www.unibulletin.com
UNIVERSITEPARK BULTEN | BULLETIN
ISSN 2147-351X | e-ISSN 2564-8039
2023| ÜNİVERSİTEPARK

ARTICLE HISTORY
Received November 22, 2023
Accepted December 27, 2023

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How to cite: *Aslan, N. (2023). Classroom Climate in Early Childhood Education: A Conceptual Framework for Effective Classroom Management. Üniversitepark Bülten, 12(2): 55-82.*

OPEN ACCESS

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REVIEW ARTICLE

Classroom Climate in Early Childhood Education: A Conceptual Framework for Effective Classroom Management

Nurcihan Aslan

ABSTRACT

Background/purpose – The purpose of this article is to present a conceptual framework for effective classroom management by discussing the importance of classroom climate in early childhood education.

Materials/methods – This review article provides a brief literature review on classroom climate in early childhood education.

Practical implications – This article has the potential to inspire both researchers and teachers regarding future research perspectives of classroom climate in early childhood education. From this perspective, the concept of classroom climate in child education was comprehensively examined and implications for researchers and practitioners put forward.

Conclusion – It is important to create a positive classroom climate in preschool education institutions for children who experience a secondary emotional attachment model after their parents during the preschool period. In this context, in addition to a child's relationship with their classroom teacher during their initial school experience, the child's communication with their peers and friends, as well as positive interactions with the school's administrator, staff, and service personnel, if any, should also be taken into consideration.

Keywords – preschool education, classroom climate, classroom management, early childhood education.

To link to this article – https://dx.doi.org/10.22521/unibulletin.2023.122.3

INTRODUCTION

"If you want to build a ship, don't drum up the men to gather wood, divide the work and give orders. Instead, teach them to yearn for the vast and endless sea." – Antoine de Saint-Exupéry

Everything starts with a dream and matures with patience until it becomes a reality. Imagine you are an educator, arriving at a location with excitement to meet some children. The surrounding fresh air and green nature refresh your breath. As you look up, an inviting building for children and adults catches your eye. You exclaim excitedly, "This is the place where we will embark on brand new journeys together with children." While walking briskly towards the building, you observe the details around you. The natural yet purposeful landscape catches your attention, and you are welcomed by a harmonious environment where all living creatures coexist with the soil, leaves, earth, and sky. As you soak in the excitement of what you see, you are brought back to reality by a voice. The calming voice greets you with a warm smile as you embark on your journey, saying, "Welcome. How may I assist you?" Initially, the leaders who will guide you share their insights, and once acquainted, the message is then conveyed to the hearts of the children, who are the primary focus of teachers. Just as if all stakeholders within the school have come to an agreement on a shared objective, each takes responsibility for the children and strives to equip them for life in varying ways. On the one hand, the staff actively work to maintain a clean learning environment, whilst on the other, teachers enthusiastically juggle their burgeoning stack of projects. Meanwhile, parents are ever-willing to lend their support in any possible way. You enter a classroom that has been expertly crafted into a rich environment that holistically stimulates children, and is optimally spacious. Here, you meet the children in a purposeful, functional, yet uncomplicated space equipped with materials for each developmental domain and activity areas that can adapt to the children's interests. This is a place with rules founded on tender affection.

Children welcome you in their natural state; some experience happiness, excitement, anxiety, sadness, tears; a range of different emotions. Processes that entail accepting them as they are, discussing their needs, and spending time together –sometimes in groups and sometimes individually– await you. Each day brings a new journey of discovery, awareness, and challenges to overcome. Every day you strive to enhance your skills and to collaborate with the various stakeholders in the educational sector to provide parents with clear guidance on routines and extracurricular activities. You bear in mind that your efforts are centered around the children and endeavor to pave the way by adding a stone to the path each and every day. You are as excited as the children, each of whom are like seeds waiting to blossom, each harbor completely different forms of springtime inside of them, like enthusiastic seeds waiting for the right conditions that will help them grow within their environment. You continue on your journey with the knowledge that every seed, once planted, and every sapling, once rooted, develops to its own rhythm and is as unique as its surrounding soil. Children, like flowers, require loving attention and care, and even when fatigue sets in, we must remember to nurture them as they bloom. Each day is an opportunity to learn, research, and familiarize yourself with groundbreaking developments in science, working collaboratively with all education stakeholders. As one big family, we continue to develop and progress together. Sometimes, even if the roads are suddenly closed or blocked, even if the conditions are less than favorable, even when everything does not progress under normal conditions, you continue by trying different methods and techniques with the children under cheerful conditions. During this crucial period of children's lives, in their formative years when

they are ripe for development, various topics can be discussed to guide children as they strive to develop the necessary life skills with your guidance. To all educators who have an unquenchable thirst for knowledge and view science as a guiding force, let the journey commence.

1. Classroom Climate Concept

Classroom climate pertains to the all-inclusive classroom milieu shaped by the interactions occurring in the classroom as a unit, which includes the teacher's conduct, the children's responses to the teacher, the teacher's responses to the children, and the interplay between the children. According to reports, the classroom atmosphere is affirmative when children demonstrate fondness, assurance, a perception of inclusion, happiness, eagerness, and reverence towards each other, and in the relationship between teachers and children. However, it is considered a negative climate when intense disruption, conflict, and a sense of disorder are observed (Khalfaoui et al., 2021).

