., 1988).

1.6. Evaluation

The dimension of "evaluation" in early childhood education consists of evaluation of the program and the evaluation of the individuals involved which includes children, parents and teachers (Goodwin and Driscoll, 1984).

Since the focus of this study was basically the teacher, the emphasis here was given to staff evaluation.

Staff evaluation is the evaluation of the job-related characteristics of personnel in early childhood education including program directors, teachers, child development associates, paraprofessionals, paid parent volunteers and aides (Goodwin and Driscoll, 1984).

Staff evaluation is conducted to make administrative decisions about salary, promotion, retention, tenure of staff; to improve the instructional process; to promote the individual growth and self-improvement; to modify the staff assignments like changing workloads, identifying the necessary in-service programs; making decisions about the allocation of release time; to protect the schools, centres and staff legally and to improve and validate the process of staff selection (Bolton, 1973; Goodwin and Driscoll, 1984).

There are different ways of staff-evaluation (Salomon and

McDonald, 1970; McNeil and Popham, 1973; Hess and Croft, 1972; Popham, 1975 cited in Goodwin and and Driscoll, 1984). In the following section a review of these will be presented.

a. Staff-self evaluation:

Staff-self evaluation involves the staff to evaluate their own performance themselves and identify their own strengths and weaknesses. Sometimes staff may tend to overrate themselves but it is quite effective for self-improvement of staff without external threat. But it is always preferable to use self-evaluation with the other means of staff evaluation (Salomon and McDonald, 1970; McNeil and Popham, 1973 cited in Goodwin and Driscoll, 1984).

b. Peer evaluation:

Peer evaluation involves the evaluation of staff each other. Most of the time it is quite threatening. It is usually a better idea to use peers as part of an evaluation team than using them only (Goodwin and Driscoll, 1984).

c. Supervisor ratings:

Supervisor ratings is the evaluation of the performance and personal qualities of the staff by their supervisors. This method of evaluation can also cause stress for those being evaluated, making the supervisor evaluate the staff at various times not just only one time

will help to reduce the stress (Hess and Croft, 1972 cited in Goodwin and Driscoll, 1982).

d. Direct Observation by External Observers:

Observers who are new to the setting observe and evaluate the performance of staff, the observers are trained and checked for interrater reliability (Goodwin and Driscoll, 1984).

e. Student ratings:

Students are given a rating form and are asked to rate their teachers in terms of certain dimensions. Since written questionnaires cannot be used with young children, a form with happy-to-sad faces as response choices can be constructed and nonstaff people can read the items to the children or else an interview can be made by the children (Goodwin and Driscoll, 1984).

f. Parent Evaluation:

Evaluations of the parents can be obtained by sending rating forms to them or parents can make observations and then fill out the rating forms during or after their visits, another way is to make interviews with the parents (Goodwin and Driscoll, 1984).

g. Cooperative Appraisal Plan (CAP):

CAP (Tomblin, 1976) which is a tool for staff evaluation consists of three phases. In the first phase; "planning", objectives for

the staff, the way they will be measured, a time limit for the completion of each objective are specified. In the second phase; "operation", staff carry out the plan and the evaluation process begins, evaluation may include the observer's reports, self-reports, the results of questionnaires, records of books read or courses completed and the like. In the third phase; "final evaluation", staff presents the collected data to the supervisor or evaluator at a conference and then an evaluation report is given to a supervisory body. In this method, both the staff and the evaluator (usually the Supervisor) participate in all the three phases (Goodwin and Driscoll, 1984).

h. Performance of Children:

By looking at the performance of children an idea about the effectiveness of the teacher can be obtained. Observing children in the class or on the play ground, their affective responses to the staff, the way they interact with the staff and each other and other behavioral variables can be assessed, analyzing the products of children can give an idea about which objectives are stressed more than the others (Goodwin and Driscoll, 1984).

i. Testing the Staff:

Administering tests to staff is another way of staff evaluation. The test given can be in the form of a written standardized test, a

written essay test, a performance test.

McNeil and Popham (1973) suggested a teaching performance test in which the teacher was wanted to prepare a lesson with a specified objective in mind, after that instruct a small group of learners, later the students were given a test to assess whether they mastered the objectives, they were also asked how interesting the lesson was (Popham, 1975 cited in Goodwin and Driscoll, 1984).

j. Unobtrusive Measures:

The aim in the use of unobtrusive measures is to make inferences about behaviors, skills, attitudes and so on, from some other areas of behavior or attitude. Turnover rate of staff, the eagerness of the staff to sign contracts, attendance rate of students, the use of the staff-provided materials by the students are the examples of unobtrusive measures that can be used for staff evaluation in the field of preschool education (Goodwin and Driscoll, 1984).

In the present study, to evaluate the staff behavior while they were interacting with the children in the group a "teacher rating scale" was decided to be developed.

1.7 The Review of Psychological Abuse Literature:

Psychological maltreatment is defined as consisting of the acts of omission and commission by adults which are Judged to be

psychologically damaging on the basis of community standards and professional expertise. These acts may be committed by a single person or by individuals who are influential on the child because of factors such as their age, status, knowledge and the like. Such acts damage the behavioral, cognitive, affective or physical development of the child (Hart, Germain and Brassard, 1983 cited in Hart, Germain and Brassard, 1987).

When psychological abuse or emotional maltreatment literature in relation to teachers in preschools was reviewed the following findings were found.

Paulson (1983) carried out observations in sixty to seventy preschools in New York between the years 1976 and 1981 and found that teachers were covertly and overtly maltreating the children. Covert forms of maltreatment included; reinforcing both the independent and the dependent behavior on the part of the children at the same time, overemphasizing the acquisition of the academic skills rather than using materials that have an intrinsic interest value for children, preferring to use standard educational materials, behaving inconsistently and a dislike of children. Overt forms of maltreatment included; verbal attacks on children, not showing affection, pulling, pushing, isolating and showing dislike for a particular child while

liking the others excessively (cited in Garbarino, Guttmann and Seeley, 1986).

Research showed that the way the teachers perceived the behaviors of the children, the amount of experience of the teacher, working conditions, the teacher-administrator relationship, work-load, the amount of payment, opportunity for career development and stress were among the factors that increase the possibility of maltreatment. Some research findings supporting these are presented below.

Scheinfeld (1985) proposed that children whose behaviors were perceived as a threat to the self-efficacy of teachers as professionals were more likely to be maltreated than the other children (cited in Garbarino et al., 1986).

Maltreating teachers were usually inexperienced, could not ask for or receive help in dealing with the children, because of limited supervision, training and consultation they felt isolated and in need of support services. All of these conditions negatively affected staff morale and working conditions (Durkin, 1982; Gil and Baxter, 1979; Hosie, 1979; Krause, 1974; Mercer, 1982; Shaughnessy, 1984 cited in GArbarino et al., 1986).

Lacking professional competence, inappropriate working conditions, unhealthy relationship of teacher-administrator, stress,

underpayment, overwork, limited opportunities for career development are the factors that contribute to the maltreatment of children (Garbarino et al., 1986).

Exposure to chronic stress is one of the factors that fosters maltreatment of children. Frustration that cannot be expressed and is not dealt with reduces the workers' patience and motivation (Gil, 1977; Hirschbach, 1982; Shaughnessy, 1984; Thomas, 1982 cited in Garbarino et al., 1986).

Another group of research showed that; the extent of isolation of the institution from the community, the employee-screening and the quality control procedures used by the institution, participation of the staff in the decision-making process, consideration of the needs of the staff, the distribution of responsibility among the staff, the amount of supervision and the opportunity for consultation, the programme used and funding were among the factors that influence the extent of maltreatment of children by the teachers.

In institutions isolated from the community where the staff and the children have no contacts with the regular life and activities of the community, the risk of maltreatment is higher (Solomons, Abel and Apley, 1981 cited in Garbarino et al., 1986).

The likelihood of maltreatment will increase in institutions that

do not have adequate employee-screening procedures, lack quality control, do not give staff responsibility for the events, do not have appropriate supervision and consultation, place conflicting demands on workers, lack clear programmes and sufficient funding (Gil and Baxter, 1979; Durkin, 1982; Mercer, 1982; Thomas, 1982 cited in Garbarino et al., 1986).

Workers who have got to comply with others, whose needs are not taken into account, who cannot participate in decision-making processes, who are not listened to and who cannot easily reach the administration will more likely feel helpless, powerless and alienated, they will feel the lack of sufficient support and be afraid of losing control over children and that is why they will use power and force to control the children and foster their sense of personal significiance (Etzioni, 1961; 1975).

1.8. The Consequences of Maltreatment and/or Inadequate care in school/institutional settings

Some of the studies about the consequences of maltreatment and/or inadequate care in school or institutional settings can be summarized in the following way.

Infants who are maltreated by caregivers will likely show irritability, resistance or avoidance of the caregiver and inadequate

social responses and anxiety. This fear of the caregiver can be generalized to other adults thus the infant often cries, resists and avoids contacts with them (Garbarino et al., 1986). Children maltreated in the institutions will more likely feel unloved, inadequate, inferior and unwanted, have a negative view of the world and perceive it as hostile to them, lose their trust in people, have low self-esteem and become anxious or aggressive. As a result of these feelings, the children may show self-destructiveness, depression, passivity, shyness or overactivity, violence, destructiveness and difficulties of self-control. In institutions, maltreated children can be observed sitting motionless, staring at the floor or with some habits of self-stimulation. These children may have difficulty in controlling themselves and coping with stressful stuations. They will often show the symptoms of self-destructiveness, aggression against others or withdrawal and alienation (Hirschbach, 1982; Oswin, 1979 cited in Garbarino et al., 1986).

Hyman (1985) carried out a study on psychologically abused first-graders and found that the children were exhibiting the symptoms of vomiting, nausea, headache, stomachache, nightmares, earache, fear of the dark, enuresis, thumb sucking, crying, encopresis, hair pulling, eyelash pulling, insomnia, fear of strangers, excessive

dependency, anxious behavior, avoidance of school and school-related activities (Hart, Brassard, Germain, 1987).

In a study carried out of kindergarten children it was found that when the teacher attempts to stop the misbehavior of children have clarity then the children conformed more. When the teacher expressed anger or exasperation in controlling the children, behavior disruption and overt signs of emotional upset of children increased (Kounin, 1970).

Certain conditions of schooling were found to be negatively influencing the children. These were disipline and control through fear and intimidation, low quantity and quality of human interaction, limited opportunities to develop competencies, encouragement of dependence and denial of opportunities for healthy risk taking (Hart, Brassard, Germain, 1987).

Krugman and Krugman (1984) carried out a study on psychologically abused third and forth graders, it was found that these children exhibited the symptoms of excessive worry about school performance, change to negative self-perception and school perception, excessive crying about school, verbalized fear of being hurt by the teacher, stomachache, headache, decreased social functioning, sleep disturbances, depression and withdrawn behavior. Thse children were

very quiet and obedient in the class so that they do not irritate the teacher (Hart, Grassard, Germain, 1987).

Another study by Good and Brophy (1973) showed that teachers tended not to expect or wait for the responses of students they labelled as slow or poor, which means these children are not given a chance to develop and improve (Hart, Brassard and Germain, 1987).

It can then be concluded that if maltreatment is practised by the teachers in the preschool environment, children will not show the expected development that are stated among the aims of preschool education namely cognitive, social, emotional, physical enrichment and growth.

II. Statement of the Problem

The aim of this study is to develop a rating scale which can be used by people trained in the field to evaluate the observable behaviors of teachers as they interact with the children in the day care centers.

The purpose was to construct appropriate items and through a process for content validity determine the items most appropriate for this kind of teacher behavior evaluation.

Investigation in the related area showed that there is no available rating scale in Turkey to evaluate the behaviors of the nursery school teachers therefore such an aim was set for this study.

III. METHOD

3.1 The Background for the Construction of the Instrument

The items of the rating scale that was developed to be used by trained people to evaluate the observable behaviors of teachers as they interact with the children in the day cate centers were based on four main sources. The sources were available theories of child development and approaches in early childhood education, available instruments in the related fields, psychological maltreatment categories and finally observations of teachers in day-cares in Istanbul.

3.1.1 THEORIES IN THE FIELD OF EARLY CHILDHOOD EDUCATION

Some of the foremost theories of child development provided the basis in the development of the items of the rating scale.

Fritz Heider's Naive Psychology was one of those. According to this view, information, skills, values, habits, meanings are all acquired while growing up. People behave according to the consequences of their actions, reward and punishment are important elements for learning in that they are informative about the consequences of one's actions. During the process of maturation a child must be taught the skills and controls that are used by adults in everyday life (Baldwin, 1980).

All this implies that nursery teacher plays an important role in the learning of the young children. In the scale that is developed the utilization of rewards in the teacher's repertoire of behaviors and his/her role in teaching skills and controls were included.

Kurt Lewin's Field Theory was another approach that helped form a structure for the rating scale content. Lewin believes that as children grow up they show greater variety of behaviors, interests, needs, social relations and knowledge, their behaviors become more purposefull and organized, the activities become more independent of

each other and realism increases. He also admits the importance of external world and its effect upon one's life span (Baldwin,1980).

In the scale, the importance of teacher's knowledgability of the characteristics of each age group was also included.

Jean Piaget's Developmental Theory is another very influential theoretical approach in the study. In this view children are seen as active organisms capable of coping with their environment, finding solutions to problems and meeting challenges. Piaget is in favour of "discovery method" in education in which children are provided with a variety of materials and the teacher asks a problem or simplifies it when necessary and answers the children's questions. Piaget believes that when we teach our children in a didactic process we deprive them the opportunity of discovering. Stages of cognitive development is the same for all people but biological maturation of the individual and exposure to increasingly complex experiences determine the age of transition from one stage to another, during the preschool years children are egocentric that is, they think that everyone sees the things as they do. Later on they start to replace direct action by symbols , they begin to classify objects into categories with less dependence on their shapes, smell or feel of objects; concept of conservation begins to develop (Baldwin,1980; Birren et al, 1981;

Fantino and Reynolds,1975). The Preconceptual and Intuitive thought phases correspond to the preschool years (Maier,1965). In the scale the components of children being active, conceptualization of children as capable beings, dicovery learning, provision of experiences according to the needs of children and teacher acknowledgement of the characteristics of preschool age children were included.

Like the other theorists Heinz Werner in his Organismic Developmental point of view proposes that development is from less differentiated to highly differentiated. At first, a child's behavior is rigid that is, s/he does the same things under similar conditions but later on her/his behaviors become more differentiated. Growth and development is a continuous process, children are active organisms; at every stage of development the world is viewed at a qualitatively different way (Baldwin,1980; Birren et al,1980).

Sigmund Freud in his Psychoanalytic Theory of Development says that as children develop their egos start to mature, defense mechanisms gradually appear and the interpersonal relationships are started to be conceived at a more differentiated level. Psychosexual development is a predetermined maturational process. At each stage the child is confronted with a new problem and a particular interpersonal relationship for the first time. Although the sequence of

the developmental stages is the same for all children, the kind of treatment a child receives from the environment determines whether the child will be able to determine a healthy adult personality or a personality with conflicts and disturbances (Baldwin, 1980; Birren et all,1981; Bee,1975; Fantino and Reynolds, 1975).

Since this rating scale was developed to help in the process of raising the quality of teacher-child interaction in the nursery schools, all of the items pointed out the importance of providing the children with high quality treatment based on the available information.

Like Freud, Erickson also proposed developmental stages from birth to old age. At each of the eight stages Erickson puts forth there is an emotional or interpersonal problem to be resolved. The resolution of a conflict affects the resolution of each of the coming conflicts (Bee,1975). The conflicts that are likely to occur at preschool years are; autonomy vs. shame and doubt and initiate vs. guilt. To provide for the healthy resolution of these conflicts such phenomena as the child's attempts to become more independent and toilet training are important for a sense of autonomy and for a sense of initiative. Provision of the child with new experiences, situations, relationships, giving him/her various responsibilities to develop a sense of responsibility are necessary and all of these were emphasized in the

development of the present rating scale.

In the Social Learning Theory of Child Development,it is believed that there is a great similarity in the development of children because of the environmental factors. There are two factors that produce similarities in the environments of different children. The first one is that, the physical environment operates according to the same laws for everybody. For example, a falling rock hurts everybody and fire burns. These realities teach children what to do in each situation. The second factor is that, there are some customary patterns of child rearing which ensures that different children are exposed to the same influences at about the same age. For example,they are expected to walk and talk at about the same time, are toilet trained during approximately the same period (Baldwin,1980; Bee,1975). This theoretical approach also points out the importance of environment on children, since nursery school experience constitute one of the most important environmental factors in children's lives, the scale consisted of items that will affect positively the quality of nursery school experience.

Sociological Viewpoint of Child Development proposes that the behaviors of people cannot be explained adequately without understanding how they affect the behaviors of the other people in

their environment and the influence of the others on each person concerned. For example, both the child and the mother form a pair of mutual influence and they affect each other. An irritable and sensitive child creates a certain environment for the mother and produces maternal behaviors different than a passive child. Socialization is a necessary task for the preservation of the social system, because if the children are not taught to function in the social system in much the same way as their parents did, the social system soon disintegrates. Child rearing practices should produce children with the abilities necessary for the functioning of the social system and play an important role in the attainment of the abilities, knowledge, motivation, conscience and feelings. The behaviors of children are changed during the socialization process by endless repetitions until they change their childish, infantile behavior and perform adult like behaviors (Baldwin, 1980). This view also points out the importance of teacher behavior on children's behaviors and importance of socializing the children so that they can function in the society. The component of teacher teaching the skills necessary for functioning in the society was also included in the scale.

Arnold Gesell's Maturational Theory proposes, there are enormous similarities in the developmental patterns of children due to

biological origins. We are all the same because of genetic code and because of our maturation. Biological change is the basis for all development (Bee,1975). The preschool period is the most important developmental period in that itcomes first and influences all the subsequent development. The amount of mental growth is very rapid during these early years. The child learns modes of behavior which constitute the core of personality. In his writings, Gesell stresses the importance of preschool education, for him kindergarten is an educational institution which should take its proper and essential place in the education process (Gesell,1923). This theory again points out the importance of preschool years,since growth is extremely rapid during these years it seems that there are lots of things preschool teachers can achieve through their behaviors. In developing the present rating scale items were constructed with this very idea.

3.1.2. Approaches in the field of Early Childhood Education

Some of the approaches to preschool education were also used in developing the items of the rating scale.

One of these approaches was "Ausubelian Approach".

According to this approach preschool age children learn best in the presence of concrete examples, the sequence of learning should be from simple to complex and general to specific. The teacher or child orientedness of the activities are determined by the age of children, their previous learning experiences, the understanding and competencies possessed by the children. Planning of each lesson beforehand is very important, children are actively involved in the learning process, when necessary a lesson can be presented a second time. Also supporting lessons with the related learning activities is important (Roopnarine and Johnson, 1987; Ausubel and Robinson, 1969).

In the scale that was developed the components about providing children with concrete examples, teacher being sensitive to the developmental level of each child, planning the activities before hand and children being active learners were included.

Another appoach was the "Montessori Program".

In this approach first six years form a foundation for later mental and personality development. Development proceeds from

simple to complex and from concrete to abstract. There are certain "sensitive periods" in the life of every child, during these periods children have certain needs to be satisfied, the satisfaction of these needs leads to maturation. The desired products of learning process are self-fulfillment, self-content and independence. Children are born with certain potentialities, by interacting with the environment these potentialities develop. There is a structured environment in the class which allows the child to develop at his or her own pace.

The activities in this approach are planned to achieve sensory, conceptual and character development and competence in daily life activities. Materials are within easy reach of children, they are encouraged to get them and use them the way they want to do. The teacher is an aid, example and resource to the child. Individual needs of the children are respected. It was believed that children learn by imitating the teachers (Roopnarine and Johnson1987; Standing, 1962; Kohlberg, 1966 cited in Hess and Bear, 1968).

In the rating scale that was developed the components of children's independence, the importance of interaction with the environment for the development of potentialities, giving importance to the individual pace of children, the importance of arranging activities that tap into different developmental aspects of children,

the importance of children easily reaching the materials and encouraging them to use the materials the way that they want to, teacher being a model and an aide to children and taking into consideration the individual needs of children were emphasized.

The Bank Street Approach was another influential approach for this study. Here, children are treated as if they are older students who engage in the business of learning and working in a group. The aims of the program is to promote autonomy, the child's self-concept, self-expression, sense of competence and exploration. Children need to be helped to feel able and component hence the form and the content of education have equal importance. Rather than the achievement of certain academic goals, the emphasis is on the continuity, meaningfulness and cognitive depth of the educational experiences. Children should actively engage in the learning process and the interests of them are mainly emphasized. Every child has a unique way of learning therefore the flexibility of the teacher is very important. The classroom should have a well-defined structure so that the children can function autonomously. The aim in this approach is to create a rich cognitively stimulating environment in the classroom. (Roopnarine and Johnson, 1987; Isaacs, 1933).

In the rating scale developed the items emphasizing the

components of; promoting autonomy, self-concept, self-expression, sense of competence, exploration behavior of children, helping children to feel able and competent, rather than emphasizing the "product" giving emphasis to "process" in learning, children being active, emphasizing the interests of them, teacher being flexible in relation to the individual differences of children, having a well-organized classroom for the autonomy of children were included.

Tucson Early Education Model was another approach that was considered. This model proposes that; each individual is unique and has unique environmental experiences. Thus has a need to preserve his/her self-esteem and a potential to learn. Individuals learn by interacting with the environment. This program also points out the importance of parent involvement in the education process. Each child must be accepted as s/he is. Opportunities for one-to-one adult/child interaction must be created in the class and children should be frequently observed to determine their interest and skill levels. Reinforcement is crucial in the learning process, children's attention are drawn to the important behaviors of others and they are encouraged and reinforced to imitate them. (Roopnarine and Johnson, 1987).

In the rating scale developed the components of teacher interacting with the children in the group, observing children,

reinforcing them, drawing children's attention to their own behaviors and other's behaviors were also included.

The Distancing Model was another approach which suggests that; children are active and by actively interacting with the environment they construct a sense of physical and social reality. This construction process proceeds from simple to complex and it is also ongoing. The family and the school play a very important role in the construction process by the experiences they provide to the child. As the child acquires new knowledge s/he will be more autonomous. The teacher should decide about how to structure the environment, organize the lessons and interact with the children (Roopnarine and Jihnson, 1987).

Here again, the components of teacher organizing lessons beforehand and interacting with the children were emphasized.

The approach that is the most influential in this study was High/Scope Cognitively Oriented Curriculum.

This curriculum was based on Jean Piaget's theories of child development. It is claimed that children are active learners and they learn best when they plan and carry out the activities they like to do. There is a consistent daily routine which helps the child to develop a sense of responsibility and independence.

The individual needs, interests, capabilities and the

developmental level of each child have utmost importance in this curriculum. Therefore the teachers observe children closely so that they can make the necessary arrangements in their plans and satisfy each child's needs. The arrangement of the activities are from concrete to abstract, simple to complex, here and now to remote in time and space. The adult's role is to stimulate the problem solving activities by providing the children with a variety of materials and activities, by asking the children to make plans, by asking questions and making suggestions (Roopnarine and Johnson, 1987; Hohmann, Banet, Weikart, 1979).

In the rating scale that is constructed the items included the components of children being active, planning and doing the activities that they want to do, having a daily routine and following it, teacher listening to the plans of children, helping, asking questions, making suggestions while they are carrying out their plans, teacher planning the activities beforehand and having always purposes in mind to achieve, giving children the opportunities of sharing and demonstrating with the other children in the group, observing children so that the needs and the developmental level of them can be taken into account, giving importance to children's ideas so that their sense of initiative and problem solving capacity can be developed.

3.1.3. Instruments

Various instruments were also used in the development of the rating scale items. One of the instruments that was used is "Classroom Environment Scale" (CES) translated into Turkish by Tüter and Erkman in 1989.

