

The effect of the classroom activities on classroom management in the teaching- learning process: The case of Uşak City

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The study is a qualitative single case design study and the study group is the teachers and students of the three different primary school which are in low, middle and high socio-economic and cultural range. And they are 5th grade teachers and students. According to the findings, especially the teachers working in schools located in high-life standards environment regard the classroom activities as the waste of time. Thus, they seemed reluctant to employ classroom activities. The findings also indicated that the teachers working in mid-life standard school used the classroom activities whereas the low-standard school teachers used out of class activities most. Another finding was that teachers think the activities help the teachers develop themselves. The students think they learn better through the activities and they are more interested in the classes where there are activities. It was also concluded that the students do not head towards to the misbehaviors when there are activities in the teaching and learning process.

Introduction

The main purpose of schooling is to raise students to be good citizens who will transform the community they live in and contribute to building a more humane society. The most important function of schooling is instruction. Schools focus on all students' gaining some basic skills. Among these skills, there are cognitive, emotional and social skills such as oral, written and verbal electronic communication skills, numerical skills, and citizenship skills, and accessing and analyzing information skills (Şişman and Turan, 2004).

Classrooms are the places for producing the educational, instructional activities at schools. The structure of the classroom has a big impact on student behaviors. In order for learning-teaching activities to reach the determined goal, there is a need for conscious, planned, purposeful and suitable tools as well as activities based on real-life. Such a learning environment inevitably increases an individual's interest in learning and ensures her participation (Demirtaş, 2006; Cohen, 1983). When teachers do not meet students' learning needs through suitable learning environments, they try to teach by force. This in return causes the activities to decrease and students to lose interest in school.

Just as the information received from school is important, the way of transferring that

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information is important, too (Glasser1999). Research made shows that academic achievements and student behaviors are affected by the quality of the student – teacher relationship (Balci, 2002, Huitt, 1999; Kirk and Jones, 2004; Reagle, 2006).

Students' studying habits and attitudes are related to their readiness to react in a certain way against school related activities in and out of school and their adopting a certain mode of behavior with regards this issue. In this respect, there are many issues regarding how students' feel while listening to the course, their attitudes towards the teacher, their studying methods, their expectations from education, their approach towards homework, their electronic communication skills, their setting up the study environment and their relationships with parents and peers (Küçükahmet,1987).

A schools job is to maintain learning. If students cannot learn, this means the school has failed to fulfill its tasks. What is expected from schools is to help students perceive the things that are instructed correctly and sufficiently and create positive learning settings for them (Schlechty, 2006; Hösgörür, 2003).

It is a well-known fact that the learning process is different for each individual (Pajak, 2003). Due to this difference, it is quite hard to generate a standard learning model (Açıklar,1999). Learning is a cognitive process, which occurs when connections are formed between new and previous knowledge.

While teachers teach the things they enjoy more, students learn more if it is interesting for them (Glasser, 1999). Interaction of individuals is important during the learning process. Apart from reading and listening activities where the individual actively takes part, learning also occurs in effective participation in the learning process through discussions, forming hypotheses, and sharing opinions. In such a process, learners do not accept information as it is; they either construct it or rediscover (Acat, 2006).

Students learn some issues better and have difficulty in learning some others. This is mostly related to learning style. An individual's discovering her learning style facilitates her processing and coding information (Özden, 2005). Active learning settings where students are effective form the basis for this. In active learning:

- Slow learners and gifted children are given more time.
- Students' methods of self – control are developed.
- Different programs for different learning styles are created.
- Life-long learning is maintained.
- Students learn how to reach information through different sources.
- Students are given the opportunity to arrange and present the information they have.
- Students take responsibility in individual and group studies and share it.
- Students collaborate in learning by interacting with each other (Ercan, 2004).

A school's reason for existing is students. By creating additional learning support for students, schools protect them against failure and implement their curriculum in a satisfactory way in line with students' needs (Danielson, 2002). Today, the most important aspect of the learning approach is that it lets the learner construct, form and develops knowledge (Acat, 2006). In this respect, activities are important in terms of obtaining the benefits foreseen in the new educational programs designed according to the constructivist learning model.

Aim

The aim of this study is to evaluate the effects of the activities done by 5th grade primary school teachers in the teaching and learning process.

For this purpose, the following questions were tried to be answered.

- 1- What kind of activities do the teachers of the different socio-economic class schools do in order to construct the classroom management in teaching and learning process.
- 2- How are the students' conceptions about the classroom activities in different socio-economic level schools.
- 3- What are the teachers' arguments on the relation between the activities they do in classes and their classroom management.

Methodology

In order to investigate what kinds of classroom activities are done for constructing the classroom management and how they are conducted, the qualitative research method was used in this study. The qualitative method follows a process in which the conceptions and incidents are argued in their nature realistically and holistically (Yıldırım and Şimşek, 2006).

In this research, the case study is adopted as the qualitative research method. The researchers are usually tend to follow a case study when the target process to be studied on exists in its nature and the researchers focus on the questions like "why" and "how" to investigate the target case deeply. The case study is preferable for this study since the current social fact is studied in its nature and there exist more than one evident or data tool (Yıldırım and Şimşek, 2006).