There are multiple interpretations of classroom and school climate to be found in the literature. In general, school climate captures the emotions and experiences of children in the school setting, including the attitudes of teachers, staff, and administrators. Whereas, classroom climate is linked to quality of life at both the classroom and school level, its organizational environment, and specific classroom atmospheres (Sink & Spencer, 2005).

2. The Role and Importance of Education Stakeholders in Building Classroom Climate

The variation in success rates between classes is primarily a result of the extent of positive or negative interaction among individual students, as well as between students and the class as a whole. Studies have shown that students excel when a classroom environment is supportive and optimistic. The activities laid out in this proposal are intentionally collaborative. Successful implementation of cooperative learning in the classroom improves student engagement, learning outcomes, and confidence, as well as creating a positive classroom environment. It is essential for teachers to ensure that children's success in the classroom is not left to chance, and that conscious efforts are made to establish an atmosphere in which students can internalize appropriate values, expectations, leadership, and cohesion (Shapiro, 1993).

Although interpersonal skills do not constitute a comprehensive list of important classroom skills, they do impact upon the classroom climate, which significantly influences children's academic outcomes. Specifically, cultivating a positive relationship with students enhances their learning and motivation, as well as offering a behavioral model for their conduct towards their peers in the classroom. This, in turn, improves student engagement and leads to superior student learning and motivation. When developing activities and activity plans, teachers should be mindful of how their conduct may be interpreted by children. It is important to consider the classroom atmosphere and interpersonal interactions, as this can lead to both positive academic outcomes for children and increased job satisfaction for teachers (Barr, 2016).

Leading a classroom can present a challenging task for teachers. There are numerous factors to consider when preparing for a new classroom. It is vital to have a clear and coherent classroom management plan, which comprises a teacher's behavior, rules, and strategies, to ensure that the classroom functions effectively and well-organized, enabling every child to learn and succeed. Teacher training about this can take several forms, such as

creating a conducive classroom environment, eliciting favorable behaviors and responses from children, and efficiently managing the classroom. Given the substantial impact that teacher planning and management can have on students' academic achievement, it is crucial to harness this potential. Teachers play a critical role in determining the overall acceptance or rejection of the class. If teachers lack the willingness to learn, it can impede the progress of children's education. An effective teacher is typically a professional leader who engages in rational decision making, unbiased judgement, and effective action. This leadership role encompasses several attributes that facilitate the management of a classroom environment. Some of these attributes include being organized, possessing foresight and perseverance, being inspirational and motivational, working well in a team setting, being adequately prepared, being enthusiastic about their role, and achieving objectives consistently (Vijayan et al., 2016).

Teachers should be provided with practical, function-based inservice training in order to ensure they possess the necessary classroom management skills as well as to enhance the child-teacher relationship. Research indicates that novice teachers often graduate without adequate knowledge of classroom management. It is recommended, therefore, that the curriculum of classroom management courses incorporate theoretical techniques and practices for working with children, alongside preventive interventions to promote the social and emotional development of children. It is proposed that certain preventive interventions be implemented to nurture the socioemotional development of children. Additionally, long-term results should be acquired through follow-up studies (Aydın & Karabay, 2020).

Classroom climate has a significant impact on the quality of school life, offering a valuable chance for both teachers and educational psychologists to understand key aspects of the classroom environment. Moreover, it is the responsibility of educational psychologists to act as critical allies, empowering schools to effect positive change. By involving schools in considering students' perspectives on their preferred classroom environments and increasing awareness of the connections between classroom environment and cognitive and emotional outcomes of learning, it is feasible to influence the development of classroom settings that cater to the needs of all individuals (Gillen et al., 2011).

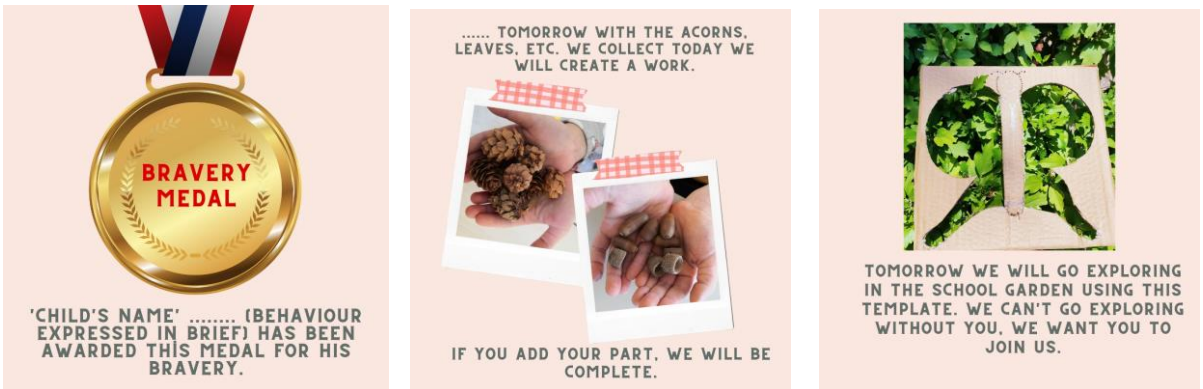


Figure 1. Example Activities

Not all schools may have access to psychological counsellors; however, preschool classes in Türkiye are frequently integrated into the larger school setting where children of varying ages are educated together. School psychologists, particularly during the initial weeks of the adjustment process, can help ease the transition by informing parents over the preceding summer break period, training teachers to communicate better with the children, encouraging preliminary interviews where possible, inviting new students to visit the school in