The dimensions used from this scale are; "Relatinship dimensions" namely "involvement" and "teacher support". "Involvement" is the importance given to students interests and attentiveness in the classroom activities, participation in class discussion and amount of their outside studies. "Teacher Support" is teacher expressing his/her friendship and help toward students by talking with them openly and giving importance to their ideas. The second dimension used from this scale is "Personal Growth or Goal Orientation dimension", here "Task Orientation" subdimension is used which means the emphasis given to the completion of already planned and programmed activities. The third dimension used from this scale is "System Maintenance and Change Dimension". Here "Order and Organization", "Rule Clarity", "Teacher Control", "Innovation" subdimensions are used. "Order and Organization" means the way classroom activities and assignments are organized and if the students behave in an orderly manner in the class.

"Rule Clarity" is the existence of clear rules in the class,

teacher being consistent in following these rules and students being aware of what will happen when they brake a rule. "Teacher Control" is teacher's style of dictating rules and how much the students face disciplinary consequences in the class. "Innovation" is the extent of the use of student's ideas in planning the class activities and the extent of utilization of new techniques by the teacher (Tüter and Erkman, 1989).

This scale developed for utilization in highschool settings is used in defining categories related to classroom environment with the limitation that it is a day care that is the concern in the present study.

Close scrutiny of the scale by the researcher herself and two of her supervisors, one in preschool education the other in counseling have shown 78 items out of 90 to be relevant for the present study's purposes.

Still another instrument that was used is PARI (Parental Attitude Research Instrument). First, second and the fifth scales of the instrument were used. PARI was developed by E.S. Schaefer and R.Q. Bell in 1958. It was translated into Turkish by Güney, A. Le Compte and S.Özer in 1978. It measures the childrearing attitudes of parents.

The first scale "Overprotective motherhood" which has 16 items in it, includes overcontrol, interference, demanding the child to be dependent on his/her parents and at the same time to be active and

diligent, being a very giving mother and expecting the child to appreciate this.

The second scale "Equality-Sharing', consists of 9 items including; giving child equal rights, supporting the child so that s/he can state his/her ideas openly, being a friend to the child and sharing with children.

The fifth scale "Pressure-Discipline" contains 16 items and includes suppression of sexual behavior and aggression, belief in strict discipline, forcing the child, belief in the importance of strict control of the parents (Küçük, 1987; Ramazan 1988).

Another instrument that was used is Perceived Emotional abuse Inventory for Adolescents (PEAIFA) which was developed by Erkman and Alantar in 1989. This instrument consists of two parts; Parental section (PEAIFA-PS) and teacher section (PEAIFA-TS). These were given to adolescents to find out their views of parent and teacher behaviors (Erkman and Alantar, 1989). 46 items out of 52 were found to be relevant for this study.

"Family Environment Questionnaire" (FEQ) is another instrument that was used in this study. FEQ was developed by Fowler in 1980 and translated into Turkish by Usluer in 1989. It is a 30_item likert type scale having two subscales; "interpersonal relationship" (cohesion v.s.

conflict) which measures the degree of openness, commitment, disagreement among family members and "organization-control" measuring family rules, the general plan of organization within the family structure and the rigidity of family order (Usluer, 1989). 28 items of 30 were found to be relevant for this study.

Another instrument used in developing the items of the rating scale is "The Instructional Environment Scale (TIES) which was developed by Ysseldyke and Christenson in 1986. It is an observation tool to describe the instructional needs of a student in the class and to make the appropriate instructional interventions (Ysseldyke and Christenson, 1986).

The components of TIES that were found to be relevant for the present study are as follows; The component of "Instructional Presentation" includes the factors of lesson development, clarity of directions and checking for student understanding. The factors of "lesson development" is relevant for the present study which means the way the lesson is explained, structured and sequenced; the kind and the number of the examples given; the clarity in presenting the lesson content, guided practice opportunities and the amount of teacher-student interaction.

There are a variety of subfactors under each factor. Each

subfactor was examined and the ones that could be relevant for preschool education were used in developing the items of the rating scale. The same procedure was repeated for each component.

Another component of TIES is "Classroom Environment" which includes the factors of classroom management, productive time use and class climate. Classroom management has to do with rules in the class, how they are communicated and how the appropriate behavior is maintained. Productive time use is the extent of noninstructional routines established and the use of class time. Class climate is whether a pleasant, cooperative atmosphere exists in the class and whether the individual differences are accepted. The third component used in TIES is "Teacher Expectations". It is the expectations for student performance, the way the expectations are communicated and whether the student understands these expectations.

Another component found relevant for this study is "Academic Engaged Time" which includes the factors of Student Involvement and Maintenance of Student Engagement. Student involvement is the opportunity of giving response and how much the students actively participate in academic activities. Maintenance of Student Engagement is how much a variety of teacher behaviors or systems are utilized to increase the time spent on task.

"Informed Feedback" is another component used and the corrective procedures factor of this component was found to be relevant for the present study. Corrective procedures mean the teaching strategies used, how much supervised practice and monitoring is provided.

"Adaptive Instruction" is still another component used which means the amount of effort to change instruction, the existence of options to modify instruction and whether the effectiveness of the modifications is communicated to the student. "Progress Evaluation" is another component which includes the factors of Monitoring Student Progress and Follow_up Planning. Monitoring Student Progress factor which was found to be relevant for the present study is the student performance data collected, how frequently the performance of the student is followed and the record keeping system.

"Instructional Planning" component of TIES has two factors Diagnosis and Prescription. Instructional Prescription factor was found to be relevant for this study which means the correspondence between the instructional needs of the student and the instruction given (Ysseldyke and Christenson, 1986).

Another instrument used is from a project called "Operational Definitions of Child Emotional Maltreatment" prepared by Baily and

Baily in 1986. The categories developed for pre-school children were carefully examined and the ones that could be relevant for the present study were selected and used in developing the items of the rating scale.

Still another instrument that was used is Program Implementation Profile (PIP) developed by High/Scope Educational Research Foundation in 1989. In this profile there are items about physical environment of a nursery school; the daily routine in the school; adult-child interaction that is going on which includes the importance given by the teacher to the language development of children, whether the teacher encourages independent exploration and discovery, allows for making choices, extends learning, encourages child-child interaction; adult to adult interaction which includes staff interactions, working with parents, in service training and staff-administrative relationships. This is a five-point likert type scale, a score from one to five is given for each item. All of the items of the profile were carefully examined and the ones that could be relevant for this study were chosen and utilized in the development of the items of the present scale.

Another instrument that was used is PARQ (Parental Acceptance Rejection Questionnaire). The mother form of PARQ was translated into

Turkish by Polat and Kağıtçıbaşı in 1988.

All of the categories of this instrument namely; Warmth/Affiliation, Aggression/Hostility, Neglect/Indifference, and Undifferentiated rejection were used in the present study.

The category of warmth/affiliation includes the physical and verbal expressions of warmth like kissing, holding, fondling, caressing, smiling, hugging or saying nice things, complimenting and praising. Warmth includes all forms of behaviors that give the message of being loved and cared for to a child.

When the category of Aggression/Hostility was looked at; hostility is the internal feelings of enmity, resentment and anger toward the child. Aggression is the behaviors that aim at physically or psychologically hurting another person. Aggression includes the behaviors like pinching, shaking, hitting, pushing, biting, scolding, burning, scratching, tying up or sarcasm, cursing, belittling, scapegoating, denigrating and the like. The category of Neglect/Indifference means not showing concern for the child. This lack of concern may show itself as neglect in behavioral form. Physical or psychological nonavailability of the parent can be seen in the forms of emotional unresponsiveness and distance or failing to attend to the physical and medical needs of the child.

The category of undifferentiated rejection is the child's global feelings of being unloved. This category includes the child's feelings of rejection with a discrimination of parental behavior as neglect or aggression (Erdem, 1990).

Garbarino and others suggest PARQ as an instrument to be used with the teacher. Both the staff and the children can fill out the PARQ (Rohner and Rohner, 1980), which shows the way the teacher's treatment toward the children is perceived in terms of warmth/affection, hostility/aggression, indifference/neglect and undifferentiated rejection from the perspectives of both the staff and the child (cited in Garbarino et al., 1986).

3.1.4. Behavior Categories in Bekman's Doctoral Dissertation

In the present study, some of the categories in Bekman's doctoral dissertation (1982) were also used. These are as follows:

"Attending to and Talking to Staff"; this behavior consists of talking to staff instead of paying attention to the children.

"Positive Control"; means requests, orders, choices which do not allow the child a choice of behavior like 'stand up', 'put on your coat'.

"Negative Control"; includes instructions, warnings which tell the child what not to do, like 'do not talk', children are not told what they should do, only what they are not to do is told.

"Promoting Social Interaction"; has two components namely explanations and suggestions.

"Explanations"; means explaining the child others 'feelings and behavior like' he is crying because you hit him'.

"Suggestions"; encourage mutual cooperation, help and taking turns, for example; "why don't you let him use these blocks after you use them".

"Questions Child for Information, gives child extensive information or explanation"; this category has three components: staff questions for information, gives child extensive information or explanation and socratic questions.

a-"Staff questions for information"; refers to asking questions to get information like, "How will you build your house?".

b-"Gives child extensive information or explanation"; includes talks to give information, ordinary conversations, simple teaching and remarks, like, "we will have a field trip this afternoon", "this is a submarine and it can go to the bottom of the sea".

c-"Socratic Questions"; Staff asks questions to get a verbalisation from the children, to help them understand the characteristics of objects or see causal relations and find solutions, for example; "What do you think?", "Why do you think?".

"Suggesting";

a-Simple; here is the staff makes simple suggestions but does not exactly tell how to do the thing that the child wants to do, like, "Shall we play a game?", "What shall we do next?".

b-"Further suggestions"; these are the suggestions to develop a child's activity, to draw child's attention to a new event or object like, "Come and see the fishes that Ayşe brought".

"Instructing"; staff gives exact instructions to children about how to carry out a task, for example; "put this block next and then add the smaller ones".

"Housework and Dealing with Play Equipment"; includes making preparations for and cleaning after the activity and preparing, cooking food and drink. Also includes the activities like preparing, mending, fixing decorations and making play equipment, providing children with play material, taking out, putting away, looking for, moving, tidying play material.

"Physical Contact"; refers to actually carrying out physical child care like, putting to bed, dressing, undressing, toileting, serving food, giving medicine, bandaging, apron washing, wiping noses.

"Affection and Comfort"; includes behaviors like putting an arm around the child, holding his/her hand, making, him/her sit on lap, patting, picking him/her up.

"Demonstrating to the child"; includes the demonstration of the use of a material or demostration of a skill.

"No contact at all"; includes the behavior of the staff which shows the total ignoring of children.

"Helping the child"; includes doing a part or all of the task for children, also helping the children when they are unable to continue.

"Administrative"; includes formal discussions, meetings, planning the day, registering, writing letters, reports, records, giving and receiving instructions, making phone calls, inspecting the kitchen, toilets, talking with the parents.

"Minimum Supervision"; here the staff may be in the same room but does not engage in any activity of the children.

"General Supervision"; includes greeting and saying goodbye, repeating the children's remarks and asking them to repeat their remarks, praising, encouraging, reassuring, agreeing, giving permissions and sanctions, suggesting, offering food, drink or other physical care, keeping children within certain area, moving them place to place, moving or lifting children when necessary, various supervisory suggestions where the children can take them or not.

"Sharing the Activity"; includes doing activities together with children, also eating with children, Joking and laughing.

"Organised Group Activity"; includes singing, games in which children take turns to tell stories, playing ruled games.

"Organised Talk and Teaching Session"; here children form a group and they have the opportunity of talking in front of the group or the teacher teaches the group in a specific area.

"Rigidity"; includes whether children get up or go to bed at the same time, use garden at set times or whether they are all expected to be involved in the same activity.

"Block Treatment"; includes whether the children wait altogether at the table after the meals before the next activity, whether they wait altogether in a line/group before and after going to the toilet, whether they wait in line before coming to meals.

"Social Distance"; includes whether the staff eat with children, how they help children at nap or toilet time, whether children have access to all areas and to all equipment. (Bekman, 1982). All of these components gave the researcher inspiration while constructing both the items and the categories of this rating scale.

3.1.5 Psychological Maltreatment Categories

Psychological maltreatment literature was also reviewed in developing the items and the categories of the rating scale.

The "psychological maltreatment" consists of acts of omission

and commission which are Judged by the use of both the community standards and professional expertise to be psychologically damaging. Such acts are committed by an individual or individuals who are in a powerful position because of the characteristics like age, knowledge, status, organizational form thus make a child vulnerable. Such acts damage the cognitive, affective, behavioral or physical functioning of the child (Hart, Germain and Brassard, 1983 cited in Hart, Germain and Brassard, 1987). Psychological maltreatment is categorized into seven areas that are defined in the following way;

a-Rejecting: To refuse to recognize the value of the child, to discard as useless or unsatisfactory and to decline to accept. Examples: treating a child differently from his/her siblings or peers which makes him/her feel that s/he is disliked, actively refusing to help the child or accept the child's demand for help.

b-Degrading: Bringing from a higher to lower degree, to treat in such a way that will effect the child's dignity negatively, discrediting, decreasing his/her value. Examples: Saying "stupid" to a child, humiliating them publicly, treating in such a way that will make them feel inferior.

c-Terrorizing: Impressing a child with extreme fear, making them obedient by threatening. Examples: threatening to kill or physically

hurt, unattending the child, forcing the child to look while someone else is hurting the loved ones.

d-Isolating: To seperate from others. Examples: to lock the child into a closet or in a room for a long time, not to allow the child to establish contacts with people outside the family.

e-Corrupting: To make the child antisocial or malsocialized, to change from good to bad, to change from a correct state to a socially unacceptable state being unpleasant, lowering the value of children. Examples: to teach children to behave differently to those who are from different ethnicities or races and reinforcing such acts, also teaching and reinforcing illegal acts, by means of public media showing antisocial and unrealistic models as appropriate.

f-Exploiting: To utilize for only one's own personal profit. Examples: Sexually exploiting a child, keeping the child at home so that he/she can take the role of the servant instead of letting him/her attend school, using children in pornography.

g-Denying Emotional Responsiveness: Not providing children with the caregiving necessary for healthy social-emotional development, being uninvolved, interacting with the child only when necessary. Examples: not taking into account the child's attempts to interact, handling a child mechanistically without kissing, huging, stroking or kissing

(Hart, germain and Brassard, 1987).

h-Adultifying: Not having age-appropriate expectations from children. Expecting behaviors and success that are beyond the age level or capacity of children (Finkelhor and Korbin, 1988).

In the definition of the "school maltreatment" the act of exploiting was omitted and the act of degrading was incorporated within rejecting and denying emotional responsiveness was labelled as ignoring by Hart, Brassard and Germain, 1987.

3.1.6. Observation

In developing the items of the present scale one main process was the tedious act of "observation". Therefore, two educationally oriented and two custodially oriented nursery schools were selected. All of them were middle class nursery schools, two of the educational nursery schools were at Levent, one of the costodially oriented nursery schools was at Beşiktaş and the other one was at Kadıköy. To determine whether the nursery schools are in fact educationally or custodially oriented an interview and an observation form were used (see Appendix 4). These forms were developed by Kağıtçıbaşı, Bekman and Sunar in 1988.

The researcher spent 10 hours 15 minutes in one of the education oriented nursery schools and 6 hours in the other educational day care,

6 hours 30 minutes was spent in one of the custodial nursery school and 4 hours 15 minutes in the other one.

During the observations, the observation and interview forms were filled by asking either the directors or the teachers.

During the observation every behavior of each teacher was put down. Afterwards they were collected under categories leaving no behavior out.

The observation was carried out for two purposes; to validate the categories of behavior attained through literature review and to see if teacher behaviors other than those mentioned are present.

3.1.7. Rating Scale Development

In developing the format of the rating scale the model represented in Gable's book "Instrument Development in the Affective Domain" (1986) was taken as a frame work.

The approach called the "Domain-referenced Approach" was used in developing the items of the rating scale.

Hiveley (1974) used this approach for the first time in developing achievement tests.

Anderson (1981) proposed that affective characteristics represent people's way of feeling or expressing their emotions and all affective characteristics must have the attributes of "intensity",

"direction" and "target".

Intensity is the strength or degree of the feeling, direction is the negative, neutral or positive aspects of the feeling, target is the idea, behavior or object towards which the feeling is directed.

In the Domain-referenced approach the target and direction of the affective characteristics are first specified and then the intensity of it is taken into consideration.

There are some steps that need to be followed while developing a rating scale using the domain-referenced approach. As a first step, the attitude target is identified. The apriori categories, that is the content to be put on an apriori basis is determined based on the review of literature, interviews, observations, the theoretical base and the other variables in the study. The target and the categories are helpful in developing the verbs and adjectives.

As a second step, the target object is selected and the lists of verbs and adjectives that are suitable both to the target object and the apriori category chosen are generated. In the third step, one example from the verb and the adjective list is selected.

As a forth step, a statement is developed. As a fifth step, several statements that are the semantic transformations of the first statement are developed. For semantic transformations either the

same words are reused or different verbs and adjectives are used.

After completing the fifth step the same procedure beginning from the third step is repeated (Gable, 1986).

This approach helped the researcher to consider the verbs and adjectives that could be relevant to preschool teacher behavior in the education settings in writing the items.

3.2. Procedure for Item and Category Construction

3.2.1. Procedure for Item Construction

In developing the items of this rating scale, as a first step, the prominent theories and approaches in the field of preschool education were reviewed. By going through these theories and approaches the researcher pinpointed the important categories of teacher behavior.

After that, the instuments mentioned were carefully examined and it was found that some of the items in these instruments were applicable to the aim of the present study.

Therefore the main theme of these items were taken and adopted by making some modifications in their wordings.

The psychological maltreatment literature was also used in constructing the items of the rating scale. A special emphasis was given to the inclusion of the items that represent the categories of psychological maltreatment into the scale in that behaviors regarded

as psychologically abusive restrict or stop the development of the child and such acts should not ever be done by the teachers.

The observations made helped to see whether the information that was gathered from the categories and the items in those categories could actually be observed in the nursery schools and whether teacher beaviors other than those already specified could be observed.

It was found that most of the behaviors represented by the items were actually observed in the nursery schools. For the teacher behaviors that were not found in the literature reviewed new items were constructed.

The behavior categories in Bekman's Doctoral Dissertation (1982) gave the researcher inspirations about the possible teacher behaviors in the preschool education settings and the items representing those behaviors.

After the literature review and the observation procedure, 400 items were developed. All of these 400 items were including every important point in the sources mentioned.

Later on through consequative brainstorming sessions with the two of the advisors, the items were started to be reduced in number.

The rationale for this act was that; the aim of the study was to

develop a rating scale to evaluate the behaviors of nursery school teachers so the items developed should be most suitable to preschool education, nursery school, nursery school teacher, curriculum and the children.

Another reason was that; the aim of the rating scale is to evaluate the teacher behaviors that are only observed in the group while the teacher is interacting with the children, other types of teacher behaviors like; teacher-teacher interactions, teacher-parent interactions, teacher-administrator interactions were out of the scope of this rating scale therefore items involving these components were also excluded.

Also some of the written items had difficulties in terms of observation. The aim was to develop objectively observable items.

Another reason was that; the rating scale was intended for practical use. If it were too long then it would not be a practical instrument for use.

After paying special attention to each of these factors the items were reduced to 300 items and then to 200 and then to 150 and finally to 96 items.

By all of these 96 items the most important teacher behaviors were tried to be emphasized and it was believed that this number

would be an appropriate number for the practicality of this instrument.

All these process of review of literature directed to item construction, observation, initial construction of 400 items and reduction of the items to the final experimental form of 96 items covered a time span of six months.

3.2.2 Procedure for Category Construction

While constructing the categories of this scale Bekman's Doctoral Dissertation (1982) and the psychological maltreatment literature were basically the two main sources. The dimensions of the reviewed tools were also utilized.

By means of the literature review, observation process, psychological maltreatment literature and the categories in Bekman's dissertation the researcher could gather an idea about the possible teacher behaviors in the preschool settings.

After that, the teacher behaviors that seems similar to each other were put under the same heading.

The teacher behaviors were tried to be operationally defined as clearly as possible. These operational definitions were made by means of long and consequtive brainstorming sessions by the researcher and her supervisors within a time period of four months.

About twenty categories that were started with were collapsed

together according to their similarity and the teacher behaviors that could be representative of several categories at the same time. After clearly defining each teacher behavior and thus the categories in general, each group of definitons were given a name. Hence at the end of this procedure ten different categories were developed each with a different name.

The congruence between the items and the operational definition of each category was continously checked so that a high rate of content validity could be obtained at the end of the study

3.3 Content Validity

In this section the subject population and instrument utilized for the realization of the content validity portion of the study is presented. Procedure for this process and the data analysis methods are also discussed.

3.3.1 SUBJECT POPULATION

The rating scale was distributed to 31 experts who could be identified to have practical and/or theoretical information about the field of early childhood education.

Experts were chosen to be included in the content validity study according to certain criteria; their education in the field and/or their experience, as well as the judgements of the supervisors of the present researcher.

Out of this population , 22 experts returned the scales thus providing 70.97 % return rate. Out of 22 experts 15 was from Istanbul, two were from Ankara, four were from Izmir and one from Paris,France.

The demographic information about experts are presented in Tables;1,2,3,4,5,6,7,8,9,10,11,12,13 and 14.

a. Sex and age;

All of the 22 experts were female (see table 1), between the ages of 26 and 54, the mode being 31 as can be seen in table 2.

Table 1. Sex distribution of the experts

Sex	N	%
Female	22	100
Male	0	0
Total	22	100

N=Number
%=Percentage

Table 2. Age of the experts

Age	N	%
25-30	2	9.1
31-35	8	36.4
36-40	5	22.7
41-45	4	18.2
46-50	1	4.5
51-55	2	9.1
Total	22	100

b.Occupation;

As can be seen in Table 3, majority of experts were psychologists (40.9%), 13.6% of them were child development specialists, 27.3% academicians, 13.6% pedagogues and 4.5% administrators.

Table 3 Distribution of the occupation of the experts

Occupation	N	%
1.Child dev. specialist	3	13.6
2.Academician	6	27.3
3.Pedagogue	3	13.6
4.Psychologist	9	40.9
5.Administrator	1	4.5
Total	22	100

c.University major;

In terms of university major; 50% of them were psychology graduates, 22.7% pedagogy graduates, 18.2% child development and education graduates, others had education in English literature and business administration (see table 4).

Table 4. Distribution of the university major of the experts

University major	N	%
Child dev. and Education	4	18.2
Pedagogy	5	22.7
Psychology	11	50
English Literature	1	4.5
Business Admin.	1	4.5
Total	22	100

d.University degree;

Majority of the experts had doctorate degree, 40.9% while 31.8% had undergraduate degree and 27.3% had other graduate degrees (refer to appendix 3 for table 5).

e.Current occupation;

Presently, 36.4% of the experts were headmaster of a nursery school with 31.8% being academicians, 13.6% research asisstants while one, 4.5%, was working in a mother-child education program and 13.6 % were not currently employed(refer to appendix 3 for table 6).

f.Current setting of occupation;

In terms of setting of work, majority of experts were working in the university (45.5%), 40.9% was working in a nursery school, while 13.6% had no work location since they were not currently employed (refer to appendix 3 for table 7).

g.Length of current employement;

In terms of length of current employement; 59.1% of the experts were employed less than 5 years (refer to appendix 3 for Table 8).

h.Previous occupations;

In the demographic information gathering questionnaire experts were asked to write down four of the previous jobs they had had. It was found that the previous positions included research assistance, nursery school teacher, education specialist, nursery school headmaster, academician, social worker , official, researcher and psychologist positions (refer to appendix 3 for table 9).

i.Previous work places;

As their previous job locations, nursery school, hospital, university, PIAR Research Company, LESA Istanbul Laboratory Industrial Vehicles and Trades Company, Research Center, Company were cited (refer to appendix 3 for table 10).

j.Teaching experience;

It was also found that 63.6% of the experts had taught some kind of a course at one time and 36.4% did not have such an experience (refer to table 11).