When the different research designs were reviewed, the most suitable design to achieve the aim of this study was "the single case study with embedded units". In the single case study with embedded units design, most of time there exist more than one layer or case within a single case. (Miles and Huberman; Yıldırım and Şimşek, 2006). In the current study, the single case is "activities" in terms of the construction of the classroom management. The embedded subordinating analysis units are "learning-teaching", "classroom management" and "guidance service". The deep examination of these defined subordinating analysis units are supposed to account for the research case in detail. In this context, starting from the separately gathered data from the sub-units, it is tried to produce results concerning to the entire research case.

Study Group

The study group consists of three different schools in Uşak, in 2010-2011 academic year. In order to determine the one high standard, one middle standard and one low standard schools, a questionnaire were distributed to 50 teachers in the different schools randomly. Based on their responses three schools were chosen. Five teachers and ten students were chosen from each of the schools above, so the study group is fifteen teachers and thirty students in total.

Data Collection

Data Collection Tools

In the current study, primarily there were held nonstructured observations in the schools located in different socio-economic environments. Then, the observations are structured by categorizing. In line with these observations, the structured interviews were held

with the teachers and students. There were forms for the interviews and they consist of two sections. In the first section, there were personal information of the students and teachers. "How the teachers implement classroom activities for constructing the classroom management" and "how the students' conceptions are about this construction" and "how the activities affect these conceptions" are also in the first section of the interview forms. In the second section, there were data about the frequency of appearance of the activities in classroom management construction. In the pre-study, there were held interviews with 15 5th grade teachers and 30 students from previously chosen schools. After this pilot study, the interview forms were given their final shape by editing or omitting the items including redundant responses or creating a vagueness.

Implementation

Firstly, a literature review was done by the researchers. In this context, the earlier studies about the effect of the activities on the construction of the classroom management were examined. Upon the examination, a research schema was organized. The observations were made in three different schools in Uşak. The teachers and students of the observed classes were informed about the process. The unstructured observations were structured in the classes. In the direction of these observations, the observation forms were structured. The interviews with the teachers were evaluated through a content analysis. The results of the interviews and observations were examined to see whether they change according to the socio-cultural structure of the schools. Through the analysis of the acquired data, the researchers tried to reach the goals of the study.

Data Analysis

The qualitative analysis was used in this study. For the qualitative data the content analysis technique was used. The basic procedure in qualitative analysis is to gather the similar data in the frame of certain concepts and themes, arrange and discuss them in a simpler way so that the readers can understand the study (Miles and Huberman; Yıldırım and Şimşek, 2006). For this purpose, the collected data should be conceptualized first and then these concepts should be detected. According to Yıldırım and Şimşek's citation from Strauss and Corbin (1990), "science cannot exist without the concepts; the concepts help us to understand the facts and enable us to think about them more effectively". If we name a concept, we can ask questions about it and concepts take us to the themes and thanks to themes we can arrange the facts in a better way and make them more meaningful.

The main process within the content analysis is to get the similar data together within the certain conceptions and themes; and arrange and discuss them for the readers' better understanding. In the study, the teachers' views were tabled and discussed under the titles of "code, sub-code, examples and the frequency of expression". The students' views were also tabled as the theme, code, sub-code, examples and frequency of expression.

Findings and Comments

In this part of the study, the teachers' and students' views on the effect of the activities on the construction of the classroom management are presented.