small groups in advance, and planning preliminary activities to facilitate acquaintance and school exploration. Bonding and next-day activities undertaken by teachers at this stage can also boost children's motivation to keep attending and to willingly attend school. It is considered highly beneficial for educators to provide support to children who struggle with separation from their parents through conducting individual interviews and implementing a gradual distancing plan. This entails having parents initially accompany their child to the classroom, then remaining in close proximity to the classroom entrance, followed by the corridor, and finally, in the school garden with the possibility of appearing should the child need them. Ultimately, the parents and child will achieve complete separation using this method. At this stage, it is worthwhile to consider providing courage recognition medals and badges for children facing challenges.

It is crucial to promote children's education through stimulating learning activities in the educational process. Such activities demand active participation between educators and students. The educator has a primary function in children's learning. Thus, the triumph of education relies on a teacher's professionalism. This emphasizes that a teacher's performance and qualities considerably influence favorable results for children (Wenglinsky, 2002). Teachers, who have a pivotal part in educating young children during their early years in school, must comply with educational criteria that cover pedagogical, professional, personal, and social aspects. Evidence suggests that a teacher's knowledge and skills, along with a comprehensive understanding of how to teach children based on their distinct developmental traits, can aid in promoting their optimal growth and development. Therefore, it is essential that teachers possess a combination of both academic and competency skills. Teacher competence comprises pedagogical, personal, professional, and social abilities, whereas academic competence focuses upon specific educational levels. The teaching competencies of early childhood teachers, both inservice and preservice, are varied. The development of effective communication-based teaching skills models for early childhood educators offers various possibilities for preservice and inservice teachers to overcome obstacles that are potentially influencing their pedagogical abilities and efficiency. The belief exists that effective communication fosters teachers' optimal interactions with children. By accurately comprehending the needs of children, teachers can facilitate their maximum potential. The implementation of this teaching skills model is imperative for the enhancement of teachers' pedagogical competence, augmenting the quality of learning outcomes, and offering an alternative to conventional methods in early childhood education (Nurani et al., 2020).

3. Characteristics of a Good Classroom Climate

If we consider the lifeline of the individual as a whole, the key to their success in their personal and professional life, the family they were born into, plus the family structures they have created or will create, all relate to their holistic development in all types of intelligence. This is especially pertinent to the investment they make in their emotional intelligence and to the environments in which they develop their social intelligence, rather than the level of the grades they achieve at school.

It is rarely enough for teachers to simply instruct or encourage children to participate in class work. Learning environments that employ an interaction-based approach to teaching and learning provide the foundation for developing and strengthening children's participation and the whole learning process. This foundation is built upon specific principles, habits, skills, and strategies. All members of the school community can work together to develop school-

wide practices that support the beliefs, values, emotions, motivation, behaviors, and skills that are considered central to achieving high levels of child participation. With this approach, teachers and parents work systematically across all three domains to provide an integrated approach to developing and supporting high levels of child engagement. In addition to the child's basic habits of success and other skills such as organizational skills and self-discipline, this approach also develops their (Jones, 2008).

Research using samples of school activities, teacher and child behavior, teacher-child interactions, and overall ratings of the classroom environment, found that the most common types of activities observed were structured and teacher-directed activities and environments where the whole class was exposed to whole-group teaching. Upon examining holistic ratings of teachers' positive interactions with children, the classroom teaching climate, and the child-centered climate of the classroom, it was seen that they were even lower when the school had a high level of poverty, when the child's family income was low, and when the number of staff was low. Observed behavior of children in the sample and teachers' reports of children's social and academic competence were found to be higher when these holistic assessments were of higher quality, even when controlling for family background factors (Pianta et al., 2002).

What is needed in the education system to create schools that support children's healthy development is accountability for the developmental support of children, including a positive, culturally responsive school, a focus on leadership and investment, school climate, and supportive teaching and services. Designing schools that provide an environment for healthy development, including safe relationships, requires the consistent, well-designed teaching of 21st century skills, as well as services that meet the needs of all children. It should also focus on enabling educators to work effectively in order to provide successful education for diverse learners from a wide range of contexts (Darling-Hammond & Cook-Harvey, 2018).