Table 11 Experts Teaching Experience

Courses	N	%
No	8	36.4
Yes	14	63.6
Total	22	100

Some of the courses given by the experts were as follows; developmental psychology, preschool education programs, application and evaluation of preschool education programs, the research techniques of child development, vocational guidance, child psychology, adolescent psychology, adult development and socialization, personality, introduction to psychology, behavior modification, computer education with children, the etiology of behavior problems in children, measurement and evaluation in education, reading psychology , guidance and counseling psychology, testing in education, test application, program development, learning, educational psychology, comparative education, history of Turkish education, education philosophy, the principles and methods of

preschool education, creativity in children and creative activities , measurement and evaluation in preschool education, introduction to education, social foundations of education, preschool education, history of education , theories of personality, the psychology of atypical children, crime in children, language development and mentally handicapped children and private language lessons.

k.Direct relationship with the children;

It was also found that 45.5% of the experts had had direct contact with the children between the ages of 0 and 3, 86.4% with children between 4 and 5 and 90.9% had had direct contact with children between the ages of 5 and 6 (see table 12).

Table 12. The frequencies of direct relationship with three age groups

Age group	Relationship	N	%
	Yes	10	45.5
0-3	No	12	54.5

	Yes	19	86.4
4-5	No	3	13.6
	Yes	20	90.9
5-6	No	2	9.1

I.Direct relationship with the nursery school teachers;

As will be seen in Table 13, 90.9% of the experts had had direct contact with nursery teachers whereas only 9.1% did not have any direct contact with them.

Table 13. Presence of direct relationship with nursery school teachers

Relationship	N	%
Yes	20	90.9
No	2	9.1

Total	22	100

m.The frequency of settings of contact with nursery school teachers; The frequency of the settings rated by the experts in which they stated to have direct contacts with the nursery school teachers can be seen in table 14.

(Insert Table 14 here.)

Out of 22 experts 12 of them reported to have had a position as nursery school headmaster and they had contact with the nursery school teachers in this context. While the next frequent setting of having contact with the teachers was being a nursery teacher themselves.

As example to the kinds of other settings of contact with the nursery school teachers, field practice, being a program coordinator, being involved in observation at nursery schools, making and applying education programs, being a nursery school founder, in-service training, being field practice supervisor, being involved in research, being a nursery school psychologist, being an academician, being a volunteer aide and being a parent were cited.

Table 14. The frequency of the number of the settings the experts had direct contacts with the nursery school teachers

Kind of relationship	F	C
Field practice	1	01
Program coordinator	1	02
Observation	3	02,08,12
Making and apply education program	3	02,07,16
Nursery teacher	6	03,08,12 16,17,19
Nursery school founder	1	03
Nursery school headmaster	12	04,07,08,10 11,12,13,14 15,16,19,21
In service training	3	05,07,17,
Field practice supervision	1	05
Research	3	06,09,19
Nursery school psychologist	2	12,20
Parent	2	19,20
Academician	1	19
Volunteer aidee	1	19
No relationship	2	18,22

F: the frequency of the number of the setting
C: the codes of the experts

As can be seen in table 14 , out of 22 experts, 2 had no direct contact while 11 had contact with teachers in one setting, the remaining 9 had an opportunity of contact with teachers in two or more settings.

In short, the expert population of 22 were made up of females,between the ages of 26 and 54, majority of them (40.9%) being psychologist with 40.9% holding a Ph.D degree, 36.4% nursery school headmaster and 31.8% academicians,45.5% working in the university and 40.9% in a nursery school with 63.6% having some teaching experience,majority having had direct contact with children of preschool age and preschool teachers.

3 3.2. Instrument

The final form of the rating scale given to the experts for the content validity study consisted of 10 categories and 96 items representing these categories. The operational definitions of each category was written down. A two-page demographic information questionnaire was added to the beginning of the scale so that demographic information about the expert population could be collected. Also a recommendations page was attached to the end of the scale to get ideas of the experts about the items.

3.3.3 PROCEDURE

In order to determine which items will constitute the final form of the rating scale, a copy of the scale was sent to 31 experts (see appendix 1 for the scale sent to the experts).

The experts were from Istanbul, Ankara, Izmir and one from Paris, France.

The scale was given to the experts in Istanbul personally and was mailed to the others. After they were sent,each of the experts were contacted by phone to control whether they received the scale or not and also to answer the possible questions about the study. A return rate of 22 out of the 31 experts was realized during a time span of two months. During this time period the expert subject population was contacted by phone and experts in Istanbul were contacted personally by the researcher.

The scales given to the experts in Istanbul were collected by the researcher and experts living in Ankara, Izmir and Paris mailed the scales back.

3.3.4 ANALYSIS OF DATA

In this section the procedures that were followed in analyzing the data are included.

The demographic information collected was analyzed by taking frequency counts and calculating the percentage for the answers to each question.

In terms of the rating scale the data about the items and the categories that the items hypothetically belong to was analyzed by using two types of methods.

In the first method; initially,the distribution of each particular item to either one of the 10 categories or the eleventh no-fit category was assessed by taking the frequency counts for each specific item. After that, the degree of appropriateness of each specific item to the categories assigned was estimated by multiplying the number of people with each of the value of degree of appropriateness. Then all of the estimated values were added and the final value was divided into the total number of subjects who assigned that item to that particular category(see Table 15).

A similar analysis was carried out to see how many of the 22

experts put how many of the items in that specified category.Again frequency counts and percentage for 10 of the categories were calculated. Inthe second analysis;a Weighted Index of Assignment(WIAS)(Baykal,1990) was found by multiplying the number of experts rating the item to be in the selected category by the degree of appropriateness values of 3,2 and1 respectively. Then adding up all the scores a different WIAS was attained for each item.

After obtaining a WIAS value; a weighted index of appropriateness(WIAP) was calculated for each specific item by dividing the WIAS score into 66. The value of 66 was found by following the rationale that if all of the 22 experts had given a degree of appropriateness of 3 for that item that is 22 times 3 would be 66 (see Table 20).

After that the WIAP for each particular item was rank ordered and the items with a WIAP of .333 and above were considered to be material for the final form of the rating scale. The value of .333 was set as a limit following the rationale that if 22 of the experts had given a degree of appropriateness of 3 for a specific item, 22 times 3 would be 66, when 66 was divided into two which would constitute 50% or half of the experts, 33 would be obtained, by dividing 33 into 100 .333 would be received.

The sign-test method (Cohen and Holliday,1982) was also carried out to see the correspondence between the original categories determined and the categories chosen by the experts. The categories chosen by the experts were determined by using the highest value of WIASs. In case of correspondence between the experts' decision and the researchers' selection, a positive(+) sign was given, when there is no correspondence, a negative (-) sign was given (refer to table 21)

By using the formula: (Cohen and Holliday,1982)

$$z(\text{computed}) = \frac{\left(x \pm \frac{1}{2}\right) - \frac{1}{2}N}{\frac{1}{2}\sqrt{N}}$$

z computed was found to be -4.797, when the critical z value was taken as 4.0 which could be the most pessimistic choice, the level of significiance was found to be 0.00003, which means that getting such a result only by mere chance was 3 in a hundred thousand.

IV- RESULTS

In this section the results of the two kinds of statistical analysis carried out to analyze the data gathered from the experts will be summarized.

4.1 Results of the first statistical analysis

The results of the first analysis was carried out to find out how many experts placed the items in the category selected by the researcher as well as the assigned degree of appropriateness by the experts to each item. These findings were presented in table 15.

At the end of the first statistical method it was found that out of 96 items 36 of them were selected by 100 to 68.18% of the experts with a degree of appropriateness of at least 2 and 21 of them were selected by 63.64 to 50% of the experts with a degree of appropriateness of 2 and above(refer to table 16).

Table 16. The results of the first method

EXPERTS	Number of the items accepted by at least 50% of the experts and with

N	%	a degree of appropriateness of 2 and above
22-15	100-68.18	36
14-11	63.64-50	21
10-5	45.45-22.73	0
4-0	18.18-0	0
Total		57

a.Items accepted by 68.18 to 100% of the experts;

Out of 96, original 36 items that is; item 1, The teacher rather than being together with the children in the group, spends his/her time outside the class: category 7; item 2, The teacher tells children what not to do without explaining the reason when s/he wants to prevent or stop children's behaviors: category 1; item 5, The teacher does not allow the children to start a new activity like playing a game or going to toilet without waiting for the other children: category 8; item 7, The teacher talks with others or deals with something else in the group rather than mixing with the children: category 7; item 9, The teacher gathers children into a group to teach something, category,4; item 11, The teacher does not follow the daily routine,

Table 15. The results of the first statistical analysis

	A	B	C	D	E	F
1	1-4.5-3				1-4.5-3	
2	**16-72.7-2.38**		1-4.5-3			
3	2-9.1-2			*	2-9.1-1.5	
4		5-22.7-2	1-4.5-3	1-4.5-1		3-13.6-1.67
5	2-9.1-2	2-9.1-1.5				
6					9-40.9-2.11	
7		1-4.5-1			2-9.1-1.5	
8		1-4.5-1		2-9.1-1	2-9.1-2.5	
9			3-13.6-2.33	**19-86.4-2.68**		
10		7-31.8-2.57	6-27.3-2.17	3-13.6-3	1-4.5-3	1-4.5-2
11				2-9.1-2.5		
12					1-4.5-3	**15-68.2-2.4**
13	3-13.6-2					
14		**19-86.4-2.79**	2-9.1-2	1-4.5-2		
15		3-13.6-2.67	1-4.5-1	1-4.5-1	1-4.5-2	
16		1-4.5-2				12-54.5-2.5
17				3-13.6-1.33-		**1-4.5-1**
18	1-4.5-2				**3-13.6-1.33**	1-4.5-3
19			21-95.5-2.52	**1-4.5-2**		
20		1-4.5-3	**14-63.6-2.14**	6-27.3-2.17		
21			**15-68.2-2.87**	7-31.8-2.43		
22	3-13.6-1	**11-50-2.27**				
23		1-4.5-2		1-4.5-2		1-4.5-1
24						2-9.1-2
25			3-13.6-1.67	**15-68.2-1.93**		
26	**18-81.8-2.67**			1-4.5-1		
27					**5-22.7-1.6**	
28		1-4.5-1	1-4.5-1			**19-86.4-2.47**
29	4-18.2-2	2-9.1-2.5		6-27.3-2.33		
30		2-9.1-1.5	2-9.1-1.5			
31		**16-72.7-2.63**	2-9.1-2	1-4.5-1		
32					1-4.5-3	
33		1-4.5-1		**1-4.5-3**		
34			1-4.5-1			
35	2-9.1-1.5	1-4.5-3		4-18.2-2.25		1-4.5-1
36					**16-72.7-2.81**	
37	1-4.5-2	1-4.5-1	1-4.5-2	**13-59.1-2.39**	3-13.6-1.33	
38					**20-90.9-2.45**	
39		3-13.6-2		1-4.5-1		
40					**20-90.9-2.75**	
41	2-9.1-2	4-18.2-2	1-4.5-3	4-18.2-1.25	1-4.5-3	
42				1-4.5-1	**16-72.7-2.69**	
43			**16-72.7-2.81**	6-27.3-2		
44	3-13.6-3			**18-81.8-2.28**		
45					1-4.5-2	
46		1-4.5-2	1-4.5-3	2-9.1-1	4-18.2-2.25	
47		**11-50-3**	8-36.4-2.25	3-13.6-2.33		
48		2-9.1-1.5	2-9.1-2	2-9.1-2		
49	1-4.5-1	2-9.1-2		1-4.5-1		
50		1-4.5-3	1-4.5-1			12-54.5-2.25
51		2-9.1-2.5				
52				3-13.6-1.67		1-.4.5-1

Table 15: cont.

	A	B	C	D	E	F
53		4-18.2-2	**11-50-2.82**	1-4.5-1		
54		1-4.5-2				5-22.7-2.2
55				8-36.4-2.5		
56		**19-86.4-2.68**	1-4.5-1	1-4.5-3		
57	1-4.5-2				**13-59.1-2.23**	
58					**20-90.9-2.45**	
59	2-9.1-2					
60					**22-100-2.64**	
61		10-45.5-2.6	**10-45.5-2.8**	1-4.5-1		
62			1-4.5-3	**18-81.8-2.83**		
63	2-9.1-2.5				**15-68.2-2.6**	
64	1-4.5-3	2-9.1-1			**12-54.5-2.08**	
65	1-4.5-3	4-18.2-2.25			**8-36.4-2**	
66	2-9.1-2	3-13.6-2.33		1-4.5-1	**4-18.2-2**	
67		1-4.5-1			*	9-40.9-2.33
68					19-86.4-2.53	*
69						**22-100-2.59**
70	4-18.2-1.25			2-9.1-2		
71	1-4.5-3		7-32.6-2.14	**4-18.2-1.75**		
72		4-18.2-1.5	1-4.5-3	**12-54.5-2.08**		
73			6-27.3-2.33	**13-59.1-2.3**		
74		1-4.5-3		1-4.5-1		4-18.2-2.5
75		1-4.5-2		4-18.2-2	*	
76		1-4.5-1	**15-68.2-2.47**	6-27.3-2.33		
77	1-4.5-3	1-4.5-2		2-9.1-1.5		
78			2-9.1-2	15-68.2-2.33		
79					**21-95.5-2.48**	
80	3-13.6-2.33	1-4.5-1		2-9.1-1.5	1-4.5-3	
81					4-18.2-1.75	
82	2-9.1-1			1-4.5-3	6-27.3-2	
83	1-4.5-2				**19-86.4-2.42**	1-4.5-1
84	1-4.5-1	2-9.1-2		6-27.3-2.17	**2-9.1-2.5**	
85			1-4.5-1	8-36.4-1.75	1-4.5-1	
86		12-54.5-1.58		3-13.6-1.67	*	
87					13-59.1-2	9-40.9-1.89
88						
89			1-4.5-1	1-4.5-1		1-4.5-1
90			2-9.1-2.5	**10-45.5-2.4**		
91		1-4.5-2		1-4.5-1		2-9.1-2.5
92						2-9.1-2.5
93			6-27.3-1.83	**13-59.1-2**		
94		4-18.2-2	3-13.6-2.67	1-4.5-2		
95	1-4.5-2		2-9.1-2	5-22.7-2.4	1-4.5-2	
96	3-13.6-2.67	1-4.5-1		1-4.5-1		
97	N % D.A	N % D.A	N % D.A	N % D.A	N % D.A	N % D.A
98						

Table 15: cont.

	G	H	I	J	K	L	
1	**15-68.2-2.6**				5-22.7-0	22	100
2		3-13.6-1.33			2-9.1-0	22	100
3	1-4.5-1	7-31.8-1.57	7-31.8-2.71		3-13.6-0	22	100
4	**12-54.5-2.67**					22	100
5		**16-72.7-2.13**	1-4.5-3		1-4.5-0	22	100
6				**12-54.5-1.83**	1-4.5-0	22	100
7	**17-77.3-2.35**				2-9.1-0	22	100
8	**12-54.5-1.75**				5-22.7-0	22	100
9						22	100
10	3-13.6-1.67	1-4.5-1				22	100
11	1-4.5-2	2-9.1-2	**15-68.2-2.6**		2-9.1-0	22	100
12	4-18.2-1.75				2-9.1-0	22	100
13		**18-81.8-2.17**			1-4.5-0	22	100
14						22	100
15	**15-68.2-2.33**				1-4.5-0	22	100
16	**9-40.9-1.89**					22	100
17	18-81.8-2.33					22	100
18	8-36.4-1.25	2-9.1-2.5	2-9.1-2		5-22.7-0	22	100
19						22	100
20	1-4.5-2					22	100
21						22	100
22	2-9.1-1.5	4-18.2-1			2-9.1-0	22	100
23	**19-86.4-2.05**					22	100
24	**13-59.1-2**				7-31.8-0	22	100
25	3-13.6-1.67				1-4.5-0	22	100
26		2-9.1-3			1-4.5-0	22	100
27	12-54.5-1.75	1-4.5-0			4-18.2-0	22	100
28					1-4.5-0	22	100
29	5-22.7-1.8	**5-22.7-1.8**				22	100
30	**11-50-2.09**	6-27.3-1.83	1-4.5-2			22	100
31	1-4.5-1	2-9.1-2.5				22	100
32	13-59.1-1.62		**6-27.3-2.17**		2-9.1-0	22	100
33	5-22.7-2.4	9-40.9-1.89	5-22.7-1.6		1-4.5-0	22	100
34				**21-95.5-2.67**		22	100
35	**12-54.5-2**	1-4.5-1	1-4.5-2			22	100
36		3-13.6-2.33	1-4.5-1		2-9.1-0	22	100
37	2-9.1-1.5				1-4.5-0	22	100
38					2-9.1-0	22	100
39	11-50-1.64	**5-22.7-1.8**	2-9.1-1.5			22	100
40					2-9.1-0	22	100
41	7-31.8-1.57	≠			3-13.6-0	22	100
42		4-18.2-2			1-4.5-0	22	100
43						22	100
44	1-4.5-2					22	100
45	6-27.3-1.83		**12-54.5-2.08**		3-13.6-0	22	100
46		**5-22.7-2**	1-4.5-1	4-18.2-1.75	4-18.2-0	22	100
47						22	100
48	**12-54.5-2**	4-18.2-1.75				22	100
49	5-22.7-1.6	**12-54.5-2.75**			1-4.5-0	22	100
50	**7-31.8-2.14**				1-4.1-0	22	100
51	5-22.7-1.4	**14-63.6-2.36**	1-4.5-3			22	100
52	7-31.8-1.29		**8-36.4-2.25**		3-13.6-0	22	100

Table 15. cont.

	G	H	I	J	K	L
53	6-27.3-1.5					22 100
54	**14-63.6-1.86**				2-9.1-0	22 100
55	3-13.6-1.67		**10-45.5-2.4**	1-4.5-1		22 100
56	1-4.5-1					22 100
57		3-13.6-1.67	1-4.5-1		4-18.2-0	22 100
58					2-9.1-0	22 100
59		**18-81.8-2.56**	1-4.5-3		1-4.5-0	22 100
60						22 100
61					1-4.5-0	22 100
62	3-13.6-1					22 100
63		4-18.2-2.75	1-4.5-3			22 100
64	1-4.5-2	1-4.5-3		1-4.5-1	4-18.2-0	22 100
65	1-4.5-1	1-4.5-3	1-4.5-3	1-4.5-1	5-22.7-0	22 100
66	8-36.4-2				4-18.2-0	22 100
67	12-54.5-2.08					22 100
68		2-9.1-1.5	1-4.5-3			22 100
69						22 100
70	1-4.5-1	**12-54.5-2.25**	2-9.1-2		1-4.5-0	22 100
71	5-22.7-1	5-22.7-2.6				22 100
72	1-4.5-3	1-4.5-3	3-13.6-3			22 100
73	2-9.1-2				1-4.5-0	22 100
74	**15-68.2-2.2**				1-4.5-0	22 100
75	12-54.5-1.25	2-9.1-2.5	1-4.5-1		2-9.1-0	22 100
76						22 100
77	5-22.7-1.8	3-13.6-1	**8-36.4-1.88**		2-9.1-0	22 100
78	2-9.1-2	1-4.5-2	**2-9.1-2**			22 100
79			1-4.5-1			22 100
80	3-13.6-1.67	3-13.6-1	**7-31.8-2.14**		2-9.1-0	22 100
81	**9-40.9-1.89**	8-36.4-2.25			1-4.5-0	22 100
82	**7-31.8-2.43**				6-27.3-0	22 100
83	1-4.5-1					22 100
84	3-13.6-1.67	3-13.6-2	2-9.1-1.5		3-13.6-0	22 100
85	7-31.8-2	*			5-22.7-0	22 100
86	3-13.6-1.67	2-9.1-1			2-9.1-0	22 100
87	*					22 100
88	2-9.1-1.5	3-13.6-1.67	**11-50-2.55**		6-27.3-0	22 100
89	**19-86.4-2.42**					22 100
90	6-27.3-1.67	1-4.5-3	1-4.5-1		2-9.1-0	22 100
91	**17-77.3-2.29**				1-4.5-0	22 100
92	**18-81.8-2.39**				2-9.1-0	22 100
93					3-13.6-0	22 100
94	2-9.1-1.5	**11-50-2.36**	1-4.5-3			22 100
95	3-13.6-2	**6-27.3-2.67**			4-18.2-0	22 100
96	**6-27.3-1.67**	9-40.9-2.33	1-4.5-3		1-4.5-0	22 100
97	N % D.A	N % D.A	N % D.A	N % D.A	N % D.A	TOTAL
98						

category,9;item,12 the teacher generally smiles,category 6; item 13, The teacher does not allow children to speak out of order,category 8, item,14, The teacher explains the child consequences of his/her actions upon others or the feelings of his/her friend when a problem arises between two children, category 2, item, 15, Although the teacher is in the same area with the children,s/he is not involved with them when they are playing or doing activities unless there is an important reason,category7; item 21, The teacher gives explanations with the aim of teaching the children, category 3; item 23, The teacher helps children whenever they seek help while they are doing an activity, category, 7, item, 26, The teacher tells the children what to do to control them without providing behavioral alternatives, category 1; item28, The teacher praises the children when needed, category,6; item 31,The teacher provides the children with the alternative behaviors and explanations when problems arise among the children so that they can find solutions ,category,2, item 34, The teacher creates competition among children by suggesting various rewards while they are dealing with the activities,category,10, item 36, The teacher hits the children so that they get more involved in the activities,category,5, item38, The teacher throws the materials in the class at the children when s/he gets angry,category,5, item 40, The

teacher tells the children that; ' they are getting on his/her nerves', category,5, item42. The teacher verbally and/or physically punishes the children,category,5; item,43. The teacher asks children questions to help them understand the characteristics of the objects,category3, item,44; The teacher teaches children by giving instructions whenever s/he wants to teach someting,category 4; item,56; The teacher in general, makes suggestions to increase and reinforce sharing, mutual help and cooperation among the children,category 2, item,58. The teacher continuously picks up a specific child to criticize or to punish,category 5; item,59; The teacher directs the children with strict rules,category 8; item,60. The teacher degrates the children, makes fun of them,category 5; item 62, the teacher shows the children the way the materials are used,category, 4;item 63. The teacher threatens the children so that s/he can have order in the group ,category 5; item 69; The teacher shows physical affection to children category 6;item 74; The teacher eats with the children,category,7 item 76. The teacher asks children questions so that they can see the cause-effect relations and tells children about antecedents and consequences ,category,3 item 79; The teacher frequently criticizes the children,category,5;item 83 The teacher tells the children that s/he does not love them whenever they make someting that s/he does

not like;category 5; item 89; The teacher participates in the activities of the children actively ,category,7; item 91; The teacher helps the children when they are putting their clothes on and off,category,7; item 92; The teacher helps the children at the toilet,category 7 were selected by 15-22 experts (68.18- 100%) as appropriate for the previously determined categories with a degree of appropriateness of 2 and above.

b.Items selected by 50 to 63.64% of the experts;

While 21 items were stated to be of good fit for the selected categories by 11-14 experts (50-63.64%) with 2 and above degree of appropriateness. These were; item 4, The teacher shares the problems of the children when they have difficulty,category,7; item 20 ;The teacher makes suggestions to further help develop the activities the children are doing,category,3 ; item 22, The teacher shows the solution to children when a problem arises among the children, category,2 ; item 24; The teacher gives children food and beverage, category 7; item 30; The teacher allows the children to enter or exit all the activity areas in the class whenever they want to, category 7; item 35; The teacher walks among the children to help them or to supervise the things they do while they are doing activities,category, 7; item 37;

The teacher while teaching an activity to the children shows them how to do it himself/herself, category 4; item45, Majority of the children spend a lot of idle time, category, 9; item 47; The teacher wants the children to explain the activities that they will start and by asking questions s/he helps them ,category, 2; item 48; The teacher allows the children to use the materials in the class freely whenever they want to, category, 7; item 49; The teacher shows the same reaction to each child who does the same thing , category 8; item 51; The teacher explains to the children the concequences of breaking a rule, category, 8; item 53; The teacher makes suggestions to help the children participate in the activities or to provide them with alternative play choices, category, 3; item 57, The teacher complains aboutthe children to others when they do not listen to him /her, category, 5; item 64; The teacher allows the children to make fun of each other, category 5; item 70, The teacher wants the children to follow certain cliches while they are doing the activities,category 8; item 72, The teacher gathers all the children as a group, the children individually or as a group sing songs ,tell stories, play group games with rules, category 4; item 73, The teacher in the group activities provides the children with the opportunity of learning by doing , category 4; item 88, The teacher cannot find anything that s/he looks for in the group, category, 9; item

93. The teacher while teaching something to children during the group activities directly gives information to the children, category, 4, item 94; The teacher asks the ideas of the children about the rules of behaving in the group and discusses the rules with them and explains them to the children, category, 8 (refer to table 16).