Table1. Teachers' Views on Doing Educational Activities

Code	Sub-Code	Samples	Frequency		
			L	M	H
Activity Frequency Level	Occasionally	<i>I do it when it is necessary.</i>			
		<i>I do it according to the course subject</i>			
		<i>I do it when it is possible</i>	-	3	4
		<i>We are doing it less often this year because there is "scholarship exam" on agenda.</i>			
	According to the course subject	<i>At the end of each unit or theme, I do two or three activities per month.</i>	3	2	1
		<i>I do it according to the state of the subject matter.</i>			
		<i>I do it in every lesson.</i>	2	-	-
	On all Occasions	<i>I usually do it.</i>			
		<i>As I believe the benefit of it, I do it on all occasions.</i>			
Sample Activity	Concerning to the subject matters	<i>We taught the solar and earth systems through designing a poster about them.</i>	3	5	3
		<i>Story completion</i>			
		<i>Dramatizing the reading passage</i>			
	Addressing to the methods and techniques	<i>We teach the polygons and schemas through the mind maps in mathematic lessons.</i>	2	5	2
		<i>We do activities like cutting and pasting</i>			
		<i>Designing a poster</i>	-	2	1
	Skill based activities	<i>The activities oriented in cutting and pasting skills</i>			
		<i>I do the activities in the course books</i>	3	2	-
	Books	<i>In my school, there are very limited facilities. The students have no plans for the future and that is why we give more importance to the activities like folk dancing, sports ...etc through which they can express themselves.</i>	5	-	-
		<i>Story completion</i>			
The Most Frequently Done Activities	Course subjects	<i>The activities in Turkish lessons</i>	3	5	5
		<i>The activities in the course books</i>			
	Methods and techniques	<i>Designing and presenting a poster for an imaginary ad.</i>	-	3	2
		<i>Case study, question and answer technique, narrating</i>			
	Student oriented	<i>Visual appealing</i>	-	2	-
		<i>The group activities that the students prepare themselves</i>			
	Out-of-class activities	<i>Dance shows and folk dances</i>	5	-	2
		<i>Group plays in the school yard</i>			
	Arousing interest	<i>Puzzles</i>	5	3	3
		<i>Singing songs</i>			
The reason for Needing Activities	Permanency	<i>As the students are exposed to the subject matters concretely, it provides consolidation and permanency.</i>	2	3	2
		<i>The activities reveal the different sides and skills of the students and help them improve themselves.</i>			
	Discovery of different skills	<i>As it increases the creativity of the students.</i>	3	3	1
		<i>It makes all the students active during the classes.</i>			
	Active participation	<i>The students behave with the sense of responsibility.</i>	2	5	-
		<i>It makes the concepts more concrete.</i>			
	Responsibility	<i>I think it consolidates the learning and makes it permanent.</i>			
		<i>The students comprehend more.</i>	2	5	3
	Increasing comprehension	<i>They learn better as they search themselves and involve themselves into the learning process .</i>			
		<i>I don't have enough sources or facilities.</i>	5	-	-

In the Table-1, the teachers from the low socio-economic standard school noted the frequencies of the activities either “according to the course subjects” or “on all occasions”. The teachers of the middle socio-economic standard school noted that they do activities

according to the course subject. The teachers were asked to give examples of activities they did. All of the teachers of lower socio-economic standard schools gave examples of out of class activities. Besides the skill based activities they also gave examples of other activities. All the teachers of the middle socio-economic standard school gave examples of activites that are based on course subjects, methods and techniques. They didn't suggest any out-of-class activity. the teachers of high socio-economic standard school suggested activities addressing to course subjects, methods and techniques. They did not suggest activities addressing to the other sub-codes.

When the most frequently used activities were examined, there seemed differences among the schools. All of the teachers of the low socio-economic standard school mentioned activities either out-of-class or arousing interest. The teachers of the low and middle socio-economic standard schools noted activities addressing to course subjects and methods and techniques.

When the sub-codes, expressing the the codes of the need for the mentioned activities, were examined, all the teachers from the low socio-economic standard schools noted the insufficiency. All the teachers from the middle socio-economic standard school noted the contribution of the activities to boost the comprehension and responsibility level of the students. Başar (2011), Schimmel (2003) and Wojcikiewicz (2007) support this finding. In these researches, it is concluded that the activities contribute the comprehension level in positive way. The teachers feel the need for doing activities as they provide permanency, improve different sides of the students and keep the students active.

Table 2. The Teachers' Views On The Activities' Effects On The Classroom Management

Code	Sub-code	Examples	Frequency		
			L	M	H
	Number of students in the class	<i>It is more effective when there are fewer students in the class</i>	-	-	5
	Preventing quarrels	<i>The activities prevent the quarrels or troubles among the pupils as the pupils are occupied with the activities.</i> <i>They keep more silent as they are occupied with something. They are affected in positive way, their interest increases, they listen to each other respectfully, there arises curiosity thus there occurs no quarrels among the students.</i>	5	5	-
	Integration	<i>The activities are integrative as the different students get together.</i> <i>The activities enhance cooperation, harmony and self-expression.</i>	5	5	2
	Codetermination	<i>I don't feel obliged to intervene the class since they direct themselves. During the activities, cooperation between pupils is prominent. Sometimes a pupil's classmate gets him to do something that I couldn't get him to do so.</i>	2	3	-
	Impact on the personality	<i>The students' self-confidence is improving .</i>	3	5	-
	Negative effect	<i>I wish the number of the students were fewer so that we could do more activities. their being so crowded is the only problem and it is very difficult to keep the control of the entire classroom.</i>	-	-	5

Sample Activity Addressing to the Classroom Management	Participation	<i>The class rules are determined by the students. The tasks are planned with the students.</i>	-	-	1
	Based on threatening	<i>I give plus and minus; I threaten them with grades.</i>	-	1	-
	Responsibility	<i>Giving various responsibilities to the student. I involve students to the process and I give them responsibilities.</i>	-	1	1
		<i>They appropriate the activities in which they are involved.</i>			

In the Table-2, the classroom activities' effects on the classroom management are reflected. The activities' impact on classroom management, preventing quarrels, integration, codetermination, effect on students' personality and negative effects are the sub-codes. The teachers of the high socio-economic standard school mentioned the crowded classrooms and lack of classroom discipline. All the teachers from the middle and low socio-economic standard schools argued that the activities prevent quarrels among students and provide integration throughout the classroom. This finding is also supported by Türenkülü (2006) and Chmelynski's (2005) researches. The activities prevents the classroom quarrels as they provide a corrective discipline throughout the class. Mages (2008) examined the effect of drama activity on the early childhood period. Mages reached that through the drama activities the kids gain the disciplinary fundamentals. Since a student focuses on the activity, he/she will not head for the undesirable behaviours. There also happens an integration of students within the classes during the activities. All of the teachers from the middle socio economic standard schools noted that the activities improve the personality and boost self-confidence. Also the students participate into the management process through the activities.