Since everyone can be found everywhere in today's global world in which we live, we now see people from different geographical areas and with completely different cultures living together, rather than in cities with a culturally similar structure. It is therefore also possible to see such diversity in the school classroom, which offer small samples of current society. For children that hail from completely different cultures yet are mixed in the same classroom, communication and the establishment of strong relationships are of significant importance. Working with children on the concept of respecting each others' differences, stimulating their curiosity about different cultures, exploring cultural characteristics, and including activities that illustrate the beauty of existing together in the same world can all help to support a positive classroom and school climate. Communicating with teachers and other children from around the world, organizing online meetings on national holidays, exchanging gifts, creating and planning products that integrate different disciplines are now relatively straightforward and functional practices in the world in which we live.



Figure 2. International e-Book Cover and Content Images



Figure 3. International e-Book Content Images

Using qualified works of children's literature, the method of educational drama and roleplay can be an effective way to teach children. This approach provides opportunities for them to experience life situations and to develop their improvisation skills. By distributing picture cards of children from diverse cultures and their cultural features to the students, their curiosity can be kindled by asking questions such as, "I wonder where this child lives? What do you think is the most striking aspect of their culture?" Later, the students can sit in a circle and refer to either world maps or those of their own country. Subsequently, after conclusion of the teacher-led session, the students can be posed descriptive, cognitive, affective, and experiential queries. To emphasize respect for cultural differences and to concretize the concept of culture, a collaborative art activity can be conducted to order to highlight each child's contribution. This has been observed to show that the learning process becomes more meaningful when each child's component constitutes a part of the activity's overall result. For instance, school twinning allows children to engage with not only their peers in the same classroom or school, but also beyond, to anywhere in the country or even abroad. Each city has its own distinctive weave, fabric, and motif. Therefore, in order to create a "cultural blanket," children from sister schools in each city are encouraged to contribute to the making of this blanket, which is then passed on to other cities. Throughout the year, this blanket can be used in various activities and examined to enhance collaboration

and teamwork. Such an initiative encourages a sense of togetherness in the creation of a collective product.

4. Class Rules and Expectations

When referring to "school," the focus is on adopting a whole-school approach as opposed to the conventional educational domains of curriculum, pedagogy, classroom management, or teaching skills. Nonetheless, it is crucial to develop a conceptualization of the entire school environment and identify means of assessing it prior to implementing effective and trustworthy interventions within schools. In examining the social atmosphere of schools, two concepts have garnered significant attention: "school climate" and "school connectedness," referred to as belonging/attachment/engagement. School climate pertains to the social elements of the educational setting, encompassing the interactions and relationships among school community members, shared values and norms, and the individual development and improvement of members. School connectedness captures children's beliefs that adults and peers in their school care about their learning as well as about them as individuals. Based on these definitions, it follows that if there is a favorable school climate that includes high quality interpersonal relationships, then there must also be school connectedness. To date, much of the research on these two constructs has been divergent, combining a range of definitions, theoretical approaches, and measurement instruments. This divide results in fragmented evidence, hindering a complete understanding of the significance of the school social environment in areas including student engagement, well-being, and learning (Darling-Hammond & Cook-Harvey, 2018).

Familiarity with the preschool curriculum and routines is essential for teachers to successfully plan transitions between activities. A successful set-up begins with teachers' expectations, followed by classroom and school observations, and curriculum and material reviews. It is worth considering that each new implementation of a kindergarten program may differ from children's expectations. Therefore, it is highly recommended that the preschool teacher analyzes divergences between schools which could negatively impact a child's transition to kindergarten. These variations may include classroom composition, teacher attention and reinforcement, landscaping, daily schedule, classroom rules and routines, academics, self-care skills, and support systems (Johnson et al., 1995).

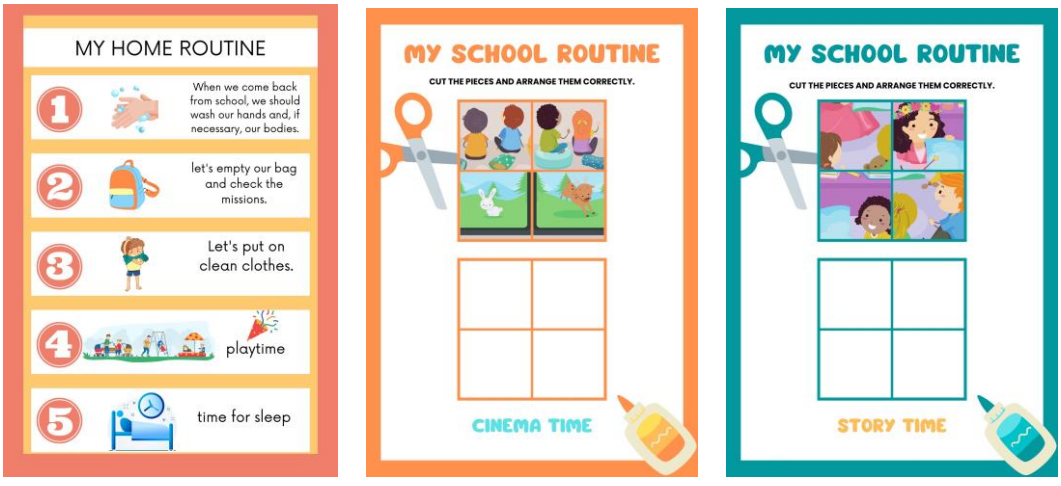


Figure 4. Worksheets of Sample Routines for Use in School or at Home

Designed to align with and build upon learning standards in K-12 schools, early childhood learning standards are untapped resources for school social workers and

kindergarten staff. When children enter kindergarten without the appropriate social skills to succeed academically, educators and social workers can use established standards to assess their abilities and collaborate with school staff to design intervention strategies, allowing students to learn and develop before they mature. The adverse effects of challenging behavior can be extensive for all concerned, as they are at risk of being perceived as lacking abilities they have not yet acquired (Logue, 2007).