According to the previously set criteria an agreement of 50% and above by the experts with a degree of appropriateness of 2 and above, 57 items could be considered for inclusion in the final rating scale as can be seen in table 17.

Insert Table 17 here.

c.The items that were categorized differently by the experts as compared to the predetermined categories;

Some of the items were put into a certain category by a majority of experts with acceptable degree of appropriateness according to the present criteria in the present study yet this was not the category of choice set by the researcher. These items were; 16 ,the teacher laughs at the jokes of the children from category 7;general teacher and child interaction; was placed into category 6;affective component of teacher and child interaction; 17 the teacher is interested in the activities of the children from category 6;affective component of

Table 17. Presentation of the item numbers for each category of the rating scale, the number in each category and items accepted as a result of method one statistical analysis

CATEGORIES	ITEMS	Number of suggested items	Number of* accepted items
1 Control	2,26	2	2
2 Sup. or. pro. soc. int.	31,22,14,56,47	5	5
3 Cog.or. pro. soc.int.	61,22,20,53,43,76	6	5
4 Ed. or. beh.	62,37,44,9,25,72,71 33,73,93,19,90	12	7
5 Em. Ab. com. of Teac. and child int.	83,27,42,57,40,36,38, 58,60,79 66,75,18,63,84,65,64,86,67	19	11
6 Aff.com.of Teac. and child int.	17,12,28,69,68	5	3
7 Gen. Teac. and child int.	16,4,10,30,48,89,74,91,92,24,54 87,81,50,7,1,15,8,82,96,35,23	22	13
8 Disc. att.	59,85,95,41,94,70,51,29,49,5,39 13,46	13	7
9 Org. att.	11,80,45,55,78,88,32,77,3,52	10	3
10 Competition	6,34	2	1
Total		96	57

_ : Refused items

* : Acceptance criteria, inclusion in the category by 50% of the experts and a degree of appropriateness of 2 and above

teacher and child interaction; was placed into category 7;general teacher and child interaction; , 19 ,the teacher makes the children think in the group activities by asking questions from category 4; education directed behavior; was put into category 3; cognitive oriented promoting social interaction; 50,the teacher allows the children to express and tell their feelings when they are hurted or sad from category 7;general teacher and child interaction; was put into category 6; affective component of teacher and child interaction; 67 ,the teacher gives his/her time and interest to children whenever they want his/her time and interest from category 5;emotional abuse component of teacher and child interaction; was put into category 7; general teacher and child interaction; 68 ,the teacher locks the children into a room or toilet to punish them from category 6 ; affective component of teacher and child interaction; was placed into category 5; emotional abuse component of teacher and child interaction; 78 ,while the teacher is showing an activity to the children,s/he explains it to the children clearly thus children know what to do from category 9 ; organizational attempts; was put into category 4; education directed behavior; 87 ,the teacher does not want children to show affection toward him/her from category 7;general teacher and child interaction; was put into category 5;emotional

abuse component of teacher and child interaction. These categories selected by the experts were chosen by 54.5% , 81.8%, 95.5%, 54.5%, 54.5%, 86.4% , 68.2%, 59.1%, of the experts respectively with 2.5, 2.33, 2.52,2.25, 2.08, 2.53, 2.33, 2 degrees of appropriateness respectively(refer to table 18).

Insert table 18 here

Also, items; 6, The teacher compares children with each other , category 10; 8, The teacher does apart of the child's activity for him/her, category 7,25, The teacher in the group that s/he gathered to teach: a) gives examples understandable by the children, b) expects the participation of all children c) takes into consideration the interests and the desires of the children d) does not provide opportunities for the children to answer, category 4, 54 , The teacher makes the necessary intervention when the children are injured , category 7 were rated in the previously selected category by 54.5%, 54.5%, 68.2%,63.6% of the experts, respectively but the level of appropriateness was lower than the pre-set criterion namely 2.

d.Item placement in categories by experts compared to predetermined categories;

Table 18. Items categorized differently

Item number	Predetermined category	Expert choice	% of experts	Degree of appropriateness
16	7	6	54,5	2,5
17	6	7	81,8	2,33
19	4	3	95,5	2,52
50	7	6	54,5	2,25
67	5	7	54,5	2,08
68	6	5	86,4	2,53
78	9	4	68,2	2,33
87	7	5	59,1	2

Another analysis was carried out to see how many people placed how many of the items of a given category into the ones originally hypothesized.

It was found that for the first category , Control that has two items,15 out of 22 experts (68.2%) placed both of the items (2 and 26) into the first category . In terms of degree of appropriateness, 14 experts (63.6%) gave 2 or 3 to both of the items.

For the second category; Supervision Oriented Promotion of Social Interaction, it was found that 10 of the experts (45.5%) placed 4 out of 5 of the items in this category while in terms of degree of appropriateness, 10 experts (45.5%) gave 2 or 3 to 5 of the items in this category .

For the third category; Cognitive Oriented Promotion of Social Interaction, 7 experts (31.8%) placed 5 of the 6 items in this category and in terms of degree of appropriateness 9 experts (40.9%) gave 2 or 3 to 5 of the items in this category.

For the fourth category; Education Directed Behavior, 9 experts (40.9%) placed 6 out of 12 of the items in this category and 5 experts (22.7%) gave 2 or 3 for 9 of the items in this category as degree of appropriateness.

For the fifth category;Emotional Abuse Component of Teacher and

Child Interaction, only 2 of the experts (9.1%) placed 7 of the 19 items in this category and 4 of the experts (18.2%) gave 2 or 3 to 17 of the items in this category and again another 4 of the experts (18.2 %) gave 2or 3 as degree of appropriateness to 12 of the items.

For the sixth category; Affective Component of Teacher and Child Interaction, 14 experts(63.6%) placed 3 out of 5 of the items in this category while 10 of the experts (45.5%) gave 2or 3 as degree of appropriateness to 4 of the items in this category.

For the seventh category; General Teacher and Child Interaction, 3 experts (13.6%) placed 15 out of 22 of the items to this category and 3 of them (13.6%) placed 17 of the items into this very category. In terms of degree of appropriateness 3 experts (13.6%) gave 2 or 3 to 15 of the items while again 3 experts (13.6%) gave 2 or 3 to 18 of the items.

For the eight category; Disciplinary Attempts , 9 experts (40.9%) placed only 1 of the 13 items in this category while 10 of the experts(45.5%) placed none of the items in this category and 4 experts (18.2%) gave 2 or 3 to 9 of the items in this category as degree of appropriateness.

For the ninth category; Organizational Attempts, 5 experts (22.7%) placed 5 out of 10 of the items in this category and 6 of the

experts (27.3%) gave 2 or 3 to 8 of the items.

For the tenth category, Competition, 11 experts (50%) placed 2 out of two of the items in this category and 11 of them (50%) placed only 1 of the items into category 10, in terms of degree of appropriateness 11 experts (50%) gave 2 or 3 to 2 of the items.

4.2 RESULTS OF THE SECOND METHOD OF ANALYSIS

A second method of analysis was decided to be carried out for several reasons.The initial analysis left the present researcher with a desire for more refined mathematical procedure. Secondly, the criteria set for the former procedure left out several items seen valuable by the researcher. The second analysis used more mathematical precision and provided a second valuable checking process for the inclusion of the items in the final rating scale.

In the second method of analysis; for each particular item , how many experts put that item into the selected categories presented in the study and what degree of appropriateness was assigned for that item were investigated(see Tables 19 and 23).

A Weighted Index of Assignment(WIAS)(Baykal,1990) was found by multiplying the number of experts rating the item to be in the selected category by the degree of appropriateness values of 3,2 and 1 respectively.By adding up all the scores a different WIAS was attained for each item. After obtaining a WIAS value, a Weighted Index of Appropriateness (WIAP) was calculated for each item by dividing the WIAS score into 66.

Out of 96 items 64 items ;

Table 19: The results of the second method

I /C	1	2	3	4	5	6	7	8	9	10	Total
1	3				3		**39**				45
2	**38**		3					4			45
3	4				3		1	11	**19**		38
4		10	3	1		5	**32**				51
5	4	3						**34**	3		44
I /C	1	2	3	4	5	6	7	8	9	10	Total
6					19					**22**	41
7		1			3		**40**				44
8		1		2	5		**21**				29
9			7	**51**							58
10		18	13	9	3	2	**5**	1			51
11				5			2	4	**39**		50
I /C	1	2	3	4	5	6	7	8	9	10	Total
12					3	**36**	7				46
13	6							**39**			45
14		**53**	4	2							59
15		8	1	1	2		**35**				47
16		2				30	**17**				49
17				4		**1**	42				47
I /C	1	2	3	4	5	6	7	8	9	10	Total
18	2				**4**	3	10	5	4		28
19			53	**2**							55
20		3	**30**	13			2				48
21			**43**	17							60
22	3	**25**					3	6			37
23		2		2		1	**39**				44

I/C	1	2	3	4	5	6	7	8	9	10	Total
24						4	**26**				30
25			5	29			-5				39
26	**48**			1				6			55
27					**8**		21	2			31
28		2	2			**52**					56
I/C	1	2	3	4	5	6	7	8	9	10	Total
29	8	5		14			9	**9**			45
30		3	3				**23**	11	2		42
31		**42**	4	1			1	5			53
32					3		23		13		39
33		1		**3**			12	19	8		43
34			1							**56**	57
I/C	1	2	3	4	5	6	7	8	9	10	Total
35	3	3		9		1	**24**	1	2		43
36					**45**			7	1		53
37	2	1	2	**31**	4		3				43
38					**49**						49
39		6	1				18	**9**	3		37
40					**55**						55
I/C	1	2	3	4	5	6	7	8	9	10	Total
41	4	8	3	5	3		9	-			32
42				1	**43**			8			52
43			**45**	12							57
44	9			**41**			2				52
45				2		11		**25**			38
46		2	3	2	9			**10**	1	7	34

I/C	1	2	3	4	5	6	7	8	9	10	Total
47		**33**	18	7							58
48		3	4	4			**24**	7			42
49	1	4		1			8	**33**			47
50		3	1			27	**15**				46
51		5					7	**33**	3		48
I/C	1	2	3	4	5	6	7	8	9	10	Total
52				5		1	9		**18**		33
53		8	**31**	1			9				49
54		2				11	**26**				39
55				20			5		**24**	1	50
56		**51**	1	3			1				56
I/C	1	2	3	4	5	6	7	8	9	10	Total
57	2				**29**			5	1		37
58					**49**						49
59	4							**46**	3		53
60					**58**						58
61		26	**28**	1							55
62			3	**51**			3				57
I/C	1	2	3	4	5	6	7	8	9	10	Total
63	5				**39**			11	3		58
64	3	2			**25**		2	3		1	36
65	3	9			**16**		1	3	3	1	36
66	4	7		1	**8**		16				36
67		1			-	21	25				47
68					48	-		3	3		54
69						**57**					57

I/C	1	2	3	4	5	6	7	8	9	10	Total
70	5			4			1	**27**	4		41
71	3		17	**7**			5	13			45
72		6	3	**25**			3	3	9		49
73			14	**29**			4				47
74		3		1		10	**33**				47
I/C	1	2	3	4	5	6	7	8	9	10	Total
75		2		8	-		15	5	1		31
76		1	**37**	14							52
77	3	2		3			9	3	**15**		35
78			4	35			4	2	**4**		49
79					**52**				1		53
80	7	1		3	3		5	3	**15**		37
81				7	**17**	18	42				
I/C	1	2	3	4	5	6	7	8	9	10	Total
82	2			3	12		**16**				33
83	2				**46**	1	1				50
84	1	4		13	**5**		5	6	3		37
85			1	14	1		14	-			30
86		19		5	-		5	2			31
I/C	1	2	3	4	5	6	7	8	9	10	Total
87					26	17	-				43
88							3	5	**28**		36
89			1	1		1	**46**				49
90			5	**24**			10	3	1		43
91		2		1		5	**39**				47
92						5	**43**				48
93			11	**26**							37

I/C	1	2	3	4	5	6	7	8	9	10	Total
94		8	8	2			3	26	3		50
95	2		4	12	2		6	16			42
96	8	1		1			10	21	3		44

Table 23. Results of the second statistical analysis

K \ R	A	B	C	D	E	F	G	H	I	J	K
1	2										2
2		5									5
3			6								6
4			2	9				1			12
5		1		1	12		5				19
6					1	3	1				5
7		1			1	2	16	2			22
8				1			3	9			13
9				1			1		8		10
10										2	2
11											96
12											TOTAL

(1,2,4,5,6,7,9,11,12,13,14,15,20,21,22,23,24,25,26,28,30,31,34,35,37 37,38,40,42,43,44,45,46,47,48,49,51,53,54,55,56,57,58,59,60,61,62, 63,64,69,70,72,73,74,76,79,83,86,89,90,91,92,93,94) were selected by looking at the WIAP (Weighted index of appropriateness) (Baykal, 1990) scores (see Table 20).

While 32 items were decided to be excluded according to the set criteria of this method. The set criteria was the inclusion of the items with a WIAP(weighted index of appropriateness) of .333 and above. These were items; 3,8,10,16,17,18,19,27,29,32, 33,39,41,50, 51, 52,65,66,67,68,71,75,77,78,80,81,82,84,85,86,87,95,96.

The sign-test method (Cohen and Holliday,1982) was also used and a total of 24 negative signes were counted(see Table 21).

The items that could be excluded in the two kinds of analysis used were presented in Table 22.

As can be seen in table 22, mostly the same items were excluded in the two kinds of analysis used but in the first one the items; 6,25,46,54,55,61,90 were also excluded which were not excluded in the second method.

Table 24 shows the final form of the rating scale.As can be seen a total of 74 items constituted the final form of the scale.Refer to appendix 4 for the final form of the rating scale at the end of the

Tablo 20. WIAP for items in the second method of analysis

	A	B
1	Item No	WIAP
2	60	0,879
3	69	0,864
4	34	0,848
5	40	0,833
6	14	0,803
7	28	0,788
8	79	0,788
9	9	0,773
10	56	0,773
11	62	0,773
12	58	0,742
13	26	0,727
14	59	0,697
15	89	0,697
16	83	0,697
17	38	0,696
18	43	0,682
19	36	0,682
20	21	0,652
21	42	0,652
22	92	0,652
23	31	0,636
24	48	0,636
25	44	0,621
26	7	0,606
27	63	0,591
28	1	0,591
29	11	0,591
30	91	0,591
31	13	0,591
32	23	0,591
33	2	0,576
34	76	0,561
35	12	0,545
36	15	0,53
37	5	0,515
38	46	0,515
39	47	0,5
40	49	0,5
41	51	0,5
42	74	0,5
43	4	0,485
44	53	0,469
45	37	0,469
46	20	0,455
47	57	0,439
48	73	0,439

Table 20. WIAP for items in the second method of analysis

	A	B
49	25	0,439
50	61	0,424
51	88	0,424
52	70	0,409
53	94	0,394
54	24	0,394
55	54	0,394
56	93	0,394
57	72	0,379
58	45	0,379
59	64	0,379
60	22	0,379
61	90	0,364
62	55	0,364
63	35	0,364
64	30	0,348
65	6	0,333
66	8	0,318
67	3	0,288
68	52	0,273
69	16	0,258
70	81	0,258
71	95	0,242
72	82	0,242
73	65	0,242
74	50	0,227
75	60	0,227
76	77	0,227
77	32	0,197
78	96	0,152
79	39	0,136
80	29	0,136
81	66	0,121
82	27	0,121
83	71	0,106
84	84	0,076
85	10	0,076
86	78	0,061
87	18	0,061
88	33	0,045
89	19	0,03
90	17	0,015
91	41	0
92	67	0
93	68	0
94	75	0
95	85	0
96	86	0

Tablo 20. cont.

	A	B
97	87	0

Table 21. The results of the sign -test method

1	7	7	+
2	1	1	+
3	9	9	+
4	7	7	+
5	8	8	+
6	10	10	+
7	7	7	+
8	7	7	+
9	4	4	+
10	7	2	-
11	9	9	+
12	6	6	+
13	8	8	+
14	2	2	+
15	7	7	+
16	7	6	-
17	6	7	-
18	5	7	-
19	4	3	-
20	3	3	+
21	3	3	+
22	2	2	+
23	7	7	+
24	7	7	+
25	4	4	+
26	1	1	+
27	5	7	-
28	6	6	+
29	8	4	-
30	7	7	+
31	2	2	+
32	9	7	-
33	4	8	-
34	10	10	+
35	7	7	+
36	5	5	+
37	4	4	+
38	5	5	+
39	8	7	-
40	5	5	+
41	8	7	-
42	5	5	+
43	3	3	+
44	4	4	+
45	9	9	+
46	8	8	+
47	2	2	+
48	7	7	+
49	8	8	+

Table 21. cont.

	K	R	S
50	7	6	-
51	8	8	+
52	9	9	+
53	3	3	+
54	7	7	+
55	9	9	+
56	2	2	+
57	5	5	+
58	5	5	+
59	8	8	+
60	5	5	+
61	3	3	+
62	4	4	+
63	5	5	+
64	5	5	+
65	5	5	+
66	5	7	-
67	5	7	-
68	6	5	-
69	6	6	+
70	8	8	+
71	4	3	-
72	4	4	+
73	4	4	+
74	7	7	+
75	5	7	-
76	3	3	+
77	9	9	+
78	3	4	-
79	5	5	+
80	9	9	+
81	7	8	-
82	7	7	+
83	5	5	+
84	5	4	-
85	8	4/7	-
86	5	2	-
87	7	5	-
88	9	9	+
89	7	7	+
90	4	4	+
91	7	7	+
92	7	7	+
93	4	4	+
94	8	8	+
95	8	8	+
96	7	8	-

Table.22 The item numbers and number of refused items through analysis by method I and 2

A	B
First Method	Second Method
3	3
*6	8
8	10
10	16
16	17
17	18
18	19
19	27
*25	29
27	32
29	33
32	39
33	41
39	50
41	52
*46	55
50	58
52	67
*54	68
*55	71
*61	75
65	77
66	78
67	80
68	81
71	82
75	84
77	85
78	86
80	87
81	95
82	96
84	
85	
86	
87	
*90	
95	
96	
Total: 39	Total: 32
REFUSED	ITEMS

Table 24. The final form of the rating scale

	A	B	C
1	CATEGORIES	ITEMS	TOTAL
2	1	2(-), 26(-)	2
3	2	31(+),22(-),14(+),56(+),47(+)	5
4	3	61(+), 21(+),20(+), 53(+), 43(+),76(+),19(+)	7
5	4	62(+),37(+),44(-),9(+),25a(+),25b(+),25c(+),25d(-)	13
6		72(+),73(+),93(-),90(+),78(+)	
7	5	83(-),42(-),57(-),40(-),36(-),38(-),58(-),60(-)	13
8		79(-),63(-),64(-),68(-),87(-)	
9	6	16(+),12(+),28(+),69(+),50(+)	5
10	7	17(+),4(+),30(+),48(+),89(+),74(+),91(+),92(+)	16
11		24(+),54(+),7(-),1(-),15(-),35(+), 23(+),67(+)	
12	8	59(-),94(+), 70(-),51(+),49(+),5(-),13(-)	7
13	9	11(-),45(-),55(+),88(-),	4
14	10	6(-),34(-)	2
15	TOTAL	74	74

(+): positive item

(-): negative item

content validity study.

V- DISCUSSION

5.1 SUMMARY AND CONCLUSIONS

This rating scale was developed with the aim of evaluating the performance of nursery school teachers in terms of their directly observable interaction with the children. It originally consisted of 10 categories and 96 items representing these categories.

To carry out the content validity study the scale was distributed to 31 experts of which 22 returned the scale back to the researcher.

All of the experts were females,majority (40.9%) were psychologists, 36.4% of them was nursery school headmaster, 45.5% was working in the university, 63.6% had some teaching experience and majority of the experts had direct contact with children of preschool age and preschool teachers.

A questionnaire which helped the reseacher to gather relevant demographic information about the experts was also used.The demographic data was presented utilizing frequency distributions.

Two types of statistical analysis were carried out on the data collected from the expert subject population.

In the first one; to understand the distribution of the items to eleven of the categories frequency of the expert responses, percentage

and a degree of appropriateness were estimated for each particular item. There were two criteria for the acceptance of an item in the final form; a level of agreement of at least 50% of the experts and assignment of an average degree of appropriateness of at least 2.

As a result of this analysis with the above specified criteria 57 items could be included , these items were ; 1,2,4,5,7,9,11,12,13, 14,15,20,21,22,23,24,26,28,30,31,34,,35,36,37,38,40,42,43,44,45,47, 48,49,51,53,56,57,58,59,60,62,63,64,69,70,72,73,74,76,79,83,88,89, 91,92,93,94.

Yet it was also found that some of the items were put into different categories other than those set by the reseacher by at least 50% of the experts and with a degree of appropriateness of at least 2. For example; for item 16, the set category was 7 but it was found that 54.5% of the experts put it into category 6 with a degree of appropriateness of 2.5, item 17 was put to category 7 rather than 6 by 81.8% of the experts, with a degree of appropriateness of 2.33, the set category for item 19 was 4 but 95.5% of the experts put it into category 7 with a degree of appropriateness of 2.52, item 50 was put into category 6 rather than 7 by 54.5% of the experts with an appropriateness degree of 2.25, item 67 was placed into category 7 rather than 5 by 54.5% of the experts with an appropriateness degree

of 2.06, item 68 was put into category 5 rather than 6 by 86.4% of the experts with an appropriateness degree of 2.53, item 78 was put into category 4 rather than 9 by 68.2% of the experts with a degree of appropriateness of 2.33, item 87 was placed into category 5 rather than 7 by 59.1% of the experts with an appropriateness degree of 2. It was decided for these items to be put into the categories accepted by the majority of the experts and included in the final form of the rating scale(refer to table 18).

Also,the items 6, 25, and 54 were put into the previously selected category by 54.5%,68.2% and 63.6% of the experts respectively but with a degree of appropriateness which was lower than 2. When the second method of analysis was utilized, it was seen that items 6,25 and 54 had WIAP values of .333, .439 and .394 respectively. As previously discussed, these were acceptable WIAP values and these items were not excluded based on the criteria set for the second method. Therefore these items were also decided to be retained in the final form of the scale.

Items 55,61 and 90 which did not satisfy the criteria of the first method of analysis,in the second method had the acceptable WIAPs of .364, .424, .364 respectively, therefore it was also decided to keep them in the final form.

Altogether 74 items constituted the final form of the rating scale.

In the second method of statistical analysis; for each item a WIAS and a WIAP were calculated and the WIAP scores were rank ordered.The items with a WIAP of .333 and above were included. In this method, a total of 64 items were included, after that the sign-test method was used and it was found significant at .00003 level.