When the teachers of the low socio economic standard school were asked to give examples of the activities that would help construct classroom management, none of them could give an example of activity. These teachers do not have any activity that will help classroom management. A teacher from the middle socio-economic standard school gave an example of threatening like giving plus or minus and another teacher gave example of giving responsibility. A teacher from the high socio-economic standard school noted that they do activities motivating students for participating into the classroom management and another teacher gave the example of giving responsibility.

Table 3. Teachers' Views on the Lesson Teaching

Code	Sub-Code	Examples	Frequencies		
			L	M	H
The way of affecting	Simplifying	<i>It makes the learning easier. Kavramları somutlaştırdığı için öğrenmeyi kolaylaştırıyor. They participate more as they learn by doing and experiencing.</i>	3	3	1
	Participation	<i>It affects positively, the student participate all the activities.</i>	3	5	3
	Mingling	<i>The activities help different parents mingle with each other as they prepare the activities together with students.</i>	4	5	1
	Permanence	<i>They understand more and it becomes more permanent. The students make a research about the activity they are supposed to be involved. Thus, they attend the classes more preparedly.</i>	5	5	3
Rise of interest		<i>The lesson becomes more meaningful and efficient. The interest of the students increases and the learning occurs more easily.</i>	5	5	3

The way of the activities' affecting the students affecting the teachers	Disadvantage	<i>As the classrooms are crowded, we are usually behind our syllabus.</i>	-	-	5
	Professional development	<i>It motivates me to find new things. It affects us positively, we used to give lectures in all classes before; but this time the activities push us to learn new things as we are acting guides for the students.</i>	2	5	1
	Process	<i>I learn new things that I have never knew before. I teach more relax and effectively.</i>	3	3	1
	Disadvantage	<i>I feel more comfort as I have time for rest during the activities.</i>	-	-	3
	Pleasure	<i>Planning and implementing the activities are exhausting. We are usually behind our syllabus. Sometimes it gets challenging to keep the classroom under control. The noise affect us in negative way.</i>	3	5	2
	Consolidation	<i>As the activities are interesting and entertaining, the students attend the classes more enthusiastically. The students feel the joy of achieving something. Bir şeyle başşarmanın hazzını duyuyor.</i>	3	5	2
	Success	<i>They learn to do things enthusiastically. The activities consolidate the things covered in the class.</i>	5	5	2
	Permanence	<i>The learning becomes more permanent as they are revised through the activities.</i>	3	5	3
	Self-confidence	<i>The students' success increases as the activities help comprehension. Their success increases as they are more interested in the courses.</i>	1	3	1
	Responsibility	<i>The activities provides permanency as they visualize and make concrete the learned things. Hatırlamada kolaylık sağlıyor</i>	1	5	1
	Awarenes	<i>As the students can achieve something, their self-esteem increases. They believe that they can do more with the pleasure they get from the activities.</i>	-	1	1
	Empathy	<i>They gain responsibility as they take part in the activities. They become aware of themselves and their potential.</i>	3	3	1
		<i>They respect their friends that are in the activity process as they think that will be themselves taking part in the upcoming activities.</i>			

When the table-3 is examined, there are subcodes (simplifying, participation, mingling...etc.) originated from the activities' affecting the teaching process of the lessons. Almost all the teachers of the middle standard school mentioned the positive effects of the activities. Also, the teachers of the low standard school talked about the positive effects of the activites. When it comes to the high standard school teachers, most of them complained about the huge numbers of students in the classrooms and lack of time and they said they cannot keep their preparations for the exams properly, so they mentioned the negative effects of the activities

About the activities' effects to teachers, all the teachers of the middle standard school said that the activities help them improve themselves. They emphasized that they are motivated to learn more in order to execute the activities in the classroom.

The low and middle standard schools' teachers noted that the activities help them to teach more easily. Nevertheless, the high standard school teachers noted that the activites affect them in a negative way.

Table 4. Teachers' Recommendations on Constructing Classroom Management

Recommendations	Code	Subcode	Examples	Frequency		
				L	M	H
	On the teaching environment	The settings should be well-prepared.		3	3	4
		The number of the students shouldn't be so much.				
		The classroom environments should be prepared accordingly.				
	On the coursebooks	There should be more activities in the coursebooks.		2	-	-
		Our school facilities are limited and that's why the coursebooks should include more activities.				
	On teachers	Usually, the teachers use prepared activities, however they should improve themselves and prepare original activities.		-	2	-
	On timing	The timing of the activity should be well organized. The activities shouldn't take long.		-	3	4
		Time is not enough for most activities.				
	On colobration and cooperation	The teacher should be in cooperation with eachother. They should share the activities with eachother		1	3	-
	On responsibility	The students should be given responsibility to provide participation of the them.		2	2	-
		Each student should take part in the activities.				
		If possible, teaching should include activities and the students should be given responsibility				

When the table 4 is examined, it is seen that there are six codes concerning to teachers' recommendations on the activities' constructing the classroom management. It was seen that the high standard school teachers did not recommend anything on the teaching environment code as the classrooms are too crowded. The middle and low standard teachers recommended that the environment should be prepared before the activity.