Educators and school leaders must therefore provide ongoing training to all school staff to prevent the labeling of children, challenge harmful attitudes that impede the healthy development of children in a biased system, and intervene swiftly and appropriately when necessary. This approach will ensure a fair learning environment conducive for all students' growth. Instead, it is recommended that word structures that allow for development and convey ongoing progress, such as "developing" and "development continues," be adopted as standard language. These terms are also featured in the observation forms of our preschool education program.

Early childhood learning standards with integrated social and academic learning goals can offer a valuable resource for teachers and social workers who work with children that are easily distracted and have difficulty adjusting, as well as those who are well-adjusted at school. This tool can promote collaboration in pre-kindergarten and kindergarten classrooms. The standards can enhance the provision of high-quality preschool experiences for children and foster a unique outlook on their social learning. The responsibility of educational experts to encourage dialogue on the strategies employed by schools to approach social learning in preschool can determine the success or failure of children who enter preschool with the social skills of younger peers (Logue, 2007).

5. Implementing and Following Classroom Rules

School regulations are put in place by educators and administrators to apprise students of the expected conduct in educational facilities and classrooms. Regulations are validated through impartial and equitable implementation by these authoritative figures, indicating to students the actions that are commendable and those that are not. The school's working and learning environment plays a vital role in enforcing regulations and instilling rule-abiding behavior in children. In enabling organizations to function efficiently with expected rules, children who develop routine behaviors allow teachers and administrators to direct their attention to those students who frequently violate school and classroom policies. The importance of school rules and consistent enforcement should not be underestimated. Reliable and precise implementation of school regulations can enhance the quality of a school's surroundings for both students and staff, promoting communication and collaboration between adults and children. Furthermore, children are likely to refrain from engaging in disruptive and abusive behavior if they perceive that school rules are clearly stated and implemented impartially. Establishing clear rules for students can reduce repeated misbehavior and limit the need for exclusionary discipline in schools. Credible articulation of school rules by leaders, administrators, and teachers is crucial for several reasons. Additionally, creating a peaceful environment throughout the school can reduce children's discomfort and enhance teacher attitudes.

Teachers experience higher levels of self-efficacy in schools with robust leadership. Even-handed application of school and classroom rules fosters a sense of equity and safety among students, which can the improve overall learning environment, promote ownership of

school values, and instill confidence in children that school staff are a reliable source of support (Kapa & Gimbert, 2018).

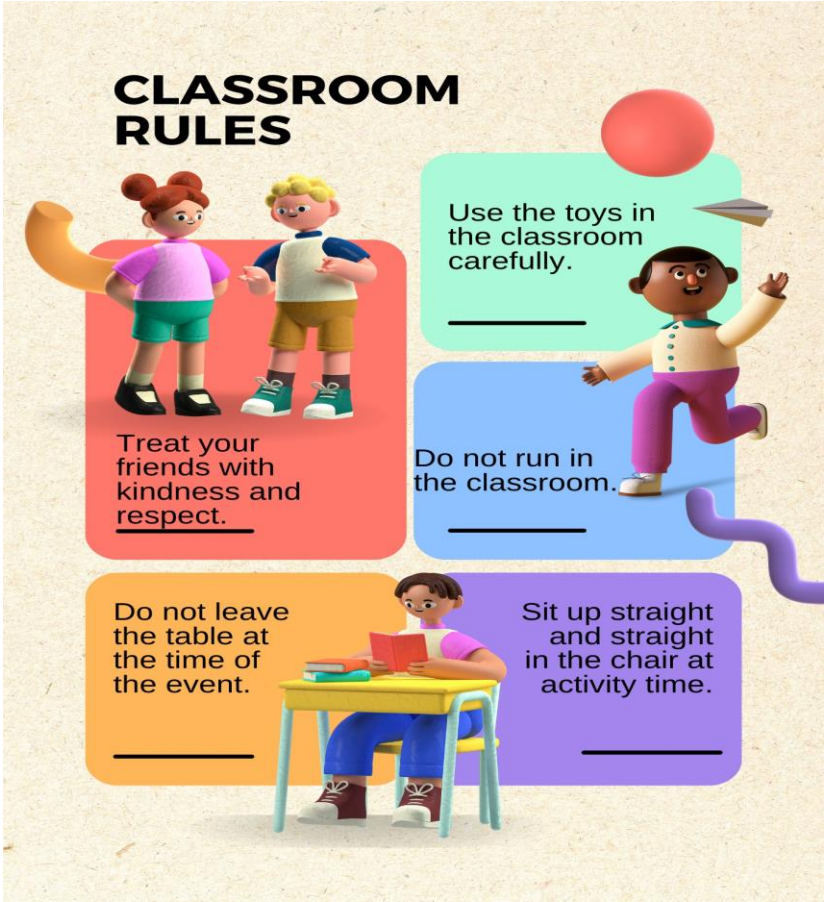


Figure 5. Classroom Rules Example Cards

From the first day, educators should assist students by presenting visual cards that explain school and classroom procedures. This should take place while children and the teacher engage, and should be repeated as and when necessary. When unsuitable conduct is detected, it should be viewed as an educational moment. A relevant rule ought to be succinctly reiterated, and the child should be gradually supported and given every chance to develop.