As can be seen from these results it can be concluded that the categories and the items that are constructed and chosen to constitute the observation scale ,TE.B.O.S, after great scrutiny and content validity study are valid. This scale can be said to be ready for a study of interrater reliability in its present form.

5.2 LIMITATIONS AND RECOMMENDATIONS

5.2.1 LIMITATIONS OF THE STUDY

As one of the limitations of this study the number of the experts could be cited. Yet the reason for keeping the number of experts at 21 was that no other person could be identified who had the necessary expertise for the purposes of this tool.

As another limitation, the number of the categories of this scale could be mentioned. Limiting the number of categories could lead to higher content validity. Yet again the 10 categories were found to be meaningfully different but all quite relevant for the purpose of this study by the researcher and her supervisors.

Also, a reccomendations page was put at the end of the rating scale so that the experts could write their comments. Only four of the experts offered some comments.

One of the four experts wrote down three items and reccomended the inclusion of these three items to the scale. Specifically, this expert subject suggested inclusion of an item about teacher behaving in an encouraging and supporting way that would make the children like the process of learning. Another item was about teacher empathizing with the children, the third item was about teacher directing the

children to the activities that will enhance their self-confidence and independence. These were actually present in the items of this scale in quite behaviorally stated way as opposed to the generalized statements of the expert. The items that cover the above points are items 4,17,20,23,28,30,31,35,43,47,48,50,53,67,72,73,76,78,89,94.

Another expert suggested the inclusion of the items about the vocational knowledge and skills of the teacher for the application of the program and items about the relationship of family-teacher,teacher-teacher and teacher-administrator. This reccomendation is not relevant for the purpose of the present study. One expert suggested that the distinction between the categories 3 and 4, 7 and 8, 4 and 7 was not clear enough. Yet the responses of the experts in general as presented in the result section do show that the categories were distinctly perceived by the experts.

children to the activities that will enhance their self-confidence and independance. These were actually present in the items of this scale in quite behaviorally stated way as opposed to the generalized statements of the expert. The items that cover the above points are items 4,17,20,23,28,30,31,35,43,47,48,50,53,67,72,73,76,78,89,94.

Another expert suggested the inclusion of the items about the vocational knowledge and skills of the teacher for the application of the program and items about the relationship of family-teacher,teacher-teacher and teacher-administrator. This reccomendation is not relevant for the purpose of the present study. One expert suggested that the distinction between the categories 3 and 4, 7 and 8, 4 and 7 was not clear enough. Yet the responses of the experts in general as presented in the result section do show that the categories were distinctly perceived by the experts.

5.2.2 RECOMMENDATIONS

Before the final form of this rating scale could be realized reliability study is recomended.

It can also be utilized as a ground work for those who would want to improve such a tool and/or devise other assessment instruments related to the area.

Another step to follow can be the development of a short form of TEBOS to aid in quick general evaluations.

5.3 CONTRIBUTIONS OF THE STUDY TO THE AREA

It was initially argued by the present researcher based on available literature and her own personal experience in the field that the teacher factor in preschool settings is the one most important factor. Yet no observation tool for assessment of preschool teachers existed in Turkey. This study is a first step towards the provision of such a tool.

Also, a second way this scale can be utilized in this area is in preschool teacher training and education. The categories and the behaviors specified under each category can help form the structure for part of the training programs.

References

1. Alantar, M., Erkman, F.(1989). Psychological maltreatment: an attempt of its definition by experts and its assessment among a group of adolescents. Unpublished master's thesis, Boğaziçi University, Istanbul.

2. Anderson, R.H and Shane, G.H. (Eds.). (1971). As the Twig is Bent Readings in Early Childhood Education. Boston: Houghton Mifflen Company.

3. Ausubel, D.P. and Robinson, F.G. (1969). School Learning: an introduction to educational psychology. New York: Holt, Rinehart and Winston.

4. Baily, T F and Baily W.H. (1986). Operational Definitions of Child Emotional Maltreatment: Final Report. Augusta, Maine.

5. Baldwin, A.L.(1980). Theories of Child Development. (2nd ed.). New York: John Wiley and Sons.

6. Baykal, A.(1990). Personal discussions of the researcher with Doç.Dr.A.Baykal who is an instructor at Boğaziçi University, Istanbul.

7. Bayraktar, N. (1990). Defining Subcategories of Psychological Maltreatment. Unpublished master's thesis, Boğaziçi University, Istanbul.

6. Bee, H. (1975). The Developing Child. New York: Harper and Row Publishers, Inc.

9 Bekman,S. (1962). Preschool education in Turkey: A study of the relations between children's behavior, the aims of the program and the sex and social class of the child. Unpublished doctoral dissertation, University of London, London.

10. Berrueta-Clement, J.R., Schweinhart, L.J., Barnett, W.S., Epstein, A.S., Weikart, D.P. (1984). Changed lives: The effects of the Perry Preschool Program on Youths through age 19. In Changed Lives. Michigan: High/Scope Educational Research Foundation.

11. Birren, J.E., Kinney, D.K., Schaie, K.W., Woofruff D.S. (1981). Developmental Psychology A life-span Approach. Boston:Houghton-Mifflin Company.

12. Bloom, B.S. (1964). Stability and Change in Human Characteristics. New York: John Wiley and Sons Inc.

13. Brassard, M.R., Germain, R., Hart, S.N. (Eds.). (1987). Psychological Maltreatment of children and Youth. New York: Pergamon Press.

14. Brophy, J.E., Evertson, C.M. (1976).Learning from Teaching A developmental Perspective. Boston: Allyn and Bacon, Inc.

15. Cohen, L. and Holliday, M. (1982). Statistics for Social Scientists

on Introductory text with computer programmes in Basic. London:Harper and Row Publishers.

16 Çınar, F.(1990). The effects of Early Childhood Education on children's Social development. Unpublished master's thesis, Boğaziçi University, Istanbul.

17 Dusek, J.B. (1975). Do teachers Bias Children's Learning? Review of Educational Research, 45(4), 661-684.

18. Ellis, R.R. (1968). Educational programming for preschool children. In J.L. Frost (Ed.), Early Childhood Education Rediscovered. New York: Wolt Rinehart and Winston Inc.

19 Erdem, T. (1990). The validity and reliability study of Turkish form of Parental Acceptance Rejection Questionnaire. Unpublished master's thesis, Boğaziçi University, Istanbul.

20 Erkunt, N. (1966). Okul Öncesi Eğitimi ile ilgili Çalışmalar. Istanbul: Milli Eğitim Basımevi.

21. Etzioni, A. (1961). A sociological Reader on complex Organizations. (2nd ed.). New York: Holt, Rinehart and Winston, Inc.

22. Etzioni, A. (1975). A comparative Anaysis of Complex Organizations. New York: The Free Press.

23. Fagot, B.I. (1973). Influence of Teacher Behavior in the

Preschool. Developmental Psychology, 9, (2), 198-206.

24. Fantino, E.Reynolds, G.S. (1975). Contemporary Psychology. San Francisco: W.H. Freeman and Company.

25. Finkelhor, D., Korbin, J.(1988). Child abuse as an international issue. Child Abuse and Neglect , 12, 3-23.

26. Fowler, W. (1967). The effects of early stimulation in the emergence of cognitive processes. In R.D. Hess and R.M. Bear (Eds.) Early Education: Current Theory, Research and Practice. Chicago: Aldine Publishing Co.

27. Gable, R.K. (1986). Instrument Development in the Affective Domain Boston: Kluwer-Nijhoff Publishing.

28 Garbarino, J., Guttman, E., Seeley, W.J. (1986). The Psychologically Battered Child: Strategies for identification, assessment and intervention. San Francisco: Jossey-Bass Publishers.

29. Gesell, A. (1923). The Pre-school Child. Boston: Houghton Mifflin Company.

30. Good, T.L., Biddle, B.J., Brophy, J.E. (1975). Teachers Make a Difference. New York: Holt, Rinehart and Winston.

31 Goodwin W., Driscoll, L. (1984). Handbook for Measurement and Evaluation in Early Childhood Education. San Francisco:

Jossey-Bass Publishers.

32. Hess, R.D. and Bear, R.M. (1968). Early Education Current theory, research and action Chicago: aldine Publishing Company.

33. Hildebrand, V. (1975). Guiding Young Children. New York: MacMillan Publishing Co., Inc.

34. Hohmann, M., Bernard, B., Weikart, D.P. (1979). Young Children in Action. Michigan: The High/Scope Press.

35. Howes, C. and Olenick, M. (1986). Family and Childcare influences on toddlers' compliance. Child Development, 57, 202-216.

36. Hyman, R.T. (1973). Approaches in Curriculum. New Jersey: Prentice-Hall Inc. Englewood Cliffs.

37. Isaacs, S. (1933). Social development in Young Children. London:Routledge

38 Kağıtçıbaşı, Ç., Sunar, D., Bekman, S. (1988). Comprehensive Preschool Education Project: Final Report. Canada: IDRC Publications.

39 Kantarcıoğlu, S. (1974). Anaokulları Örgütü. İstanbul: Milli Eğitim Müdürlüğü Basımevi.

40 Kounin, J.S. (1970). Discipline and group Management in Classrooms. New York: Holt, Rinehart and Winston, Inc.

41. Küçük, Ş. (1987). The validity of the Turkish form of the PARI

subscales II, III, IV. Unpublished master's thesis, Boğaziçi University, İstanbul.

42. Maier, H.W. (1965). Three Theories of Child Development. New York: Harper and Row, Publishers.

43. Moos, R.H. (1986). Learning environmentsin context: links between school, work and family settings. In B.J. Fraser (e=Ed.). (1987). The study of learning environments (Vol.2, pp. 1-16). Perth, Western Australia: Curtin University of Technology.

44. Nicholls, A. and Nicholls, S.H. (1972). Developing a Curriculum A practical guide. London: George Allen and Unwin Ltd.

45 Program Implementation Profile (PIP). (1989). Michigan:High/scope Educational Research Foundation.

46 Ramazan, O. (1988). Survey for a source book on psychological tests used in Turkey. (Vols.1-2). Unpublished master's thesis, Boğaziçi University, İstanbul.

47 Read, K.H. (1971). The Nursery school a human relations laboratory. Philadelphia: W.B. Saunders Company.

48 Reichenberg-Hackett, W. (1962). Practices, Attitudes and values in nursery group education. Psychological Reports, 10, 151-172.

49. Roopnarine, J.L. and Johnson, J.E. (1987). Approaches to Early childhood Education. Ohio: Merrill Publishing Company.

50. Rosenthal, R., Jacobson, L.(1968). Pygmalion in the classroom. New York: Holt, Rinehart and Winston, Inc.

51. Schweinhart, L.J., Weikart, D.P., Larner, M.B. (1986). A report on the High/Scope preschool curriculum comparison study. consequences of three preschool curriculum models through age 15. Early Childhood Research Quarterly, 1, 15-45.

52. Schweinhart, L.J., Weikart, D.P. (1988). Education for Young Children living in proverty: child-intiated learning or teacher-directed Instruction. The Elementary School Journal, 83 (2), 213-225.

53. Scott, M. (1977). Some Parameters of teacher effectiveness as assessed by an Ecological Approach. Journal of Educational Psychology, 63 (3), 217-226.

54. Quay, C.L. and Jarrett, S.O. (1986). Teacher's Interactions with middle and lower SES Preschool boys and girls. Journal of Educational Psychology, 78, 495-498.

55. Tizard, B., Philps, J. and Plewis, I. (1976). Staff behavior in Preschool centers. Journal of Child Psychology, Psychiatry, 17, 21-33.

56. Tüfer, N. (1989). A prelimanary study towards the development of the Turkish form of the Classroom Environment Scale.

Unpublished master's thesis, Boğaziçi University, Istanbul.

57. Usluer, S. (1989). The reliability and the validity of the Turkish Family Environment Questionnaire. Unpublished master's thesis, Boğaziçi University, İstanbul.

58. Yakar, F., Gingök, L. (1983). Anaokulu öğretmeninin Rehber Kitabı (2. baskı). İstanbul:YA-PA yayınları.

59. Yeseldyke, J.E., Christenson, S.L. (1986). The Instructional Environment Scale (TIES). Texas: Pro-ed.

APPENDIX I

İsim, Soyadı :
Cinsiyet :
Yaş :
Mesleğiniz :
Üniversitede Okuduğunuz dal :

Lisans :
Yüksek Lisans :
Doktora :

Şimdiki işiniz :
Şimdiki iş yeriniz :

Nekadar zamandır bu işte çalışıyorsunuz ?

Daha önce çalıştığınız

	Görev	İşyeri
a-	.....	.....
b-	.....	.....
c-	.....	.....
d-	.....	.....

Eğer öğretim üyesiyseniz/veya herhangi bir nedenle ders-kurs verdiyseniz verdiğiniz dersler/kurslar :

Eğer çocuklarla doğrudan ilişkiniz olduysa en çok hangi yaş gruplarıyla (birden fazla işaretleyebilirsiniz)

0 - 3 ( )
4 - 5 ( )
5 - 6 ( )

Okul öncesi öğretmenleriyle doğrudan ilişkiniz oldu mu?

Evet ( )

Hayır ( )

Evet ise; Nasıl ?

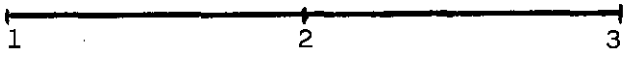
Sayın Uzman,

Aşağıda yazılı olan ifadeler yuva öğretmenlerini değerlendirmek için geliştirdiğimiz ölçekte kullanılacaktır. Her ifadenin ait olduğu kategorilerin işevuruk tanımları aşağıda verilmiştir. Kategori tanımları genelde olması gereken davranış biçimlerini kapsamaktadır. Ama ölçekteki maddelerin bir kısmı olumsuz yönde yazılmıştır. Değerlendirmenizi yaparken bunuda göz önüne alınız.

Sizden Yapılması İstenilen:

A- Lütfen her ifadenin en uygun olduğu bir kategoriyi, o kategorinin numarasını daire içine alarak işaretleyiniz. Hiç bir kategoriye uygun olamayacağını düşündüğünüz ifade var ise bunlar için kategori 11'i işaretleyiniz.

B- Daha sonra her ifade için, işaretlediğiniz kategoriye ne kadar uygun olduğunu belirtiniz.



Uygun Çok Uygun

1= Uygun

3= Çok Uygun

2= "1" ve "3" veremediğiniz ifadeler için

Yardımlarınız için Teşekkür Ederiz.

Yrd. Doç. Dr. Fatoş Erkman
Boğaziçi Üniversitesi
Eğitim Bilimleri Bölümü
Öğretim Üyesi

Yrd. Doç. Dr. Sevda Bekman
Boğaziçi Üniversitesi
Eğitim Bilimleri Bölümü
Öğretim Üyesi

Leylâ Fathi
Boğaziçi Üniversitesi
Okul Öncesi Eğitimi
Lisansüstü Öğrencisi

KATEGORİLER

1- Kontrol
(Control)

2- Genel Davranış Açısından Sosyal İlişkiyi Arttırma
(Supervision Oriented Promoting Social Interaction)

3- Bilişsel Yönden Sosyal İlişkiyi Arttırma
(Cognitive Oriented Promoting Social Interaction)

4- Eğitim Amaçlı Davranış
(Education Directed Behavior)

5- Öğretmen-Çocuk İlişkisinin Duygusal Ezim Ögesi
(Emotional Abuse Component of Teacher and Child Interaction)

6- Öğretmen-Çocuk İlişkisinin Sevgi Ögesi
(Affective Component of Teacher and Child Interaction)

7- Genel Öğretmen-Çocuk İlişkisi
(General Teacher and Child Interaction)

8- Disipline yönelik girişimler
(Disciplinary Attempts)

9- Örgütlemeye Yönelik Girişimler
(Organizational Attempts)

10- Yarış
(Competition)

11- Hiçbiri

YUVA ÖĞRETMENLERİNİ DEĞERLENDİRME ÖLÇEĞİ

KATEGORİLER	UYGUNLUK DERECESİ		
	Uygun (1)	(2)	Çok uygun (3)
1- Öğretmen çocuklarla beraber olmak yerine sınıfın dışında zaman geçiriyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
2- Öğretmen çocukların davranışlarını engellemek veya durdurmak istediğinde nedenini açıklamadan yapmamalarını söylüyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
3- Bu grupta çocaklar genellikle bir kargaşa içindeler (Örneğin: tüm grupta bir düzensizliğin olması, çocukların söz dinlememesi, etkinliklerin yapılamaması gibi).	1 2 3 4 5 6 7 8 9 10 11	1	2 3
4- Öğretmen çocuklar zor durumda kaldığında onların sorunlarını paylaşıyor (Örneğin: yapmak istediği bir şeyi yapamadığı zaman, oyuncağını bir başka arkadaşı aldığında, yapmak istediği etkinlik için uygun araç ve gereci bulamadığında).	1 2 3 4 5 6 7 8 9 10 11	1	2 3
5- Öğretmen çocukların oyun oynamak, tuvalete gitmek gibi yeni bir etkinliğe diğer cocukları beklemeden başlamalarına izin vermiyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
6- Öğretmen çocukları birbirleriyle karşılaştırıyor. (örneğin: Ayşe Ahmetten daha akıllı, Ahmet Ayşe'den daha uslu, Ayşe kadar yapamadın, bakın Ayşe ne yapmış ne kadar güzel, gibi).	1 2 3 4 5 6 7 8 9 10 11	1	2 3
7- Öğretmen gruptayken çocuklarla ilgilenmek yerine başkalarıyla konuşuyor veya başka bir işle uğraşıyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
8- Öğretmen çocuğun yaptığı etkinliğin bir bölümünü onun için yapıyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3

9- Öğretmen çocuklara bilgi aktarmak amacıyla onları bir grup halinde topluyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
10- Öğretmen genelde çocukların fikirlerine saygı duyuyor ve açıkça söylemeleri için onları yüreklendiriyor. (Örneğin: Öğretmen çocuklara ne gibi etkinlikler yapmak istediklerini soruyor).	1 2 3 4 5 6 7 8 9 10 11	1	2 3
11- Öğretmen günlük programı izlemiyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
12- Öğretmen genellikle güleryüzlü.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
13- Öğretmen çocukların zamansız konuşmalarına izin vermiyor (örneğin: sadece kendisi istediğinde veya söz verdiğinde konuşmalarına izin vermesi gibi).	1 2 3 4 5 6 7 8 9 10 11	1	2 3
14- Öğretmen iki çocuk arasında bir sorun çıktığında, çocuğa davranışlarının başkaları üzerindeki sonuçlarını ya da arkadaşının ne hissettiğini açıklıyor. (örneğin: Eğer karşımızdakine vurursak canı acır ve üzülür, bak sen arkadaşına vurunca onun canı acıdı ve üzüldü, gibi).	1 2 3 4 5 6 7 8 9 10 11	1	2 3
15- Öğretmen çocuklar oynarken veya etkinlik yaparken onlarla aynı alanda bulunduğu halde önemli bir neden olmadıkça çocuklarla ilgilenmiyor (Örneğin: İki çocuğun birbirine vurması, bir çocuğun ağlaması, boyanın çocuğun üstüne veya yere dökülmesi gibi).	1 2 3 4 5 6 7 8 9 10 11	1	2 3
16- Öğretmen çocukların şakalarına gülüyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
17- Öğretmen çocukların etkinlikleriyle ilgileniyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
18- Öğretmen çocuklar ne isterlerse yapıyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3

19- Öğretmen grup etkinliklerinde çocuklara sorular sorarak düşünmelerini sağlıyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
20- Öğretmen çocukların yaptıkları etkinlikleri daha geliştirmelerini sağlamak için önerilerde bulunuyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
21- Öğretmen çocuklara bilgi kazandırmak amacıyla açıklamalarda bulunuyor. (Örneğin: Bu bir denizaltıdır, denizaltılar denizin dibine iner gibi).	1 2 3 4 5 6 7 8 9 10 11	1	2 3
22- Öğretmen çocuklar arasında herhangi bir sorun çıktığı zaman kendi çözüm yolu gösteriyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
23- Öğretmen çocuklar bir etkinlik yaparken yardım istediklerinde yardım ediyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
24- Öğretmen çocuklara yiyecek ve içecek veriyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
25- Öğretmen bilgi aktarmak için topladığı grupta: a- Çocukların anlayabileceği örnekler veriyor. b- Tüm çocukların katılımını bekliyor. c- Çocukların ilgi ve isteklerini göz önünde bulunduruyor. d- Çocukların cevap vermesi için ortam yaratmıyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
26- Öğretmen çocukları kontrol etmek amacıyla davranış seçenekleri sunmadan ne yapmaları gerektiğini söylüyor (Örneğin: Hepiniz ayağa kalkın, herkes sessiz olsun, bütün kitapları bu rafa koyun, gibi).	1 2 3 4 5 6 7 8 9 10 11	1	2 3
27- Öğretmen çocuklar yardım istedikleri zaman yardım etmiyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3

28- Öğretmen çocukları yeri geldiğinde övüyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
29- Öğretmen, gezi gibi, her hangi bir yuva dışı etkinlik yapılmadan önce çocuklardan ne gibi davranışlar beklediğini onlara açıklıyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
30- Öğretmen çocukların sınıftaki bütün etkinlik alanlarına istedikleri zaman girip çıkmalarına izin veriyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
31- Öğretmen çocuklar arasında her hangi bir sorun çıktığı zaman çözüm bulabilmeleri için davranış seçenekleri sunuyor, açıklamalarda bulunuyor. (Örneğin: Şöyle yapabilirsiniz, böyle yapsanız daha iyi olur ne dersiniz? gibi).	1	2	3	4	5	6	7	8	9	10	11	1	2	3
32- Öğretmen sadece kendisinin bulunduğu etkinlik alanından veya ilgilendiği çocuk grubundan haberdar, sınıfın başka yerlerinde bulunan çocuklar öğretmenin onlarla ilgilenmesi için uzun süre bekliyorlar.	1	2	3	4	5	6	7	8	9	10		1	2	3
33- Öğretmen grup etkinliklerinde esneklik göstererek önceden planlanmış programı çocukların ihtiyaçlarına göre değiştiriyor. (Örneğin: Çocukların enerji dolu olduklarını farkettiğinde onlara hareket etmelerini sağlayacak etkinlikler yaptırması gibi).	1	2	3	4	5	6	7	8	9	10	11	1	2	3
34- Öğretmen çocuklar bir etkinlikle uğraşırken onlara çeşitli ödüller önererek aralarında yarış ortamı yaratıyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
35- Öğretmen çocuklar etkinlik yapıyorlarken yardım etmek ve yaptıklarını denetlemek amacıyla onların arasında dolaşıyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
36- Öğretmen etkinliklerle daha fazla ilgilenmeleri için çocuklara vuruyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3

38- Öğretmen öfkelendiği zaman sınıftaki araç-gereçleri çocuklara fırlatıyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
39- Öğretmen çocukların çoğunlukla istedikleri yerlere oturmalarına izin veriyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
40- Öğretmen çocuklara sinirine dokunduklarını söylüyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
41- Öğretmen bir çocuk ne yapacağına karar veremezsse ona ne yapacağını söylüyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
42- Öğretmen çocuklara sözel ve/veya fiziksel cezalar veriyor. (Örneğin: onları azarlamak, bağırmak, kulağını, saçını çekmek, eline vurmak gibi).	1	2	3	4	5	6	7	8	9	10	11	1	2	3
43- Öğretmen çocuklara nesnelerin özelliklerini anlamalarına yardımcı olacak sorular soruyor (Örneğin: Bu sert mi, yumuşak mı?, Kalın mı ince mi?, suda yüzer mi? gibi).	1	2	3	4	5	6	7	8	9	10	11	1	2	3
44- Öğretmen çocuklara öğre tmek istediklerini yönerge vererek öğretiyor (Örneğin: Önce bunu yap, sonra şunu ekle, şimdi bunu yap gibi).	1	2	3	4	5	6	7	8	9	10	11	1	2	3
45- Çocukların çoğu hiçbir şey yapmadan zaman geçiriyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
46- Öğretmen çocuktan diğer arkadaşlarının yapıp da kendisinin yapmadığı etkinlikleri yapmasını istiyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
47- Öğretmen çocukların yapacakları etkinlikleri anlatmalarını istiyor ve sorular sorarak onlara bu konuda yardımcı oluyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
48- Öğretmen cocukların sınıftaki araç ve gerecleri istedikleri zaman serbestçe alıp kullanmalarına izin veriyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3