Two of the low Standard teachers had recommendations about the course books.

Two of The middle Standard school teachers had recommendations on teachers (themselves). Four of the high Standard school teachers and three of the middle staandard school teachers had recommendations on timing. It can be said that the recommendations on timing are originating from the worry of catching up with the schedule.

Three teachers from the low and middle standard schools recommended colobration and cooperation among teachers.

Two teachers from the low standard school and two teachers from middle Standard school had recommendations concerning to responsibility.

When the teacher recommendations were examined, it was seen that high standard school teachers had recommendations solely on time and place. Middle and low standard school teachers had no recommendations either on time or place. It is observed that the high standard school teachers give priority to dealing with the challanges like crowded classrooms, catching up with the syllabus and preparation for the year-end exams. Thereby, it can be said that they do not instructional activities.

Table 5. Students' Views on Activities

Code	Sub-code	Examples	Frequency		
			L	M	H
Frequency of activity	Rarely	<i>Our teacher says we do two more exercises. We rarely go to laboratory.</i>	-	2	8
	Sometimes	<i>We do activities when necessary for a particular lesson. We take tests more often(not doing activities) as we are preparing for the scholarship examination.</i>	4	8	2
	sufficiently	<i>We do activites till we fully understand the subject.</i>	6	-	-
	Subject matter oriented	<i>We tried to pass a ball through a hole. We tried it with both heated and unheated ball. We couldn't pass the heated one. We were presented slides related to the subject in the laboratory. We are watching TV for some topics. We dramatized the text we had read in Turkish language class all together.</i>	6	4	3
	Comprehension oriented	<i>We personify the topics in the course book and we read them. We do word puzzles in order to understand the vocabularies. Drama</i>	8	6	5
	Motor skills	<i>We do handiwork and painting.</i>	2	-	2
	Interest arousing and entertainment oriented	<i>We sing songs. One of our friends sings and we listen when we are bored. Riddles One day, we played a game when we couldn't go to the football match</i>	6	5	6
	Extracurricular	<i>20 students are training theatre and 20 others are training folk dance in our class. We are preparing a dance show "the seven region, the seven climate" Maths We usually do activities on maths . Story completing.</i>	10	6	6
	Subject matters	<i>We do experiments in the laboratory.</i>	-	4	10
	Methodology oriented	<i>We discuss a person's behvşous in Turkish language classes. Word puzzles discussion, the impact of the revolution in the political life of Turkey. Drama</i>	6	8	4
The most frequently done activities	Student oriented	<i>Viewing slides. I like it because it is more fun and I understand better.</i>	4	6	6
	Interest oriented	<i>Singing Theatre</i>	8	6	8
	Extra curricular	<i>Theatre and folk dance</i>	10	-	10
	Course book activities	<i>We do activities in the course books</i>	6	6	-

Favorite activities	Extra curricular activities	<i>Theatre and folk dance</i> <i>Football</i> <i>Singing</i> <i>Riddles. I like them because they are entertaining.</i>	10	6	6
	Entertaining	<i>Playing games is entertaining. Everyone likes it and it is relaxing.</i> <i>Our teacher let us sing in the last hour and we become happy.</i> <i>Viewing slide</i>	8	8	6
	Learning oriented	<i>Doing experiment. It is very good because even if you do something wrong, there is still a way to find the correct way through trials..</i> <i>Watching English movies/videos</i>	4	6	5
	Anticipatory	<i>I am considering drama as my prospective job in the future.</i> <i>My favorite activity is folk dance. I am inspired by my father.</i>	-	-	3
<hr/>					

When the Table 5 is examined, there seems differences among the schools. The low standard school students said that they do activities sufficiently and sometimes; the middle standard school students say they do activities sometimes and the high standard school students noted that they do activities rarely. The students, parents and the teachers of the high standard school paid less importance to the activities as they focused more on preparation tests for the exams at the end of the term. The current finding showed consistency within the rationale of the study. The teachers of the high standard school also noted the similar things in their interviews. They said that the students are supposed to succeed the scholarship exam at the end of the academic year. Thus, they need to take more and more tests in order to be prepared enough. However, in the low standard school, the teachers employed more classroom activities aiming to arouse students' interest.

When the sample activity codes are examined, there seems not much difference among the schools. The middle standard school students ignored the skill oriented activities. All the students of the low standard school gave examples of extra-curricular activities.