6. Teacher-Child Communication and Relationship Management

Teacher-student connections in nursery classrooms possess the potential to offer children with social assistance and emotional stability. Scholars with increased positive teacher-child connections seem to be more capable of embracing learning chances present in the classroom, create positive associations with peers, and adjust to formal schooling requirements. Typically, inquiries on children's connections with instructors have been cross-sectional instead of longitudinal. In many countries, children often remain with the same teacher for more than 1 year, particularly upon commencing kindergarten. While each new teacher-child relationship may theoretically be impacted by each previous school year, limited knowledge exists with regard to the actual consistency of these relationships. Several studies have analyzed the uniformity in the quality of teacher-child relationships across a 3-year span for children in the final 2 years of preschool and kindergarten. The authors' viewpoint on the relationship between teachers and children is informed by attachment theory. According to

this theory, children employ their relationships with important adults in order to structure their experiences. The theory suggests that quality of relationship between children and significant adults will remain stable over time. This is because internal working models become increasingly resistant to change and less consciously accessible as children age (Bretherton & Waters, 1985). In this model, the child consistently responds. If the child anticipates that the teacher will act insensitively and behaves accordingly, consistent interactions reinforce the child's model. Therefore, attachment theory predicts that the child's experience with adults or the quality of the caregiver-child relationship can be foreseen based on the child's previous teacher-child relationship.

Attachment theory is based on the premise that relationships develop through the contributions of both partners. Children who cooperate tend to have mutually positive interactions, making it easier for them to establish close relationships with their teachers. Conversely, teachers must exert more effort to form positive relationships with children who tend to avoid them or engage in challenging teacher-child interactions. It may be simpler for some teachers to isolate or neglect a challenging student than to attempt to modify the nature of the teacher-student interaction and create a more favorable teacher-student bond through purposeful interactive actions. As per attachment theory, there is a correlation between prior relationship history and the quality of preschool perceived teacher-student relationships, indicating that earlier interactions have a bearing on current ones. The quality of a relationship, the social interaction between partners, and the social adjustment of children are interdependent. Thus, it is critical to maintain consistent teacher perceptions of children's social adjustment and teacher-child perceptions of relationship quality (Howes et al., 2000).

Identifying the factors that influence the readiness of young children for school is critical for promoting positive academic experiences. It is essential because children who are unprepared for success in school are more likely to encounter challenges when adjusting to school life. While a significant proportion of children transition from kindergarten to primary school effortlessly, a considerable number are deemed inadequate in being able to meet the demands of formal education. To comprehend the factors that affect early school readiness, it is vital to scrutinize the relationships between children and their teachers. Research has demonstrated that educators play a meaningful role in young children's school readiness and adjustment. Consequently, children who encounter cordial or intimate teacher-child relationships experience fewer behavioral issues, find school more pleasurable, and achieve better academically. However, scant consideration has been given to the processes that pertain to the association between the features of strained or reliant relationships between teachers and young children, in terms of the latter's ability to adapt to the school environment. Emphasizing the process was crucial in constructing practical models that can steer both future exploration and application. Consequently, investigating the mechanisms that elucidate how the standard of the relationship between teacher and child fosters readiness for school is an essential stride (Palermo et al., 2007).

High quality literature recommended by teachers and publications focused on starting school can facilitate the establishment of healthy teacher-child and school-child bonds in addition to parent-child bonds. If a child is missing their mother, a suitable metaphorical work could be one that features a mother fox and her cub. Alternatively, a story that follows the adventures of a baby turtle may be beneficial for a child who is interested in what happens at school.

Given the demonstrated significance of relationships with adults, primarily mothers, for child competence, researchers have shifted their focus to the potential importance of teacher-child relationships in the context of early childhood development of school-related outcomes. During the early years of education, teachers may establish a connection with the child that targets specific developmental outcomes. Similarly to the parent-child relationship, the teacher-child relationship can differ in nature and quality. Some teacher-student relationships exhibit close and warm affections, while others are formal and distant. There are also some relationships that are confrontational or even hostile (Howes et al., 2000). This growing body of research has shown that the relationship between teachers and children is connected to children's competence in interacting with their peers in the classroom, as well as their academic achievements or setbacks. Such studies provide evidence that highlights the influential role of teacher-child relationships on child adjustment from early education years and beyond. Several descriptive studies indicate that teacher-child relationships can be characterized by the extent of interaction between the teacher and the child, and the tone of emotional quality shared between them. These two factors are guided by the conflict, closeness, and overdependence dimensions. In line with the child's overall style of interpersonal relationships, they have been categorized as approaching, acting towards, acting against, and moving away from. These dimensions consistently arise in samples that vary based on age, ethnicity, and economic status. In addition, these dimensions correlate with concurrent and future measures of adjustment, grade repetition, and special education referrals reported by teachers.