49- Öğretmen aynı davranışı yapan her çocuğa aynı tepkiyi gösteriyor. (Örneğin: Kim bir arkadaşını döverse veya arkadaşının yaptığı bir etkinliği bozarsa onlara kızıyor ve/veya yaptıkları yanlış davranışı düzeltmelerini istiyor).	1	2	3	4	5	6	7	8	9	10	11	1	2	3
50- Öğretmen çocukların canları yandığında, üzüldüklerinde duygularını ortaya koymalarına, söylemelerine izin veriyor (Örneğin: Bir şey mi oldu? Sen üzülmüşsün ne oldu? gibi).	1	2	3	4	5	6	7	8	9	10	11	1	2	3
51- Öğretmen çocuklara bir kurala uymadıklarında neler olacağını açıklıyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
52- Öğretmen grupta çocuklar hakkında gözlem formları doldurуyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
53- Öğretmen çocukları etkinliklere katmak veya oyun seçenekleri sunmak için önerilerde bulunuyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
54- Öğretmen çocuklar yaralandıklarında yaralarına gerekli müdahalede bulunuyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
55- Öğretmen etkinlikleri, gerekecek ve kullanılacak araç ve gereçleri önceden hazırlıyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
56- Öğretmen genel olarak çocuklar arasında paylaşmayı, karşılıklı yardımı, işbirliğini arttırmayı ve özendirmeyi sağlamak için önerilerde bulunuyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
57- Öğretmen çocuklar kendisini dinlemedikleri zaman onları başkalarına şikâyet ediyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
58- Öğretmen devamlı olarak eleştirmek, cezalandırmak için belirli bir çocuğu seçiyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3

59- Öğretmen çocukları sıkı kurallarla yönetiyor.	1	2	3	4	5	6	7	8	9	10	11		1	2	3
60- Öğretmen çocukları aşağılıyor, onlarla alay ediyor (Örneğin: ne aptal şeysin, bir şey istemiştim yapamadın, ay! ne akıllı şeymişsin sen gibi).	1	2	3	4	5	6	7	8	9	10	11		1	2	3
61- Öğretmen çocukların yaptığı etkinlikleri, gözlemlerini birbirleriyle paylaşmalarını sağlamak için önerilerde bulunuyor.	1	2	3	4	5	6	7	8	9	10	11		1	2	3
62- Öğretmen çocuklara araç ve gereçlerin nasıl kullanılacağını gösteriyor.	1	2	3	4	5	6	7	8	9	10	11		1	2	3
63- Öğretmen grup içinde düzeni sağlamak amacıyla çocukların gözünü korkutuyor. (Örneğin: eğer sessiz olmassanız size bugün yemek yok, uslu durmassanız cezada kalırsınız gibi).	1	2	3	4	5	6	7	8	9	10	11		1	3	3
64- Öğretmen çocukların birbirleriyle alay etmelerine göz yumuyor.	1	2	3	4	5	6	7	8	9	10	11		1	2	3
65- Öğretmen çocukların birbirlerine vurmalarını önlemiyor.	1	2	3	4	5	6	7	8	9	10	11		1	2	3
66- Öğretmen çocuklar herhangi bir problemle karşılaştığında problemleri çocukların yerine çözüyor.	1	2	3	4	5	6	7	8	9	10	11		1	2	3
67- Öğretmen çocuklar kendisinin zaman ve ilgisini istediğinde onlara bu zaman ve ilgiyi veriyor.	1	2	3	4	5	6	7	8	9	10	11		1	2	3
68- Öğretmen ceza olarak çocukları bir odaya veya tuvalete kapatıyor.	1	2	3	4	5	6	7	8	9	10	11		1	2	3
69- Öğretmen çocuğa fiziksel sevecenlik gösteriyor. (Örneğin: elini tutuyor, kucağına alıyor, sarılıyor, öpüyor gibi).	1	2	3	4	5	6	7	8	9	10	11		1	2	3

70- Öğretmen çocuklardan etkinlikleri yaparken belli kalıplara uymalarını istiyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
71- Öğretmen grup etkinliklerinde çocukların araç ve gereçleri tek bir şekilde değil de istedikleri gibi kullanmalarına izin veriyor. (Örneğin: Çocukların bloklarla sadece bir şey inşa etmek yerine, onları evcilik köşesinde yemek olarak da kullanmalarına veya çocuk araba yaparken tekerlek yerine ilaç kutularını kullanmasına izin veriyor).	1 2 3 4 5 6 7 8 9 10 11	1	2 3
72- Öğretmen bütün sınıfı bir grup halinde topluyor, çocuklar sırayla ve grup halinde şarkı söyüyorlar, hikâye anlatıyorlar, kurallı oyunlar oynuyorlar (yağ satarım-bal satarım, mendil kimde gibi).	1 2 3 4 5 6 7 8 9 10 11	1	2 3
73- Öğretmen grup etkinliklerinde çocuklara "yaparak" öğrenme olanağı veriyor. (Örneğin: Çocuklara değişik renklerin nasıl oluştuğunu öğretmek istediğinde onlara boyaları birbirine karıştırarak çeşitli renkler bulma olanağını vermesi gibi).	1 2 3 4 5 6 7 8 9 10 11	1	2 3
74- Öğretmen çocuklarla beraber yemek yiyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
75- Öğretmen çocukların kendi işlerini kendilerinin yapmasını istiyor ve bunu gerçekleştirmeye çalışıyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3
76- Öğretmen çocuklara neden-sonuç ilişkilerini görmelerini sağlayacak sorular soruyor, neyin neye yol açacağını söylüyor. (Örneğin: buz sıcakta erir gibi).	1 2 3 4 5 6 7 8 9 10 11	1	2 3
77- Öğretmen çocukları etkinliklerin bitimine yakın uyarıyor.	1 2 3 4 5 6 7 8 9 10 11	1	2 3

78- Öğretmen çocuklara bir etkinlik yaptırırken onu çocuklara açıkça anlatıyor, böylece herkes ne yapacağını biliyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
79- Öğretmen çocukları sık sık eleş tiriyor. (Örneğin: Hiç resim yapamıyorsun, kendi kendine yiyemiyorsun, giyinemiyorsun, şu pabuçlarını bağlayışına bak gibi).	1	2	3	4	5	6	7	8	9	10	11	1	2	3
80- Öğretmen çocuklardan tamalamadıkları etkinlikleri bitirmelerini istiyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
81- Öğretmen çocuklara karşı bazen çok yumuşak, bazen çok sert davranıyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
82- Öğretmen çocuğun yaptığı etkinliğin tümünü onun için yapıyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
83- Öğretmen çocuklar kendisinin istediği bir şeyi yapmadakları zaman onları sevmediğini söylüyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
84- Öğretmen çocukların araç ve gereclere zarar vermelerini önlemiyor, bu konuda eğitmiyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
85- Öğretmen çocukların cinsiyet konusuyla ilgili sorularını cevaplamıyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
86- Öğretmen çocuklara dövüşmek yerine büyüklere başvurmalarını öğretiyor.	1	2	3	4	5	6	7	8	9	10	11	1	2	3
87- Öğretmen çocukların kendisine sevgi gösterisinde bulunmalarını istemiyor. (Örneğin: çocukların öğretmene sarılması, dokunması, onu öpmesi, ona gülümsemesi gibi).	1	2	3	4	5	6	7	8	9	10	11	1	2	3

88- Öğretmen sınıfta aradığı bir şeyi yerinde bulamıyor.	1	2	3	4	5	6	7	8	9	10	11		1	2	3
89- Öğretmen çocukların etkinliklerine, etkin olarak katılıyor. (Örneğin: Çocuklarla beraber blok köşesinde bir ev yapması gibi).	1	2	3	4	5	6	7	8	9	10	11		1	2	3
90- Öğretmen grup etkinliklerinde değişik çocuklar için değişik amaçlar belirliyor, değişik yöntemler veya araç-gereçler kullanıyor.	1	2	3	4	5	6	7	8	9	10	11		1	2	3
91- Öğretmen çocuklar giyinirken ve soyunurken onlara yardım ediyor.	1	2	3	4	5	6	7	8	9	10	11		1	2	3
92- Öğretmen tuvalette çocuklara yardım ediyor.	1	2	3	4	5	6	7	8	9	10	11		1	2	3
93- Öğretmen grup etkinliklerinde çocuklara bir şey öğretirken bilgiyi doğru dan kendisi aktarıyor. (Örneğin: Bu sonbahar mevsimini gösteren bir resimdir, Sonbaharda havalar soğumaya başlar, yaza göre daha kalın giysiler giymeye başlarız gibi).	1	2	3	4	5	6	7	8	9	10	11		1	2	3
94- Öğretmen çocukların grupta nasıl davranacağını belirleyen kuralları onlarında düşüncelerini alarak beraber tartışma yoluyla koyuyor ve açıklıyor.	1	2	3	4	5	6	7	8	9	10	11		1	2	3
95- Öğretmen çocuklara etkinlik için seçenekler sağlamıyor.	1	2	3	4	5	6	7	8	9	10	11		1	2	3
96- Öğretmen çocuklara neleri onaylayıp onaylamadığını söylüyor.	1	2	3	4	5	6	7	8	9	10	11		1	2	3

KATEGORİLER VE İŞEVURUK TANIMLARI

TANIMLAR İNGİLİZCE VE TÜRKÇE YAZILMIŞTIR

1-) Kontrol (Control)

To control the child's movements the teacher imposes standards of behavior with the expectation of obedience For example: Pass the salt, Put onyour trousers.

Also, the negative instructions to stop or prevent the child from doing something considered undesirable by the teacher are included under this code.

Here, the child is not told what the expected positive act is

For example: Don't do that, come away from the top, don't sit there.

Öğretmenin çocukların hareketlerini kontrol etmek amacıyla onlardan uymalarını kesin olarak bekleyerek ne yapmaları gerektiğini söylemesi örneğin: Tuzu ver, Pantolonunu giy gibi.

Ayrıca, çocuktan beklenilen davranışı belirtmeden, öğretmenin uygunsuz gördüğü davranışları önleyici olumsuz yönergeler de burada yer alır.

Örneğin: Tepeden aşağı in, onu yapma, oraya oturma gibi.

2-) Genel Davranış Açısından Sosyal İlşkiyi Arttırma (Supervision Oriented Promoting Social Interaction)

Verbalising the interpersonal situation that has arisen and suggesting altarnative actions for example: When a conflict has arisen the teacher interferes With the situation and helps Children find solutions.

Çocukların aralarında çıkan sorunları sözlü olarak onlara anlatma ve davranış seçenekleri önerme. Örneğin: İki çocuk arasında bir sorun çıktığında öğretmenin duruma karışarak çözüm yolu bulmaları konusunda onlara yardımcı olması gibi.

Explaining to the child another person's feelings and behavior e.g., Your friend is crying because you hit him.

Çocuğa karşısındakinin duygularını ve davranışını açıklama, Örnek: arkadaşın ağlıyor çünkü ona vurdun.

Explaining the consequences of the child's actions on others
E.g., If you poke him with a stick it hurts.

Çocuğun davranışının başkaları üzerindeki etkilerini açıklama, Örneğin: eğer onu sopayla itersen canı acır.

In a dispute free situation, encouraging sharing, mutual help, taking turns and cooperation between children making positive suggestions of solutions.
E.g., After you are finished with it let your friend use it.
Why not let him build his tower over there?
You must come and help build the tower you knocked down.

Kavga durumları dışında öğretmenin çocuklar arasında paylaşma, karşılıklı yardım, sıra bekleme, işbirliğini arttırıcı davranışları, olumlu ve çözüm getirici önerilerde bulunması,
Örneğin: Onu kullandıktan sonra arkadaşınında kullanmasına izin ver.
Arkadaşında kulesini orada yapsın tamam mı?
Buraya gelip yıktığın kulenin yapımına yardım etmelisin.

Asking children guestions that will make them explain the activities they have chosen.	Çocukların seçtikleri etkinlikleri anlatmalarını sağlayıcı sorular sormak.

3-) Bilişsel Yönden Sosyal İlişkiyi Arttırma (Cognitive Oriented Promoting Social Interaction)

The teacher making suggestions to make children share the things they learnt, the events they lived, the activities they did with eachother.

Öğretmenin çeşitli önerilerde bulunarak çocukların yaşadıkları olayları, öğrendiklerini, yaptıklarını birbirleriyle paylaşmalarını sağlamaya çalışması.

The teacher makes various explanations to give children information.

E.g., thisisan aeroplane, aeroplanes fly in the air

Öğretmenin çeşitli açıklamalar yaparak çocuklara bilgi vermeyi amaçlaması.
örneğin: Bu bir uçaktır, uçaklar havada uçar.

The teacher asking questions to help children understand the different structural properties of different objects and see causal relations.
E.g., Isit sore or sweet?
Why do you think that way?
What do you think happened to them?
Do you know why I didit this way?

Öğretmenin çocukların değişik nesnelerin değişik yapısal özelliklerini anlamalarına yardım etmek, nedensel ilişkileri görmelerini sağlamak için sorduğu sorular.
Örneğin: Tatlı mı acı mı?
Niçin öyle düşünüyorsun?
Onlara ne olduğunu düşünüyorsun?
Bunu niçin böyle yaptığımı biliyor-musun?

The teacher making suggestions to make children more active in the group, do more detailed activities, play different games.

E.g., You could look in some of these pictures to see, how aeroplanes are made,

Öğretmenin çocukların grupta daha etkin olmaları, daha kapsamlı etkinlikler yapmaları, değişik oyunlar oynayabilmelerini sağlamak için yaptığı öneriler.

Örneğin: Uçakların nasıl yapıl-dığını görebilmek için bu resimler-den bazılarına bakabilirsin,

Shall we read a story?	Bir hikâye okuyalım mı?
Would you like to tidy the book corner?	Kitap köşesini toplamak istermisin?
What shall we do next?	Daha sonra ne yapalım?

4-) Eğitim Amaçlı Davranış (Education Directed Behavior)

The teacher demonstrates the use of a material or a skill.	Öğretmenin çocuklara bir araç-gerecin kullanılış şeklini veya bir beceriyi göstermesi.
The teacher gives clear and exact instructions to teach how to carry out a task. e.g., put the corner in first, find the red piece next, now paint this piece	Öğretmen çocuklara yapmak istedikleri bir şeyi nasıl yapacaklarını açık ve kesin yönergeler vererek öğretmesi Örneğin: Önce köşeyi oturt, sonra kırmızı parçayı bul, şimdi bu parçayı boya.
The teacher organizing children into learning groups. The instructional methods utilized and if the emphasis is given to the individual differences, interests, needs, desires, capabilities of the children in the teaching process.	Öğretmenin çocuklara bilgi vermek için onları grup halinde biraraya toplaması. Kullanılan öğretme yöntemleri, bireysel farklılıklara, ilgi, istek, ihtiyaç ve yeteneklere önem verip vermemesi.
The teacher organizes the class into a group, where the children are given the chance to carry out activities on an individual or group basis.	Öğretmen tüm çocukları bir grup olarak bir araya getirmesi, birlikte ve/veya tek tek etkinlikler yapmalarını sağlaması.

5-) Öğretmen-Çocuk İlişkisinin Duygusal Ezim Ögesi
(Emotional Abuse Component of Teacher and Child Interaction).

Making the child feel unaccepted, not valuing the child, ignoring the desires and characteristics of the child, minimizing the capabilities of the child continously.	Çocuğa sahip çıkmama, değer vermeme, çocuğun özelliklerini, isteklerini hiçe sayma, yeteneklerini devamlı olarak küçültme
Continous criticism, verbally insulting etc. e.g., humiliating publicly, treating in such a way that will make them feel inferior.	Sürekli eleştiri, sözle hakaret etme v.s. Örneğin: Herkesin içinde utandırmak ona kendisini değersiz hissedecek şekilde davranmak.
Threatering the child by physical, social or Supernatural harms or leaving him/her alone.	Çocuğun korkutulması, gözdağı verilmesi, terketme ile veya fiziki , sosyal ya da doğaüstü zararlarla yıldırılması
Whether or not the child is made antisocial or malsocial.	Sosyal olarak etkinliğini engelleyici, toplumda hoş görülmeyen türde davranışlara yöneltip yöneltmeme.
To separate the child from others.	Cocuğun normal gelişimi için gerekli olan sosyal ilişki ve kaynaklarla ilişkiyi engelleme.
If the teacher is behaving such a way that children become overdependent on him/her.	Öğretmenin çocukların kendisine gereğinden fazla bağımlı olmalarına neden olacak şekilde davranıp davranmaması.

The teacher feeling anger, resentment, hatred or ill-will towards the children, Behaviors that can physically or psychologically damage the children.	Öğretmenin çocuklara karşı öfke, kızgınlık, düşmanlık, kötü niyet gibi duygular beslemesi, cocukları fiziksel veya ruhsal olarak incitebilecek davranışları.

6-) Öğretmen-Çocuk İlişkisinin Sevgi Ögesi
(Affective Component of Teacher and Child Interaction).

The teacher giving physical affection and comfort
e.g., Making the child sit on lap, patting.

Öğretmenin çocuklara fiziksel sevgi ve rahatlama sağlaması
Örneğin: Çocuğu dizine oturtturmak, sırtını okşamak gibi.

The teacher being interested in children and making time for them.

Öğretmenin çocuklarla ilgili oluşu ve onlarla ilgilenmek için zamanını ayırması.

The teacher expressing affection, approval or support.
E.g., praising, approving glances, smiling

Öğretmenin davranışlarıyla çocuklara karşı olan sevgisini, desteğini ve onların hareketlerini onayladığını belirtmesi.
Örneğin: Övmek, çocuklara onaylayan bakışlarla bakmak, gülümsemek.

7-) Genel Öğretmen-Çocuk İlişkisi (General Teacher and Child Interaction)

Teacher valuing sharing behavior with the children. (E.g., their feelings, ideas, problems etc)	Öğretmenin çocuklarla paylaşmaya değer vermesi (Örneğin; onların duygularını, düşüncelerini, sorunlarını gibi.)
Teacher allows children to move about and act freely in the class.	Öğretmenin çocukların sınıfta serbestçe hareket etmelerine izin vermesi.
Teacher carrying out physical child care.	Öğretmenin fiziksel çocuk bakımı ile uğraşması.
Teacher taking part in the activities of children	Öğretmenin çocuklarla beraber etkinlik yapması
If the teacher is providing children with the care necessary for their healthy social-emotional development, if she is indifferent toward children, and is behaving inconsistently.	Öğretmenin çocuklara sağlıklı bir sosyal-duygusal gelişim için gerekli olan özeni sağlayıp sağlamaması, ilgisiz olup olmaması, tutarsız davranıp davranmaması.
Teacher not being involved with the children, talking with other adults or doing unrelated activities, preferring to spend time outside the group.	Öğretmenin çocuklarla ilgilenmemesi, diğer yetişkinlerle konuşması veya ilgisiz bir etkinlikle uğraşması, grubun dışında olmayı tercih etmesi

Teacher not being engaged in any activity of the children unless there is an urgency	Öğretmenin acil bir durum olmadıkça çocukların etkinlikleriyle ilgilenmemesi
Teacher providing help to children and the amount of this help.	Öğretmenin çocuklara yardım etmesi ve sağladığı yardımın miktarı.
Teacher tellschildren which behaviors she finds appropriate or inappropriate, teacher paying attention to the activities of children to direct themin positive ways.	Öğretmenin hangi davranışları uygun görüp görmediğini çocuklara söylemesi, çocukların etkinliklerini olumlu şekilde yönlendirebilmek için ilgilenmesi.

8-) Disipline yönelik girişimler (Disciplinary Attempts)

Teacher's tendency toward strict discipline.	Öğretmenin katı düzenden yana oluşu.
Democratic attitudes of the teacher, whether she is paying attention to children's ideas.	Öğretmenin çocuklara demokratik yaklaşımı, düşüncelerine önem verip vermemesi.
If the teacher is allowing children to try unusual things in their activities.	Öğretmen çocuklar bir etkinlik yaparken alışılmışın dışına çıkmalarına izin verip vermemesi.
Existence of clear set of rules, children being informed about the consequences of their behaviors and tacher being consistent in following these rules.	Grupta açık, belirli kuralların olması, çocukların davranışlarının sonuçlarından haberdar olması, öğretmenin kuralları takip ederken tutarlılık göstermesi.
If the teacher is flexible with the children.	Öğretmenin çocuklara karşı esneklik gösterip göstermemesi.
Teacher wants all the children to do the same activity at the same time	Öğretmenin bütün çocukların aynı anda aynı etkinlikle uğraşmalarını istemesi

9-) Örgütlemeye Yönelik Girişimler (Organizational Attempts)

If the teacher is emphasizing the completion of planned, programmed activities.

If the teacher knows about what is going on in the group,

whether or not a set daily routine is present,

If the teacher is guiding the children according to the daily plan.

If teacher is closely following the development of the children in the group.

whether or not there is order in the group

Öğretmenin planlanmış, programlanmış etkinliklerin tamamlanmasına önem verip vermemesi.

Öğretmenin bütün sınıfta olan bitenin farkında olup olmaması, Belirli bir günlük planın olup olmaması, öğretmenin çocukları bu plana göre yönlendirilip yönlendirilmemeleri, öğretmenin grupta çocukların gelişimlerini yakından takip etmesi, ortamın düzenli olup olmaması.

10-) Yarış (Competition)

Teacher fostering competition between the children	Öğretmenin çocuklararası rekabeti körüklemesi

11-) Hiçbiri (None of them)

Burada olması gerektiğini düşündüğünüz ve göremediğiniz öğretmen davranışları varsa lütfen belirtiniz ve hangi kategoriye girebileceğini yazınız.

MADDELER	KATEGORİLER
	I 2 3 4 5 6 7 8 9 IO

APPENDIX 2

YÖNERGE

Bu gördüğünüz ölçek toplam olarak 74 madde ve bunları içeren 10 kategoriden oluşmuştur. Her kategorinin işevuruk tanımı ve hangi maddeleri içerdiği ölçeğin arkasında yazılmıştır. Ölçek A ve B olmak üzere iki kısımdan oluşmaktadır. A kısmında 69 madde B kısmında 5 madde vardır. Ölçeği kullanmadan önce her kategoriyi ve bu kategorilere giren maddeleri dikkatlice okuyunuz. Daha sonra yuva öğretmenini yuvada çocuklarla ilişki halindeyken gözlemleyiniz.

Ölçeğin A kısmındaki maddeler için; her maddenin içerdiği davranış biçimlerini ne kadar sıklıkla gözlemlediğinizi 5 ile 1 arası bir sayı vererek belirleyiniz.

5	4	3	2	1
Hemen her zaman	Sıksık	Bazen	Nadiren	Hemen hiçbir zaman

Örneğin; Madde 1 örnek alınırsa; "öğretmen çocuklarla beraber olmak yerine sınıfın dışında zaman geçiriyor". Öğretmeni gözlemlerken bunun "hemen hiçbir zaman" olmadığını gözlemlediyseniz;

5 4 3 2 1

O zaman, puan olarak 1'i işaretleyiniz. 69 madde içinde aynı işlem bu şekilde tekrarlanmalıdır.

Ölçeğin B kısmındaki maddeler için aşağıdaki format önerilmiştir.