When the most frequently done activities are examined, there appeared a difference among the schools. The activities were not employed as the contingency plans in the low standard schools. Nevertheless, all the students of the high standard school said that their teacher employed the activities just in order to complete the lesson hour.

There was a significant difference among the schools in the extra-curricular activities. The participant students from the low and high standard schools noted that they participated the activities, whereas the students from the middle standard school did not report that they participated into extra-curricular activities.

Another varying code is the activities in the course books. 6 students from the low and 6 students from the middle standard school reported that the activities in the coursebooks are the most frequently used ones. However, the students from the high standard school did not mention the coursebook activities.

There was not a significant difference among schools in the entertaining activities. Also, 3 students from the high standard school noted that they consider theatre and folk dance as their prospective job.

Table 6. Students' Views on Feelings and Emotions

The Reason for the Feeling	Code	Sub-Code	Examples	Frequency		
				L	M	H
Feeling	Happiness	Happiness	<i>I am happy. I enjoy it</i>	10	10	9
		Negative	<i>I get nervous</i>	-	-	1
		Socialazition	<i>I feel my self more social one through the activities</i> <i>They are enjoyable. I learn new things</i> <i>We pay more to our self development</i> <i>It provides variations.</i>	10	10	9
	Development	Development	<i>I will be able to make my dreams come true through the activities. Because I gain experience.</i> <i>I like learning new things</i> <i>I understand better as the performers and the audience are tangibly visible.</i>	10	10	10
		Socialization	<i>I take part in the society.</i>	5	5	6
		Cooperation	<i>We do things together with my friends during the activities.</i>	7	6	6
	Anxiety	Anxiety	<i>I am afraid of going to the blackborad. I feel anxious in front of it.</i> <i>We have fun at the same time while we are having lesson.</i> <i>We get rid of boredom, it becomes more interesting.</i>	-	-	1
		Interest and Entertainment	<i>When we are bored, we do something interesting and we get relaxed.. I enjoy experiments. They are interesting.</i> <i>I understand better.</i>	10	10	10
		Success	<i>I learn more with enthusiasm.</i> <i>Our success increases as we do activities.</i> <i>Our knowledge and skills develop.</i>	10	10	10
Contribution of the Activities	A New Perspective	A New Perspective	<i>I can make connections between the lessons and real life.</i> <i>We gain different points of view.</i>	2	5	3
		Consolidation	<i>The activities consolidate what we have learnt and it becomes more permanent.</i>	10	10	10
	Relaxing	Relaxing	<i>The activities kill boredom and we learn better.</i> <i>Our peers are usually shy. Through the activities they develop their inter-personal skills.</i>	10	10	10
		Development	<i>Socialization; I become more productive as i attend into activities.</i> <i>I adapt my self to the social life and I, for example, respect to toher people's rights.</i>	10	10	10
	About the environment	About the environment	<i>There should be a more silent environment.</i> <i>There should also be activities that are out of classroom.</i> <i>It should be enjoyable.</i>	-	5	-
		Games	<i>The activities should be based on competition.</i> <i>The activities should be both informing and enjoyable.</i>	5	6	8
	About Learning	About Learning	<i>Our teacher should employ drama activities about the Maths problems. There should be much more activities so that we learn better.</i>	3	4	-
		About the Skills Development	<i>The activities should be based on puzzle solving.</i>	4	7	5
	Development	Development	<i>The activities should be thought provoking.</i> <i>The activities should be based on mental training.</i>	6	5	6

It can be seen from the data in Table 6 that the students feel happiness and sense of belonging to the society. Only one student gave a negative response. There was no difference among the schools.

Based on the students' views, it can be said that they agree that they feel the similar things during the activities, the activities help them develop themselves and the activities arouse interest and they are enjoyable. They also think that the activities provides socialization and

cooperation. One of the students noted his/her anxiety in front of the blackboard as the reason for his/her negative response. This finding is in agreement with Başar's (2011) findings. According to the that study, the activities promote students' committing to the teacher and the lesson besides being effective in their success. Another important finding was that similar to the students, the teachers mentioned the activities' contributions to their classes. This fact showed the consistency of the current study.

In all three schools, the students are in agreement with each other in activities' contribution to their success, self development, permanency of the learnings and their relaxation. This finding is in agreement with Wojcikiewicz's (2007) findings. According to his study, when the lessons are reinforced by the appropriate activities, the success comes itself and the problem behaviours diminish, as well. Likewise, it is found that the activities help teachers teach respect to other people and their rights. It can therefore be assumed that such kind of empathic gains might have a remarkable role in constructing classroom management.

Concerning the activities there were some differences among the schools. the differences were about the environment and learning. While the middle standart school students had suggestions for the environment of the activities, the students from the other schools did not suggest any thing on that. Also, while the students from low and middle standart schools had suggestions for learning, the high standart school students did not suggest anything on that. The recommendations for the other sub-codes are parallel to each other.