Among children at high risk of being referred for special education and repeating a grade, non-referred children outperformed referred children in terms of teacher closeness and conflict with teachers. This line of research indicates that the development of competencies within the child-mother relationship context shapes relationships with teachers, which, in turn, enables better adaptation to classroom peer interactions. The research of several other scholars affirms that the child-teacher relationship is a crucial factor in shaping early school outcomes. In addition, their findings indicate that children who suffered maltreatment due to their parents are less inclined to establish optimal teacher-child relational models and more likely to seek psychological proximity and intimacy. There is considerable evidence to corroborate the assertion that relationships between children and their mothers or teachers are pivotal in the cultivation and sustenance of interpersonal, self-regulatory, and task-oriented abilities that bolster a diverse range of adaptations during the early childhood stages. The available evidence indicates that this impact is particularly significant among high-risk cohorts (Pianta et al., 1997).

Children experience substantial developmental growth during childhood. As their brain continues to develop, their emotional world becomes exuberant and diverse, hence it is essential to provide guidance and support for children during this critical period. Creating a positive classroom environment that fosters positive and enriching experiences will significantly contribute to the development of their emotional intelligence. It is possible to strengthen the bonds between child and child, child and teacher, child and school climate, and child and environment through activities that support social emotional development in children. In this context, educators can promote a favorable learning environment by incorporating exercises that facilitate children in identifying and regulating their emotions. These activities should aim to enhance children's abilities to label their feelings, exhibit behaviors that align with their emotions, understand their needs in response to their

emotions, and comprehend the emotions of others through the competencies outlined in early education curricula. The following is an example application which highlights the significance of teamwork and stresses cooperation in a plan developed to achieve various targets and indicators relevant to the "disaster awareness" theme on a particular day and week. Alternative assessment methodologies will be employed during the evaluation phase.

In this sample application, we considered the stages of the 5E model, which is a constructivist educational approach. These stages, namely Attracting Attention, Revealing Prior Learning, Engaging in Learning Activity, Research, Exploration, Explanation, Transfer, Elaboration, and Evaluation, were taken into account. To begin with, we planned a warm-up activity that captured the children's attention. Additionally, we incorporated audiovisual media resources for the exploration study. In the implementation phase, we utilized the P4C Philosophy with Children and Communities method, which prioritizes the active participation of children. The activity was completed using the station technique, which facilitated cooperation and teamwork during the evaluation phase. The following are example applications:

"Let's Join Hands and Grow Stronger Together" Event



Figure 6. "Let's Join Hands and Grow Stronger Together" Event

Outcomes and Indicators: Teachers can organize outcome indicators according to the questions based on the P4C method.

Materials: Cardboard, coloring pencils.

Keywords: Disaster, earthquake.

Concepts: Appropriate concepts are selected from the teacher's monthly concept list and also added to.

Learning Process:

Step 1: Trigger Event

"Children are children" and every child has fundamental requirements. Following an earthquake, even a basic need such as breathing may not be fulfilled sufficiently. To remind

children of their basic needs, the STOP exercise is implemented. This exercise encourages children to pause and reflect on life, particularly in a non-school environment.

STOP exercise

This is a brief exercise lasting between 10 seconds and 5 minutes which can be performed at any time of day, and either seated or standing, with eyes gently closed. Taking a short break can benefit both a child's mind and also their nervous system.

Step 1: S (Stop)

Children, pause what you are doing for a few moments.

Step 2: T

Take a few deep breaths. Repeat as many times as necessary, inhaling and exhaling whilst repeating "Breathe in" and "Breathe out," respectively.

Step 3: O

Observe yourself as you are; observe your thoughts, emotions, and feelings. Children, scan your body from head to toe. What sensations do you experience? How do you feel after completing this exercise? What do you think about? Continue to think and observe silently from within.

Step 4: P (Proceed)

Bring your attention to the present moment, to the here and now. Now we can practice it by stating something that will offer assistance and aid with whatever you might require, regardless of your current emotions (Liao et al., 2020).

Video Event

Various videos are shown as selected by the teacher which are related to the theme, to the precautions taken during and immediately after an earthquake, and carefully selected taking into account the developmental stages of the children. Children are asked what they feel and their answers are noted.

Drawing Activity

Children are asked to choose the emotions that represent what people feel after the earthquake and reflect these emotions through artwork. Children are encouraged to express their feelings using different techniques and materials. For example, elements such as different colors and shapes may be used. Children can be asked questions that will enable them to express their emotional reactions through visual means, for example; "How would you color your emotions?," "Which shapes best express your emotions?," and "Which emotions can you reflect using different materials?"