1 2 3

Hemen her zaman/ Nadiren Bazen

Hemen hiçbir zaman

Örneğin; Madde 1 örnek alınacak olursa;"öğretmen çocuklara bir etkinlik yaptırırken o etkinliğin nasıl yapılacağını kendisi gösteriyor". Eğer öğretmeni grupta çocuklarla ilişki halinde gözlemlerken bunun "nadiren" meydana geldiğini gözlemlediyseniz

1 2 3

o zaman puan olarak 2'i işaretleyiniz.

INSTRUCTION

This scale consists of a total of 74 items and 10 categories representing these items. The operational definition of each category and the items contained by each category are written at the back of the scale. The scale consists of two parts; part A and B. There are 69 items in Part A and 5 items in part B.

Before using the scale; please read each category and the items of these categories very carefully. After that, observe the nursery school teacher when s/he is interacting with the children in the group.

For the items in Part A;

Specify how often you observed the behaviors represented by each item by giving a value between 5 and 1.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

For example; Item 1

"The teacher rather than being together with the children in the group; spends his/her time outside the class", While observing the teacher if you notice that this behavior "never" occurs then"

5 4 3 2 1

give 1 to this item.

The same procedure should be repeated for the 69 items.

For the items in Part B the following format is suggested;

1 2 3

Almost Never/ Almost Always Rarely Occasionally

For example; Item 1

"The teacher while teaching an activity to the children shows them how to do it him/her self. If such a behavior is observed "rarely" then

1 2 3

the value of 2 should be marked for this item.

A.

1. The teacher rather than being together with the children in the group, spends his/her time outside the class.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

2. The teacher tells children what not to do without explaining the reason when s/he wants to prevent or stop children's behaviors.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

3. The teacher shares the problems of the children when they have difficulty (For example; when the child cannot do something that s/he wanted to do, when another friend of his/her takes his/her toy, when the child cannot find the suitable materials for the activity s/he planned to do etc.).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

4. The teacher does not allow the children to start a new activity like playing a game or going to toilet without waiting for the other children.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

5. The teacher compares the children with each other (For example; Ayşe is more clever than Ali, Ahmet is more obedient than Ayşe, you could not do as Ayşe did; look! What Ayşe has done, how nice etc).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

6. The teacher talks with others or deals with something else in

the group rather than mixing with the children.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

7. The teacher gathers children into a group to teach something.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

8. The teacher does not follow the daily routine.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

9. The teacher generally smiles.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

10. The teacher does not allow children to speak out of order (For example; s/he allows children to talk whenever s/he wants them to talk etc).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

11. The teacher explains the child consequences of his/her actions upon others or the feelings of his/her friend when a problem arises between two children (For example; "when we hit someone it hurts him/her and s/he gets sad, look when you hit your friend s/he was hurt and got sad" etc.).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

12. Although the teacher is in the same area with the children, s/he is not involved with them when they are playing or doing activities unless there is an important reason (For example; when children hit each other, when a child cries, when the point spills over the floor or onto the child).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

13. The teacher laughs at the Jokes of children.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

14. The teacher is interested in the activities of the children.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

15. The teacher makes the children think during the group activities by asking questions.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

16. The teacher makes suggestions to further help develop the activities the children are doing.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

17. The teacher gives explanations with the aim of teaching the children (For example; this is a submarine, submarines go under the sea etc).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

18. The teacher shows the solution to children when a problem arises among the children.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

19. The teacher helps children whenever they seek help while they are doing an activity.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

20. The teacher gives children food and beverage.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

21. The teacher in the group that s/he gathered to teach gives examples understandable by the children.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

22. The teacher in the group that s/he gathered to teach expects the participation of all children.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

23. The teacher in the group that s/he gathered to teach takes into consideration the interests and the desires of the children.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

24. The teacher in the group that s/he gathered to teach does not provide opportunities for the children to answer.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

25. The teacher tells the children what to do control them without providing behavioral alternatives (For example; stand up everybody, be quiet, put all the books on this shelf etc.).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

26. The teacher praises the children when needed.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

27. The teacher allows the children to enter or exit all the activity areas in the class whenever they want to.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

28. The teacher provides the children with the alternative behaviors and explanations when problems arise among the children so that they can find solutions (For example; You can do like this, when you do it this way it will be better what do you think?)

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

29. The teacher creates competition among children by suggesting various rewards while they are dealing with the activities.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

30. The teacher walks among the children to help them or to supervise the things they do while they are doing activities.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

31. The teacher hits the children so that they get more involved in the activities.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

32. The teacher throws the materials in the class at the children when s/he gets angry.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

33. The teacher tells the children that; "they are getting on his/her nerves".

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

34. The teacher verbally and/or physically punishes the children (For example; s/he scolds them, shoutes at them, pulls their ears or hair, hits their hands etc.).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

35. The teacher asks children questions to help them understand the characteristics of the objects (For example; Is this soft or hard? Thick or thin? Does it float on the water? etc.).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

36. The teacher teaches children by giving instructions whenever s/he wants to teach something (For example; First, do this, then add this, now do this etc.).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

37. Majority of the children spend a lot of idle time.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

38. The teacher wants the children to explain the activities that they will start and by asking questions s/he helps them.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

39. The teacher allows the children to use the materials in the class freely whenever they want to.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

40. The teacher shows the same reaction to each child who does the same thing (For example; s/he gets angry and/or wants the children to correct their misbehaviors whoever beats a friend or destroys an activity of his/her friend.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

41. The teacher allows the children to express and tell their feelings when they are hurt or sad (For example; what is the matter? You seem sad what happened? etc.).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

42. The teacher explains to the children the consequences of breaking a rule.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

43. The teacher makes suggestions to help the children participate in the activities or to provide them with alternative play choices.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

44. The teacher makes the necessary intervention when the children are injured.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

45. The teacher prepares the activities, the required and used materials beforehand.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

46. The teacher in general, makes suggestions to increase and reinforce sharing, mutual help and cooperation among the children.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

47. The teacher complains about the children to others when they do not listen to him/her.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

48. The teacher continously picks up a specific child to criticize or to punish.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

49. The teacher directs the children with strict rules.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

50. The teacher degrades the children, makes fun of them (For example; what a foolish child you are, I wanted you to do something but you could not do it; vow! what a clever child you are, etc.).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

51. The teacher makes suggestions to children so that they can share the activities they have done and their observations with each other.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

52. The teacher threatens the children so that s/he can have order in the group (For example; if you do not keep quiet, I will not give you lunch today; If you misbehave you will have punishment, etc.)

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

53. The teacher allows the children to make fun of each other.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

54. The teacher gives his/her time and attention to children whenever they want his/her time and attention.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

55. The teacher locks the children into a room or toilet to punish them.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

56. The teacher shows physical affection to children (For example; holds the child's hand, makes him/her sit on lap, hughs them, kisses them etc.).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

57. The teacher wants the children to follow certain cliches while they are doing the activities.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

58. The teacher in the group activities provides the children with the opportunity of learning by doing (For example; when the teacher wants to teach children how different colors can be obtained, she gives them the opportunity of mixing colors to each other and getting various new colors etc.)

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

59. The teacher eats with the children.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

60 The teacher asks children questions so that they can see the cause_effect relations and tells children about antecedents and consequences. (For example; ice melts in hot).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

61. While the teacher is showing an activity to the children, s/he explains it to the children clearly thus children know what to do.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

62. The teacher criticizes the children frequently (For example; You cannot paint pictures at all, you cannot eat yourself, you cannot wear yourself, look at the way you tied your shoe_laces etc.).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

63. The teacher tells the children that s/he does not love them whenever they make something that s/he does not like.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

64. The teacher does not want children to show affection toward him/her (For example; when the children hug the teacher, touch or kiss or smile him/her).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

65. The teacher cannot find anything that s/he looks for in the group.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

66. The teacher participates in the activities of the children actively (For example; making a house at block area with the children).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

67. The teacher in the group activities, sets different aims for different children, uses different methods or materials.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

68. The teacher during the group activities while teaching something to children, directly gives the information to the children (For example; This picture shows the seasons, in autumn the weather starts getting cold, we start wearing

thicker clothes than we do in summer).

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

69. The teacher asks the ideas of the children about the rules of behaving in group and discusses the rules with them and explains them to the children.

5	4	3	2	1
Almost Always	Often	Sometimes	Rarely	Almost Never

B.

1. The teacher while teaching an activity to the children shows them how to do it him/herself.

_____

1 2 3

Almost Never/ Rarely Occasionaly

Almost Always

2. The teacher shows the children the way the materials are used.

_____

1 2 3

Almost Never/ Rarely Occasionaly

Almost Always

3. The teacher gathers all the children as a group, the children individually or as a group sing songs, tell stories, play group games with rules.

_____

1 2 3

Almost Never/ Rarely Occasionaly

Almost Always

4. The teacher helps the children when they are putting their clothes on and off.

---

1 2 3

Almost Never/ Rarely Occasionaly

Almost Always

5. The teacher helps the children at the toilet.

---

1 2 3

Almost Never/ Rarely Occasionaly

Almost Always

ITEMS

*1. The teacher rather than being together with the children in the group, spends his/her time outside the class.

*2. The teacher tells children not to do without explaining the reason when s/he wants to prevent or stop children's behaviors.

3. The children in this group are usually in a mess (For example;the existence of a disorder in the whole group, children do not listen to the teacher, the activities cannot be done etc.)

*4. The teacher shares the problems of the children when they have difficulty (For example; when the child cannot do something that s/he wanted to do, when another friend of his/her takes his/her toy, when the child cannot find the suitable materials for the activity s/he planned to do etc.).

*5. The teacher does not allow the children to start a new activity like playing a game or going to toilet without waiting the other children.

*6. The teacher compares children with eachother (For example; Ayşe is more clever than Ali, Ahmet is more obedient than Ayşe, you could not do as Ayşe did, look! What Ayşe has done, how nice etc.)

*7. The teacher talks with others or deals with something else in

the group rather than involving with the children.

8. The teacher does a part of the child's activity for him/her.

*9. The teacher gathers children into a group to teach something.

10. The teacher generally respects children's ideas and encourages them to tell their ideas freely (For example; The teacher asks children what kinds of activities they want to do).

*11. The tacher does not follow the daily routine.

*12. The teacher smiles in general.

*13. The teacher does not allow children to speak timelessly (For example; s/he allows children to talk whenever s/he wants them to talk etc.).

*14. The teacher explains the child consequences of his/her actions upon others or the feelings of his/her friend when a problem arises between the two children. (For example; when we hit someone it hurts him/her and s/he gets sad, look when you hit your friend s/he was hurted and got sad etc.).

*15. Although the teacher is in the same area with the children, s/he is not involved with them when they are playing or doing activities unless there is an important reason (For example; when children hit each other, when a child cries, when the paint spills over the floor or onto the child.

*16. The teacher laughs the Jokes of children.

*17. The teacher is interested in the activities of the children.

18. The teacher does whatever the children want.

*19. The teacher makes the children think in the group activities by asking questions.

*20. The teacher makes suggestions to help children develop the activities they are doing more.

*21. The teacher makes explanations with the aim of teaching the children (For example; this is a submarine, submarines go under the sea etc).

*22. The teacher shows the solution to children when a problem arises among the children.

*23. The teacher helps children whenever they seek help while they are doing an activity.

*24. The teacher gives children food and beverage.

*25. The teacher in the group that s/he gathered to teach:

a)gives examples understandable by the children

b)expects the participation of all children

c)takes into consideration the interests and the desires of the children.

d)does not provide opportunities for the children to answer.

*26. The teacher, tells the children what to do to control them without providing behavioral alternatives. (For example; stand up everybody, be quiet, put all the books onto this shelf etc).

27. The teacher does not help children when they seek help

*28. The teacher praises the children when needed.

29. The teacher before an outside activity like a visit, explains the children what kind of behaviors s/he expects.

*30. The teacher allows the children to enter or exit all the activity areas in the class whenever they want to.

*31. The teacher provides the children with the alternative behaviors and explanations when problems arise among the children so that they can find solutions (For example; You can do like this, when you do it this way it will be better what do you think? etc.).

32. The teacher is only aware of the activity area or group of children that s/he is in, children at the other places of the class have to wait a lot so that the teacher can get involved with them.

33. The teacher shows flexibility in the group activities and changes the planned program according to the needs of children (For example; the teacher lets children to do activities that will

help them to spend their energies when s/he realizes that the children are full of energy).

*34. The teacher creates competition among children by suggesting various rewards while they are dealing with the activities.

*35. The teacher walks among the children to help them or to supervise the things they do while they are doing activities.

*36. The teacher hits the children so that they get more involved in the activities.

*37. The teacher while teaching an activity to the children shows them how to do it himself/herself.

*38 The teacher throws the materials in the class to the children when s/he gets angry.

39. The teacher allows children to sit wherever they want to most of the time.

*40. The teacher tells the children that; "they are getting on his/her nerves".

41. The teacher tells a child what to do when the child cannot decide what to do.

*42. The teacher verbally and/or physically punishes the children (For example, s/he scoldes them, shoutes at them, pulls their ears or hair, hits their hands etc.).

*43. The teacher asks children questions to help them understand the characteristics of the objects (For example; Is this soft or hard? Thick or thin? Does it float on the water? etc.).

*44. The teacher teaches children by giving instructions whenever s/he wants to teach something. (For example; First, do this, then add this, now do this etc.).

*45. Majority of the children spend time without doing anything.

46. The teacher wants a child to do the activities that his/her friends did but s/he has not done yet.

*47. The teacher wants the children to explain the activities that they will make and by asking questions s/he helps them.

*48. The teacher allows the children to use the materials in the class freely whenever they want to.

*49. The teacher shows the same reaction to each child who does the same thing. (For example; s/he gets angry and/or wants the children to correct their misbehaviors whoever beats a friend or destroys an activity of his/her friend).

*50. The teacher allows the children to express and tell their feelings when they are hurted or sad. (For example; what is the matter? You seem sad what happened?etc.).

*51. The teacher explains the children what will happen when they

break a rule.

52. The teacher fills observation forms about the children when s/he is in the group.

*53. The teacher makes suggestions to help the children participate in the activities or to provide them with the alternative play choices.

*54 The teacher makes the necessary intervention when the children are injured.

*55. The teacher prepares the activities, the required and used materials beforehand.

*56. The teacher in general, makes suggestions to increase and reinforce sharing, mutual help and cooperation among the children.

*57. The teacher complains about the children to others when they do not listen to him/her.

*58. The teacher continously pickes up a specific child to criticize or to punish.

*59. The teacher directs the children with strict rules.

*60. The teacher degrades the children, makes fun of them (For example; what a fool child you are, I wanted you to do something but you could not do it; vow! What a clever child you are etc.).

*61. The teacher makes suggestions to children so that they can share the activities they have done, their observations with each other.

*62. The teacher shows the children the way the materials are used.

*63. The teacher scares the children so that s/he can have order in group (For example; if you don't keep quiet, I will not give you lunch today; If you misbehave you will have punishment etc.).

*64 The teacher allows the children to make fun of each other.

65. The teacher does not prevent the children from hitting each other.

66. The teacher solves the problems instead of children whenever the children meet with a problem.

*67. The teacher gives his/her time and interest to children whenever they want his/her time and interest.

*68. The teacher locks the children into a room or toilet to punish them.

*69. The teacher shows physical affection to children. (For example; holds the child's hand, make him/her sit on lap, hungs them, kisses them etc.).

*70. The teacher wants the children to follow certain cliches while they are doing the activities.

71. The teacher in the group activities allows the children to use the materials as they want to use not only in one way. (For example; s/he allows the children to use the blocks not only to build something but to use them in the house area as food also or while a child is making a car she allows them to use medicine containers instead of tires).

*72. The teacher gathers all the children as a group, the children individually or as a group sing songs, tell stories, play games with rules.

*73. The teacher in the group activities provides the children with the opportunity of learning by doing. (For example; When the teacher wants to teach children how different colors can be obtained, s/he gives them the opportunity of mixing colors to each other and getting various new colors etc.).

*74. The teacher eats with the children.

75. The teacher wants the children to do their own tasks themselves and tries to achieve this.

*76. The teacher asks children questions so that they can see the cause-effect relations and tells children what will cause what (For example; ice melts in hot).

77. The teacher warns children towards the end of the activities.

*78. While the teacher is showing an activity to the children, s/he explains it to the children clearly thus children know what to do.

*79. The teacher criticizes the children frequently (For example; You cannot paint pictures at all, you cannot eat yourself, you cannot wear yourself, look at the way you tied your shoe_laces etc.).

80. The teacher wants the children to complete the activities that they have not completed.

81 The teacher is sometimes very soft, sometimes very harsh to children.

82. The teacher does the whole activity for the child.

*83. The teacher tells the children that s/he does not love them whenever they make something that s/he does not like.

84. The teacher does not prevent children from damaging the materials and does not educate them on this topic.

85. The teacher does not answer children's questions about sex.

86. The teacher teaches the children to come to adults rather than fighting with each other.

*87. The teacher does not want children to show affection toward him/her. (For example; when the children hug the teacher, touch or kiss or smile him/her).

*88. The teacher cannot find anything that s/he looks for in the

group.

*89. The teacher participates into the activities of the children actively (For example; Making a house at block area with the children).

*90. The teacher in the group activities, sets different aims for different children, uses different methods or materials.

*91. The teacher helps the children when they are putting on and off.

*92. The teacher helps the children at the toilet.

*93. The teacher in the group activities while teaching something to children s/he her/himself directly gives the information to the children (For example; This picture shows the season of autumn, in autumn the weather starts getting cold, we start wearing thicker clothes than we do in summer).

*94. The teacher asks the ideas of the children about the rules of behaving in group and discusses the rules with them and explains them to the children.

95. The teacher does not provide the children with the alternative activities.

96. The teacher tells the children what s/he approves and disapproves.

*Items that constitute the final form of the rating scale.

MADDELER

*1. Öğretmen çocuklarla beraber olmak yerine sınıfın dışında zaman geciriyor.

*2. Öğretmen çocukların davranışlarını engellemek veya durdurmak istediginde nedenini aciklamadan yapmamalarını soyluyor.

3. Bu grupta cocuklar genellikle bir kargaşa içindeler (Örneğin,tüm grupta bir düzensizliğin olması, cocukların söz dinlememesi,etkinliklerin yapılamaması gibi).

*4 Ogretmen cocuklar zor durumda kaldiginda onlarin sorunlarini paylasiyor (Ornegin;yapmak istedigi bir seyi yapamadigi zaman oyuncagini bir baska arkadasi aldiginda, yapmak istedigi etkinlik icin uygun arac ve gereci bulamadiginda).

* 5. Ögretmen çocukların oyun oynamak, tuvalete gitmek gibi yeni bir etkinliğe diğer çocukları beklemeden başlamalarına izin vermiyor.

*6. Öğretmen çocukları birbirleriyle karşılaştırıyor. (Örneğin; Ayse Ahmet'ten daha akıllı, Ahmet Ayşe'den daha uslu, Ayşe kadar yapamadın, bakın Ayşe ne yapmış

ne kadar güzel, gibi).

*7. Öğretmen gruptayken çocuklarla ilgilenmek yerine başkalarıyla konuşuyor veya başka bir işle uğraşıyor.

8. Öğretmen çocuğun yaptığı etkinliğin bir bölümünü onun için yapıyor.

*9 Öğretmen çocuklara bilgi aktarmak amacıyla onları bir grup halinde topluyor.

10. Öğretmen genelde çocukların fikirlerine saygı duyuyor ve açıkça söylemeleri için onları yüreklendiriyor. (Örneğin; Öğretmen çocuklara ne gibi etkinlikler yapmak istediklerini soruyor).

*11. Öğretmen günlük programı izlemiyor.

*12. Öğretmen genellikle güleryüzlü.

*13 Öğretmen çocukların zamansız konuşmalarına izin vermiyor(Örneğin;sadece kendisi istediğinde veya söz verdiğinde konuşmalarına izin vermesi gibi).

*14 Öğretmen iki çocuk arasında bir sorun çıktığında, çocuğa davranışlarının başkaları üzerindeki sonuçlarını ya da arkadaşının ne hissettiğini açıklıyor. (Örneğin; Eğer karşımızdakine vurursak canı acır ve üzülür, bak sen arkadaşına vurunca onun canı acıdı ve

uzuldu gibi)

*15. Öğretmen çocuklar oynarken veya etkinlik yaparken onlarla aynı alanda bulundugu halde onemli bir neden olmadikca cocuklarla ilgilenmiyor
(örnegin; iki çocuğun birbirine vurması, bir çocuğun ağlaması, boyanın çocuğun üstün veya yere dökülmesi gibi).

*16. Ogretmen cocuklarin sakalarina guluyor.

*17. Ogretmen cocuklarin etkinlikleriyle ilgileniyor.

16. Ogretmen cocuklar ne isterlerse yapiyor.

*19 Ogretmen grup etkinliklerinde cocuklara sorular sorarak dusunmelerini sagliyor.

*20. Ogretmen cocuklarin yaptiklari etkinlikleri daha gelistirmelerini saglamak icin onerilerde bulunuyor.

*21. Ogretmen cocuklara bilgi kazandirmak amaciyla aciklamalarda bulunuyor
(Ornegin; Bu bir denizaltidir, denizaltilar denizin dibine iner gibi).

*22. Ogretmen cocuklar arasında herhangi bir sorun ciktigi zaman kendi cozum yolu gosteriyor.

*23. Ogretmen cocuklar bir etkinlik yaparken yardim istediklerinde yardim ediyor.

*24. Ogretmen cocuklara yiyecek ve icecek veriyor.

*25. Ogretmen bilgi aktarmak icin topladigi grupta,

a. cocukların anlayabilecegi örnekler veriyor.

b tum cocuklarin katilimini bekliyor.

c.cocuklarin ilgi ve isteklerini goz onunde bulunduruyor.

d.cevap vermesi icin ortam yaratmiyor.

*26 Ogretmen cocuklari kontrol etmek amaciyla davranis secenekleri sunmadan ne yapmalari gerektigini soyluyor (Ornegin; Hepiniz ayaga kalkin, herkes sessiz olsun, butun kitaplari bu rafa koyun,gibi).

27. Ogretmen cocuklar yardim istedikleri zaman yardim etmiyor.

*28. Ogretmen cocuklari yeri geldiginde ovuyor.

29. Ogretmen, gezi gibi ,herhangi bir yuva disi etkinlik yapilmadan once cocuklardan ne gibi davranislar beklediğini onlara acikliyor.

*30. Ogretmen cocuklarin siniftaki butun etkinlik alanlarina istedikleri zaman girip cikmalarina izin veriyor.

*31. Ogretmen cocuklar arasinda herhangi bir sorun ciktigi zaman cozum bulabilmeleri icin davranis secenekleri sunuyor,aciklamalarda bulunuyor (Ornegin; Soyle

yapabilirsiniz, boyle yapsaniz daha iyi olur ne dersiniz? gibi).

32. Ogretmen sadece kendisinin bulundugu etkinlik alanindan veya ilgilendigi cocuk grubundan haberdar, sinifin baska yerlerinde bulunan cocuklar ogretmenin onlarla ilgilenmesi icin uzun sure bekliyorlar.

33. Ogretmen grup etkinliklerinde esneklik gostererek onceden planlanmis programi cocuklarin ihtiyaclarina gore degistiriyor
(Ornegin; cocuklarin enerji dolu olduklarinifarkettiginde onlara hareket etmelerini saglayacak etkinlikler yaptirmasi gibi)

*34. Ogretmen cocuklar bir etkinlikle ugrasirken onlara cesitli oduller onererek aralarinda yaris ortami yaratiyor.

*35. Ogretmen cocuklar etkinlik yapiyorlarken yardim etmek ve yaptiklarini denetlemek amaciyla onlarin arasinda dolasiyor

*36. Ogretmen etkinliklerle daha fazla ilgilenmeleri icin cocuklara vuruyor.