Table 7. Students' Views on Monotony

Code	Sub-Code	Examples	Frequencies		
			L	M	H
Level of Monotony	Rarely	<i>I rarely feel bored</i>	2	4	2
	Sometimes	<i>Sometimes I am bored, especially during the verbal and narrative kind of lessons.</i>	7	5	6
	Usually	<i>I am usually bored in social sciences</i>	1	1	2
	Anxiety	<i>I play with my hair</i>	1	2	3
	Communication	<i>I talk to my desk mate</i>	6	7	5
	Changing the Atmosphere	<i>I try to change the mood of the lesson by asking questions</i>	-	3	4
	Leaving the Environment	<i>I open the window and take fresh air I go to school yard and come back later.</i>	2	4	-
	Engaging in the Objects Around	<i>I play with my bag and keys I do pen spinning.</i>	3	3	3
	Doing Harm to	<i>I scratch on the desk I scratch on books and notebooks I wrinkle paper sheets.</i>	1	2	4
	Classroom Materials	<i>I draw on books or notebooks</i>	4	4	5
What They Wish To Do	Classroom Activity	<i>There should be classroom activities because they are entertaining</i>	2	2	3
	Entertainment	<i>We should sing songs We should play games We should do dramas</i>	10	10	10
	Extra Curricular Activity	<i>Playing in school yard Playing football</i>	3	4	8
			2	3	3

It can be seen from the data in Table 7 that there is no significant difference among schools at the levels of monotony. The students sometimes felt bored.

When the code “What They Do When Feeling Bored” is examined, again, there is no significant difference among schools. Nevertheless, it is interesting to note that the low standart school students did not attemp to change the atmosphere and the high standart school students did not attempt to leave the environment.

Concerning to the code of “What They Wish To Do“, all the students gave priority to the classroom activities. Also, it is interesting that the low and middle standart school students wished the entertaining activities less. There is no difference among the schools in wishing the extracurricular activities.

Table 8. Students’ Views on the Changes in Weekly Schedule

The Courses Most Frequently Change	Code	Sub-Code	Examples	Frequency		
				L	M	H
The Courses Most Frequently Change	Sometimes		<i>Sometimes we fall behind the schedule, so there are some changes then.</i>	-	6	-
	Most of Time		<i>We have lots of changes. Even in Social Activity courses. We study Maths in the classes without the teacher</i>	-	-	4
	Always		<i>Exams are more important for us, that is why we always sudy Maths regardless of the name of the course.</i>	-	-	6
	Never		<i>There are always changes in our schedule. We enjoy studying Maths. Our teacher made us believe the importance of Maths.</i>	10	4	-
The Courses Most Frequently Reflections	Maths		<i>We study Maths.</i>	-	6	10
	Turkish		<i>We study Maths because we have year-end exams.</i>	-	2	-
	Turkish&Mat.		<i>Our teacher teaches Turkish lesson too much.</i>	-	2	-
			<i>Turkish and Maths are important fort he exams.</i>	-	2	-
The Courses Most Frequently Reflections	Disappointed		<i>I am always looking forward to having those (entertaining&relaxing) courses; but I am always disappointed when our teacher change those courses with Turkish or Maths.</i>	-	4	1
	Sad		<i>I am sad because those entertaining&relaxing courses are our rights.</i>	-	5	-
	Happy		<i>We are happy about Maths. Maths will surrender our lives in the future.</i>	-	1	4
	Developmental		<i>I feel myself more sufficient as I learn Maths.</i>	-	-	5

It can be seen from the data in Table 8 that according to the students from the low standart school the teachers do not change a course to another. They do not teach Turkish or Maths instead of Music or Physical Education. Students’ views are consistent with the teachers’ ideas. The teachers emphasized that they need to employ activities through which the students can show their potential in different areas as their school cannot provide sufficient facilities. According to the students from the middle standart school some teachers do course switching while some others do not so. In high standard school, the teachers do course switching very often. What is interesting in this data is that the students believed the necessity of those course switches. This finding provides some support for the conceptual premise that students regard Maths as the most important course and ignore the others as their parents and teachers always innfuse that they are in a competition.

Of all the course switches, the most frequently preferred course was Maths. In middle standard school, Turkish was also preferred besides Maths.

Concerning to the feelings (reflections) about course switching, the middle standard school students reported negative feelings while the high standard school students reported positive feelings on the same issue.

Conclusion

According to Teachers' Views on Doing Educational Activities: educational activities are always done in the low standard school and the middle standard school. Yet, such kind of activities are not used in the high standard school. It can be concluded from this data that the lower the school facilities and student profiles, the more important the activities are.

When the teachers were asked to give examples for the activities they do at school, all of the middle standard school teachers gave examples of the curricular activities including lessons, methods and techniques while the low school teachers gave examples of extracurricular activities. The high standard school teachers did not give examples appropriate enough to overlap the codes in the study. Also, the high standard school teachers gave limited examples as they do not employ activities very often.

When the kinds of the activities were analyzed according to their frequency in use, the activities addressing to the instructional side were observed to be the most frequent ones in the high and low standard schools. In the low standard school, the activities were employed basically for arousing students' interest. These findings suggest that as the school facilities and students' socioeconomic profiles get higher, the expectations and objectives ascend.