*37. Ogretmen cocuklara bir etkinlik yaptirirken o etkinligin nasil yapilacagini kendisi gosteriyor. (B)

*38. Ogretmen ofkelendigi zaman siniftaki arac-gerecleri =

cocuklara firlatiyor.

39. Ogretmen cocuklarin cogunlukla istedikleri yerlere oturmalarina izin veriyor.

*40 Ogretmen cocuklara sinirine dokunduklarini soyluyor.

41. Ogretmen bir cocuk ne yapacagina karar veremezse ona ne yapacagini soyluyor.

*42. Ogretmen cocuklara sozel ve/veya fiziksel cezalar veriyor (Ornegin; onlari azarlamak, bagirmak, kulagini, sacini cekmek, eline vurmak gibi).

*43. Ogretmen cocuklara nesnelerin ozelliklerini anlamalarina yardimci olacak sorular soruyor (Ornegin; Bu sert mi, yumusak mi?, Kalin mi,ince mi?, suda yuzer mi? gibi).

*44. Ogretmen cocuklara ogretmek istediklerini yonerge vererek ogretiyor
(Ornegin; Once bunu yap, sonra sunu ekle, simdi bunu yap gibi).

*45. Cocuklarin cogu hic bir sey yapmadan zaman geciriyor.

46. Ogretmen cocuktan diger arkadaslarinin yapip da kendisinin yapmadigi etkinlikleri yapmasini istiyor.

*47 Ogretmen cocuklarin yapacaklari etkinlikleri anlatmalarini istiyor ve sorular sorarak onlara bu konuda yardimci oluyor.

*48. Ogretmen cocuklarin siniftaki arac- gerecleri istedikleri

zaman serbestce alip kullanmalarina izin veriyor.

*49. Ogretmen ayni davranisi yapan her cocuga ayni tepkiyi gosteriyor

(Ornegin; Kim bir arkadasini doverse veya arkadasinin yaptigi bir etkinligi bozarsa onlara kiziyor ve/veya yaptiklari yanlis davranisi duzeltmelerin istiyor).

*50. Öğretmen cocuklarin canlari yandiginda, uzulduklerinde duygularini ortaya koymalarina, soylemelerine izin veriyor (Ornegin; Bir sey mi oldu? Sen uzulmussun ne oldu? gibi).

*51. Ogretmen cocuklara bir kurala uymadiklarinda neler olacagini acikliyor.

52. Ogretmen grupta cocuklar hakkinda gozlem formlari dolduruyor.

*53 Ogretmen cocuklari etkinliklere katmak veya oyun secenekleri sunmak icin onerilerde bulunuyor.

*54. Ogretmen cocuklar yaralandiklarinda yaralarina gerekli mudahalede bulunuyor.

*55. Ogretmen etkinlikleri,gerekecek ve kullanilacak arac ve gerecleri onceden hazirliyor.

*56. Ogretmen genel olarak cocuklar arasinda paylasmayi, karsilikli yardimi, isbirligini arttirmayi ve ozendirmeyi

saglamak icin onerilerde bulunuyor.

*57. Ogretmen cocuklar kendisini dinlemedikleri zaman onlari baskalarina sikayet ediyor.

*58. Ogretmen devamli olarak elestirmek, cezalandirmak icin belirli bir cocugu seciyor.

*59. Ogretmen cocuklari siki kurallarla yonetiyor.

*60. Ogretmen cocuklari asagiliyor, onlarla alay ediyor (Ornegin; ne aptal seysin, bir sey istemistim yapamadin, ay! ne akilli seymissin sen gibi).

*61. Ogretmen cocuklarin yaptigi etkinlikleri, gozlemlerini birbirleriyle paylasmalarini saglamak icin onerilerde bulunuyor.

*62. Ogretmen cocuklara arac-gereclerin nasil kullanilacagini gosteriyor. (B)

*63. Ogretmen grup icinde duzeni saglamak amaciyla cocuklarin gozunu korkutuyor (Ornegin; eger sessiz olmazsaniz size bugun yemek yok uslu durmazsaniz cezada kalirsiniz gibi).

*64. Ogretmen cocuklarin birbirleriyle alay etmelerine goz yumuyor.

65. Ogretmen cocuklarin birbirlerine vurmalarini onlemiyor.

66. Ogretmen cocuklar herhangi bir problemle karsilastiginda problemleri cocuklarin yerine cozuyor.

*67. Ogretmen cocuklar kendisinin zaman ve ilgisini istediginde onlara bu zaman ve ilgiyi veriyor.(7)

*68. Ogretmen ceza olarak cocukları bir odaya veya tuvalete kapatiyor.

*69 Ogretmen cocuga fiziksel sevecenlik gosteriyor (Ornegin; elini tutuyor, kucagina aliyor,sariliyor, opuyor gibi).

*70. Ogretmen cocuklardan etkinlikleri yaparken belli kaliplara uymalarini istiyor.

71. Öğretmen grup etkinliklerinde cocuklarin arac-gerecleri tek bir sekilde degil de istedikleri gibi kullanmalarina izin veriyor (Ornegin; Cocuklarin bloklarla sadece bir sey inşa etmek yerine, onlari evcilik kosesinde yemek olarak da kullanmalarina veya cocuk araba yaparken tekerlek yerine ilac kutularini kullanmasina izin veriyor).

*72. Ogretmen butun sınıfı bir grup halinde topluyor, cocuklar sirayla ve grup halinde sarki soyluyorlar, hikaye anlatiyorlar, kuralli oyunlar oynuyorlar (yag satarim-bal satarim,mendil kimde gibi). (B)

*73. Ogretmen grup etkinliklerinde cocuklara "yaparak" ogrenme olanagi veriyor (Ornegin; cocuklara degisik renklerin nasil olustugunu ogretmek istediginde onlara boyalari birbirine karistirarak cesitli renkler bulma olanagi vermesi gibi).

*74 Ogretmen cocuklarla beraber yemek yiyor.

75. Ogretmen cocuklarin kendi islerini kendilerinin yapmasini istiyor ve bunu gerceklestirmeye calisiyor.

*76. Ogretmen cocuklara neden-sonuc iliskilerini gormelerini saglayacak sorular soruyor,neyin neye yol acacagini soyluyor (Ornegin; buz sicakta erir gibi).

77. Ogretmen cocuklari etkinliklerin bitimine yakin uyariyor

*78. Ogretmen cocuklara bir etkinlik yaptirirken onu cocuklara acikca anlatiyor, boylece herkes ne yapacagini biliyor.

*79. Ogretmen cocuklari sik sik elestiriyor (Ornegin; Hic resim yapamiyorsun, kendi kendine giyemiyorsun, giyinemiyorsun, su pabuclarini baglayisina bak gibi).

80. Ogretmen cocuklardan tamamlamadiklari etkinlikleri bitirmelerini istiyor.

81. Ogretmen cocuklara karsi bazen cok yumusak, bazen cok sert davraniyor.

82. Ogretmen cocugun yaptigi etkinligin tumunu onun icin yapiyor.

*83. Ogretmen cocuklar kendisinin istedigi bir seyi yapmadiklari zaman onlari sevmedigini soyluyor.

84. Ogretmen cocuklarin arac ve gereclere zarar vermelerini onlemiyor, bu konuda egitmiyor.

85. Ogretmen cocuklarin cinsiyet konusuyla ilgili sorularini cevaplamiyor.

86. Ogretmen cocuklara dovusmek yerine buyuklere basvurmalarini ogretiyor.

*87. Ogretmen cocuklarin kendisine sevgi gosterisinde bulunmalarini istemiyor (Ornegin; cocuklarin ogretmene sarilmasi, dokunmasi, onu opmesi, ona gulumsemesi gibi).

*88. Ogretmen sinifta aradigi bir seyi yerinde bulamiyor.

*89. Ogretmen cocuklarin etkinliklerine,etkin olarak katiliyor (Ornegin;Cocuklarla beraber blok kosesinde bir ev yapmasi gibi).

*90. Ogretmen grup etkinliklerinde degisik cocuklar icin degisik amaclar belirliyor,degisik yontemler veya arac-gerecler kullaniyor.

*91. Öğretmen cocuklar giyinirken ve soyunurken onlara yardım ediyor. (B)

*92. Öğretmen tuvallette çocuklara yardım ediyor. (B)

*97 Ogretmen grup etkinliklerinde cocuklara bir sey ogretirken bilgiyi dogrudan kendisi aktariyor (Ornegin; Bu sonbahar mevsimini gosteren bir resimdir, sonbaharda havalar cogumaya baslar, yaza gore daha kalın giyisiler giymeye baslarız gibi).

*94 Ogretmen cocukların grupta nasıl davranacagini belirleyen kuralları onlarin da dusuncelerini alarak beraber tartışma yoluyla koyuyor ve açıklıyor.

95. Ogretmen cocuklara etkinlik icin secenekler saglamiyor.

96 Ogretmen cocuklara neleri onaylayip onaylamadigini soyluyor.

*=ölçeğin son halini oluşturacak olan maddeler

APPENDIX 3

Table 5. The distribution of the university degree of the experts

University degree	N	%
Undergraduate	7	31.8
Graduate	6	27.3
Doctorate	9	40.9
Total	22	100

Table 6. The distribution of the current occupation of the experts

Current occupation	N	%
No occupation	3	13.6
Research asisstant	3	13.6
Academician	7	31.8
Headmaster of nursery school	8	36.4
Mother-child ed. prg.	1	4.5
Total	22	100

Table 7. The distribution of the current setting of occupation of the experts

Current setting of occupation	N	%
Not employed	3	13.6
University	10	45.5
Nursery school	9	40.9
Total	22	100

Table 8. Length of current employment

Number of years of current employment	N	%
0-5	13	59.1
6-10	5	22.7
11-15	1	4.5
16-20	2	9.1
21-25	1	4.5
Total	22	100

Table 9.The previous occupations of the experts

Previous occupational positions	Number and percentage of previous occupations							
	1		2		3		4	
	N	%	N	%	N	%	N	%
No previous employment	3	13.6	13	59.1	17	77.3	20	90.9
Education Specialist	2	9.1	1	4.5	0	0	0	0
Social worker	1	4.5	0	0	0	0	0	0
Headmaster of nursery school	2	9.1	2	9.1	0	0	0	0
Academician	2	9.1	2	9.1	1	4.5	0	0
Researcher	0	0	1	4.5	2	9.1	1	4.5
Nursery school teacher	4	18.2	2	9.1	1	4.5	1	4.5
Research asisstant	5	22.7	0	0	0	0	0	0
Psychologist	2	9.1	1	4.5	1	4.5	0	0
Official	1	4.5	0	0	0	0	0	0
Total	22	100	22	100	22	100	22	100

Table 10. The previous work places of the experts

Previous work places	Number and percentage of previous work places							
	1		2		3		4	
	N	%	N	%	N	%	N	%
No previous employment	3	13.6	13	59.1	17	77.3	21	95.5
Nursery School	8	36.4	4	18.2	2	9.1	1	4.5
Hospital	2	9.1	1	4.5	0	0	0	0
University	8	36.4	3	13.6	1	4.5	0	0
PIAR	0	0	1	4.5	0	0	0	0
LESA	0	0	0	0	1	4.5	0	0
Research center	0	0	0	0	1	4.5	0	0
Company	1	4.5	0	0	0	0	0	0
Total	22	100	22	100	22	100	22	100

APPENDIX 4

INTERVIEW - SHEET FOR THE HEADMASTERS
- MÜLAKAT FORMU -

1. OKUL ADI _____
2. ÇALIŞMA SAATLERİ _____
3. HANGİ YAŞ GRUPLARINA SERVİS VERİYOR? _____
4. ÇOCUK SAYISI _____
5. ÖĞRETMEN SAYISI _____
6. YARDIMCI SAYISI VE NİTELİĞİ _____
_____
7. GRUP SAYISI _____
8. GRUPLARDAKİ ÇOCUK SAYISI _____
9. GRUPLARDAKİ ÇOCUK-ÖĞRETMEN ORANI _____
10. ÇOCUKLAR ÜNİFORMA GİYİYORLAR MI? _____
11. VELİLER NEREDEN (FABRİKA İŞÇİLERİ, ÇEVREDEN) _____
_____
12. GÜNLÜK PROGRAMINIZ NEDİR? _____
_____
13. EĞİTSEL FAALİYETLERİNİZ NELERDİR? _____
_____
14. SERBEST OYUN SAATLERİNDE ÇOCUKLAR NE TÜR ETKİNLİKLER YAPARLAR? _____
_____
15. BU SAATLERDE ÇOCUKLARA NE TÜR ARAÇ GEREÇLER VERİLİR? _____
_____
16. GRUP FAALİYETLERİ NELERDİR? NE SIKLIKTA? (Her söylenen faaliyet için sorulur) _____
_____
17. ÇEVREYE GEZİLER DÜZENLİYORMUSUNUZ? NE GİBİ? NE SIKLIKTA?
_____
18. ÇOCUKLARA ÇEŞİTLİ MESLEK GRUPLARINI TANITMAYA ÇALIŞIYORMUSUNUZ? _____
ÖĞRETMEN
HEMŞİRE
POLİS v.s.

INTERVIEW - SHEET FOR THE HEADMASTERS
- MÜLAKAT FORMU -

1. OKUL ADI _____
2. ÇALIŞMA SAATLERİ _____
3. HANGİ YAŞ GRUPLARINA SERVİS VERİYOR? _____
4. ÇOCUK SAYISI _____
5. ÖĞRETMEN SAYISI _____
6. YARDIMCI SAYISI VE NİTELİĞİ _____

_____

7. GRUP SAYISI _____
8. GRUPLARDAKİ ÇOCUK SAYISI _____
9. GRUPLARDAKİ ÇOCUK-ÖĞRETMEN ORANI _____
10. ÇOCUKLAR ÜNİFORMA GİYİYORLAR MI? _____
11. VELİLER NEREDEN (FABRİKA İŞÇİLERİ, ÇEVREDEN) _____

_____

12. GÜNLÜK PROGRAMINIZ NEDİR? _____

_____

13. EĞİTSEL FAALİYETLERİNİZ NELERDİR? _____

_____

14. SERBEST OYUN SAATLERİNDE ÇOCUKLAR NE TÜR ETKİNLİKLER YAPARLAR? _____

_____

15. BU SAATLERDE ÇOCUKLARA NE TÜR ARAÇ GEREÇLER VERİLİR? _____

_____

16. GRUP FAALİYETLERİ NELERDİR? NE SIKLIKTA? (Her söylenen faaliyet için sorulur) _____

_____

17. ÇEVREYE GEZİLER DÜZENLİYORMUSUNUZ? NE GİBİ? NE SIKLIKTA?

_____

18. ÇOCUKLARA ÇEŞİTLİ MESLEK GRUPLARINI TANITMAYA ÇALIŞIYORMUSUNUZ? _____

ÖĞRETMEN
HEMŞİRE
POLİS v.s.

19. ÇOCUKLAR UYGULANAN FAALİYETLERE KATILIP KATILMAYACAKLARINA KENDİLERİMİ KARAR VERİYORLAR ÖĞRETMEN Mİ?_____

20. ÇOCUKLAR MEVCUT OYUNCAK, ARAÇ, GEREÇLERDEN HANGİLERİNİ İSTEDİKLERİ ZAMAN KULLANIRLAR, HANGİLERİNİ ÖĞRETMEN DAĞITIR?

_____

_____

21. ÇOCUKLARA BİREYSEL OLARAK MI YOKSA GRUP HALİNDE Mİ YAKLAŞIYORSUNUZ?
   - Bütün çocukların aynı etkinlikte aynı anda yer almasını istiyormusunuz?
   - Bir etkinlikten diğer bir etkinliğe geçişte çocuklar birbirlerini beklerler mi?

22. UYGULADIĞINIZ/BENİMSEDİĞİNİZ DİSİPLİN YÖNTEMLERİ NELERDİR? NE GİBİ DURUMLARDA UYGULARSINIZ?_____

_____

23. ÖĞRETMENLERİNİZİN BU PROGRAMDAKİ ROLÜ NEDİR?
   a) Programın planlanması
   b) Yöneltilmesi
   c) Uygulamada çocuklarla eş düzeyde paylaştıkları etkinlikler oluyor mu? Neler?
   d) Çocuklar öğretmenlere nasıl hitap eder?

20. AİLELERLE NASIL İLİŞKİLERİNİZ VAR?
   - Ne gibi durumlarda anneler size gelir?
   - Ne gibi durumlarda siz onları çağırırsınız?

APPENDIX

OBSERVATION SHEET OF THE PRE-SCHOOL CENTERS

- GÖZLEM FORMU-

FİZİKSEL NİTELİKLER

1- Okul binası kaç katlı?_____
2- Gruplarbağımsız mı?_____
3- Çocukların kullandıkları eşyalar onların boyutlarında mı-
   - Sandalye
   - Masa
   - Tuvaletler vs.
4- Bu eşyalar çocuk sayısı ile orantılı mı?_____
5- Çocukların özel eşyalarını koyacak bölümler var mı?____
6- Bahçe var mı?_____
7- Gruplardan bahçeye çıkış var mı? veya?_____
8- Bahçeye ulaşmak çocuklar için kolay mı?_____
9- Isınma nasıl oluyor?_____
10- Yapay ve doğal aydınlatma yeterli mi?_____

YUVADA KULLANDIĞI GÖZLENEN ARAÇ-GEREÇ LİSTESİ

1- "Yaratıcı Sanat Etkinlikleri" İçin Kullanılan Araç ve Gereçler
   - Resim sehpası_____
   - Pazen kaplı tahta_____
   - Kukla için taşınabilen oyun sehpası_____
   - Boya:
     . Sulu
     . Toz
     . Krayon
     . Kuru
   - Makas
   - Boya fırçası
   - Kağıt, çeşitli
   - Kil
   - Yoğurma maddeleri
   - Diğerleri - artık mataryeller

Gözlem süresi içinde gözlenemeyenler sorulabilir.

2- "Müzik Etkinilikleri" İçin Kullanılan Araç ve Gereçler

Davullar_____
Ziller_____
Kaşıklar_____
Üçgenler_____
Marakas_____
Flüt_____
Tefler_____
Tahta_____
Armonika_____
Dümbelek_____
Radyo_____
Teyp_____
Pikap_____

3- Blok Köşesi

_____

Bloklar, Çeşitli:

Büyük_____ Küçük_____ Silindir_____
Üçgen_____ Tam Çubuk_____ Yarım Çubuk_____

Dörtte bir çubuk_____ X.Y. biçi minde so- palar____ Eğimli Blok_____

Çatı blokları

4- Evcilik Köşesi ve Temsili Oyun Köşesi

Bebekler_____ Bebek Yatakları_____
Bebek arabası_____ Battaniyeler, şilteler ve yastıklar_____
Evcilik oyunu için eski plastik eşya_____
Ufak masa ve sandalyeler_____ Dolap_____
Tahta oyuncak _____ Fırın_____ Oyuncak telefon_____
Mutfak araçları_____ Temizlik araçları_____
Çeşitli erkek/kadın giysileri_____ Şilfonlar _____
Çeşitli meslekleri simgeleyen giysiler:
Dr. çantası ve giysileri_____ Hemşire başlıkları_____
İtfaiyeci_____ Kaptan, subay şapkaları_____

Değişik zorluk seviyesinde tahta bilmeceler_____
Resimleri eşleştirmeli oyunlar_____
Ufak blok takımları_____
Renkli tahtadan sayma boncuklar_____
Marangoz aletleri_____

Su oyunlarında Kullanılan Araç ve Gereçler

Ufak testiler_____ Süzgeçli kovalar_____
Çeşitli boyutlarda taşlar, leğenler_____Plastik şişeler____
Kepçeler_____Kamışlar_____ İlaç damlalıkları_____
Şampuan şişeleri_____Huniler_____ Süzgeçler_____
Yumurta çırpıcısı_____ fırçalar_____Hortumlar_____
Sabun (kalıp veya toz)_____

Açık Hava Etkinliklerinde Kullanılan Araç ve Gereçler

Çeşitli boyda toplar_____Çemberler_____İp atlamak için
kalın ipler_____Kum havuzu_____Kovalar_____
Kaplar_____Kaşıklar_____Ufak tabak ,çanak_____
Tırmanma merdivenleri_____İp ya da tahta merdiven_____
Bisiklet_____İp ve bahçe hortumu_____Otomobil tekerlekleri
Denge tahtası_____Atlama beygiri/tırmanma beygiri_____
Salıncaklar_____Tahtravalli_____Kaydırak_____
Oyun sandıkları_____

Doğa ve Fen Bilgisi Vermek İçin Kullanılan Araç ve Gereçler

Mıknatıslar_____Büyüteçler_____B.boy bahçe ve oda
termometresi_____Cetveller_____Ölçü aletleri_____El
a naları_____Makaralar,dişliler,vidalar,somunlar,kancalar____
Hayvan köşesi_____

Kitap Köşesi

Çeşitli hikaye kitapları_____Mecmualar_____

C. YUVADA GÖZLENİLEN ETKİNLİKLERİN LİSTESİ

1- Yaratıcı anlatım ve sanat etkinlikleri

Bloklar ve küplerele yapılan faaliyetler_____
Kil ve diğer yoğurma faaliyetleri_____
Evcilik köşesi faaliyetleri_____Kum oyunu____
Su oyunu _____Tahta işleri_____

Boyama ve Başka Resim Etkinlikleri

Sulu boya_____Parmak boyası_____Çıkartma boyası_____
Sabun boyası_____Mum boya, tebeşir, boya kalemi_____
Ruloya sarılmış ip baskı_____ Kumaşa boya damlatma___
Simetrik desen çıkartma_____İpe dizme_____Çizgi çizme faal__
Kesme yapıştırma işleri_____

2- Temsili Oyunlar

Evcilik köşesindeki oyunlar_____Dramatize edilen hikayeler
ve oyunlar_____Kukla oynatımı_____Sembolik oyunlar_____

3- Müzik Etkinlikleri

Müzikli , müziksiz hareket_____Çalgı çalma etkinilği _____
Müzik dinlemek_____ Şarkı söylemek_____

4- Doğa ve Fen Bilimleri Etkinlikleri

Fizik çevreyle ve konularla ilgili örnekler:
Taşıtlar_____Tabiat hareketleri_____İletişim araçları_____
Denge tartı_____Hava durumları_____Duyusal dereceler_____

Canlılarla İlgili Doğa Bilgisi Örnekleri:

Hayvanlar_____İnsanlar_____Bitkiler_____Yiyecekler____

5- Bedensel Etkinlikler (Açıkhava ve Oyun Odasında)

Top oyunları_____Engelli oyun uyg ulaması_____
Çizginin üzerinden yürüme_____Karenin ortasına basma_____
Oyun alanının, bahçenin temizlenmesi_____
Cambazlık ya da cimnastik minderi hareketleri_____

Kolay cimnastik uygulamaları-bedeni çalıştırma oyunları_____
Açıkhavada organize olmuş oyunlar oynanması_____

6- Dil Geliştirme Etkinlikleri

Kitap okuma_____Kitap hazırlama_____Masal öykü anlatma_____
Öyküleri canlandırma_____ Kukla oynatma_____Parmak oyunları
Pazen kaplı tahtada öykü anlatma_____Resimli anlatma_____
Bilmece er_____Tekerlemeler_____Şiir_____

7- Geziler Tertipliyormusunuz?(Sorulabilir)

Hayvanlarla ilgili gezi yerleri_____
İnsanlar ve çevreleri_____Doğaya ve mevsimlere göre canlıların, bitkilerin gelişmesini, büyümesini izlemek_____
Taşıtlar ve makinalar_____Konuk çağırımı_____

D. I. Çocuklar yeni bir etkinliğe grup halinde mi başlıyorlar/ bir diğer etkinliğe grup halinde mi geçiyorlar_____

II. Öğretmenler çocukları kesin tavırlara yöneltiyorlar mı, yoksa çocuğu kendi seçimini yapmaya serbest bırakıp gerek tiğinde mi önerilerde bulunuyorlar_____