The high standard school teachers reported that they use activities to help students gain responsibility and comprehend more whereas the low standard school teachers use activities basically because of the lack of the facility and sources. These findings suggest that the rationale for the activities differs according to the school facilities.

The Teachers' Views On The Activities' Effects On The Classroom Management:

All of the middle and low standard school teachers reported that activities provide integration and collaboration among students. Also the middle standard school teachers noted that the activities contribute to students' character development. The high standard school teachers reported negative comments about the activities; they alleged the crowded classrooms. The results indicated that once the instructional activities are held effectively, they might help construct classroom management.

When the teachers were asked to list the activities they employ for constructing the classroom management, most of them said that they had no such planned activities. These data showed that the teachers do not know much about the philosophy of constructivism; they are still stuck to traditional methods and trying to manage classroom by old-fashioned techniques.

Teachers' Views on the Effect of the Activities on the Lesson Teaching:

The low and middle standard school teachers agreed on the fact that the activities make the instruction easier, increase participation, provide collaboration among the parents, provide permanency of the comprehension and arouse interest for the lesson. The high standard school

teachers mentioned the negative aspects. These findings showed that the activities make the teaching easier and more effective.

For the code “The way of the activities’ affecting the teachers”, the middle and low standard school teachers reported that the activites help them develop themselves professionally and make teaching easier for them. This finding is in agreement with Yates’s (2007) finding. Yates states that instructional activities develop both teachers and students in the process of professionalization. The high standard school teachers reported that it was difficult to plan the activities especially in crowded classrooms. Thus, they are not in agreement with the other teachers. Nonetheless, it is still possible to say that the activities develop teachers as much as they do for the students.

The findings confirmed that the activities are useful for students in providing awareness, learning permanency and reinforcement besides increasing success and self-confidence. Also, the activities have positive contribution to development of empathy.

Teachers’ recommendations on Activities’ constructing Classroom Management:

The high standart school teachers had some recommendations basically empahsizing the problems in the educational setting (crowded classrooms and limited time). However, the other teachers reported recommendations on collaboration and responsibility development. These findings confirm that the teachers are greatly affected by the school environment they are teaching.

Students’ Views on Activities:

The activities are most frequently done in the low standard school and second highest frequency belongs to middle standard school. The activities are done at he least frequent level in high standard school. This scale showed that the the better the life quality of the school, the less frequently are the activites employed. This rarity is thought to be the consequence of exam preparation.

All of the low standard school students gave examples of extracurricular activities. The middle school students gave examples of activities addressing to subject matters and comprehension. When it comes to the high standard school students, they could not give examples of any sub-code dominantly. It is concluded that there is an effort to to have classes as the constructivist approach projected in the middle standard school.

Based on the findings in the code of “the most frequently done activities”, all of the high standard school students gave the examples of lesson topics and extracurricular activities. The low standard school students reported that they do extracurricular activites most of the time. All kinds of activities were done in the high standard school. The examples that were reported by the high standard school are interesting. They regarded solving Mathematics problems as an activity. This finding indicated that they over-focused on subject matters.

Of all kinds of the schools, the most enjoyable activities were the entertaining ones. The entertaining activities were found to be both instructional and interesting. This finding is in agreement with Ritter and others’ (2009) study. Their study showed that the academic level of the students increased through an activity based schedule.

Almost all of the students expressed happiness and sense of sociality. when they were asked the reason for their feeling, they noted that the activites develop their academic side and

entertain them at the same time. It was concluded that the activities bring the lesson to the center of students' interest. Geijsel and others (2009) also found that the activities contribute to the development of the students and make them more social.

All the students reported that the activities increase their success, consolidate what they learned, provide a relaxing atmosphere and help them develop themselves. It was found that when the constructivist approach is applied properly, it provides important attainments for students. Brown (2002) found that the activities boost the success level of the students as they turn theoretical knowledge into practice.

The students' suggestions were mostly around the games and self-development. It can be concluded that the students want to have fun while they are learning.

The majority of the students felt bored sometimes and the most common thing they do in order to deal with their boredom was talking to deskmates. The majority of them, again, wished their teacher to do classroom activities when they felt bored. It was concluded that the activities prevent students' problem behaviours in the class.

About the teachers' doing course switching, all the low standard school students reported that their teacher do not do course switching at all whereas all the high standard school students reported that they always have such switches among courses. The most common course the teachers prefer instead of some other courses was Mathematics. As they do Mathematic exercises, the students felt stronger. These findings suggest that the higher the standard of the school, the more frequently do the teachers switch courses.

Suggestion

According to the findings of the study, it is possible to suggest that; Teachers should be motivated to develop and implement instructional activities. Activities' contribution to teaching and learning should be well infused. Activities' contribution to the classroom management should be highlighted. The exams after the middle school should be abolished as soon as possible.

Suggestions for Further Studies:

This study can be conducted by adding the parents' opinions as well. Activities' effects to other areas can also be researched. The schools located in a village and a province can also be added to current sampling.

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