Talking Ring

In order to help children better understand their own feelings and those of others, they are given the opportunity to express themselves by being asked questions such as "What feelings do you think people may feel after an earthquake?" or "What do you think about the difficulties experienced by earthquake victims?" In order to help them express different emotions and support their empathy skills, colorful soft balls with different emotional expressions (e.g. happy, sad, scared, anxious) are passed around in a speech circle.

Step 3 Application:

The chosen metaphorical tale serves as a triggering factor in the P4C Philosophy with Children and Communities method. The teacher introduces the tale and commences the inquiry by pausing at a specific juncture and posing the initial query. Responses from the children, based on their individual experiences, are heard by the community. Subsequently, following the perspectives shared, transition questions are raised to facilitate the transition of the inquiry towards a philosophical perspective. Effective listening enables children to express their thoughts, opinions, and experiences, fostering critical and deep thinking on a range of topics.

The P4C approach concludes with an evaluation phase where intermediate and philosophical questions are posed and children's views are shared. When children do not want to express themselves or different opinions do not emerge while applying the method, the teacher can help children express themselves by using techniques such as echoing, imaginary, or opposing opinions.

> The Great Storm Story
>
> In this forest and in all other forests, everyone was talking about this forest. They proudly told each other how they had helped each other overcome the hardships of the great storm. Everyone was saying the same thing: By helping each other, we can overcome all difficulties. (Teber, 2023)

Evaluation:

The teacher employs the station technique to determine if the anticipated achievement markers are met in the combined activity, and to provide reinforcement activities that include support.

During the measurement and assessment phase, children are prompted to convert what they have learned into tangible outcomes. The station technique is employed in order to generate more than one outcome rather than a single product.

Painting Station:

Children use various materials to express their own emotions and the emotions of others to concretize their feelings.

Song Station:

Children listen to pre-selected instrumental music and are guided to write some lyrics that could benefit those affected by disasters and help aid their emotional healing.

Poster Station:

The guidelines for the station technique are described to students who are then grouped accordingly. Each group is guided by the teacher's sign to move around different stations where every child has the opportunity to participate and contribute towards materials. Eventually, the finished products are showcased or exhibited. Prior to this exercise, children learn about the aftermath of an earthquake and especially how to respond immediately after it starts. At this facility, the gathered information was utilized to produce a poster with the aim of increasing public awareness. Posters can include informative slogans, pictures, and drawings.

Family Participation:

Family involvement is encouraged, with brochures sent out to families outlining what they should do before, during, and after an earthquake. Families are also prompted to hold a meeting and schedule a time to practice an earthquake drill.

7. Motivation and Rewarding

The curriculum changes regarding skills-based learning aim to provide children with fundamental knowledge essential for their future development as citizens in society. The skills learned during the preschool stage are integral to this process, and they aid in the personal and social development of children. Therefore, skill-based learning should be considered the foundation of the teaching and learning process at all educational stages. Additionally, the employment of active methods is becoming more essential due to their ability to promote skills-based learning, thus qualifying as effective pedagogical practices. The methods in question are best described as interaction-based constructivist educational practice. They are personalized learning experiences that involve students in the learning process. These processes support an active role and lead to deeper, more meaningful, and long-lasting learning. Children become competent in their own learning, and the skill set they acquire can be applied in other contexts. Explanation of technical terms is always provided and the text adheres to conventional academic structure and formatting while avoiding biased or emotional language.

The use of active teaching strategies in early childhood education, which promote more meaningful learning, has been found to have a positive effect on academic achievement among children. These strategies not only have implications for academic achievement, but have also been shown to be advantageous for student motivation in primary, compulsory secondary, and higher education (Gómez et al., 2021). Some of the active teaching methodologies include “project-based learning” and “cooperative learning.” Project-based learning is a technique that enhances children’s creativity and critical-thinking skills, encouraging engagement in realistic learning content and participation in projects that stimulate their minds. Cooperative Learning is a teaching methodology whereby students collaborate in small groups and have autonomy in achieving their assigned tasks, whilst a teacher provides guidance throughout the learning process. The implementation of active methodologies within preschool education has been found to boost students’ motivation and their participation in learning activities (Bizarro et al., 2018). Motivation, or the lack thereof, significantly impacts academic achievement and is a crucial personal variable. Good motivation is therefore essential for educational success.

Motivation is a psychological construct that lacks a consensus on its conceptualization and varies depending on the academic discipline in which it is studied. Nevertheless, there are shared aspects among the multiple existing definitions of motivation. As a result, it is feasible to provide a comprehensive definition of motivation as an intangible internal procedure that encompasses a collection of inherent forces or personal qualities that an individual will exhibit in response to a certain stimulus. The concept of motivation suggests that it is a dynamic procedure that guarantees the initiation, guidance, and permanence of specific behaviors. Two types of motivation exist, namely intrinsic and extrinsic (Ryan & Deci, 2020). The former emanates from the individual themself, in which the dedication to accomplish a certain task is a personal decision and is motivated completely by personal interests and pleasure in accomplishing the task at hand. In contrast, the latter involves an individual committing to

completing a specific task to receive rewards later on or feedback, whereby their activity serves as a means to a separate outcome. Additionally, motivation is widely considered to be affected by various components, and, similarly to the meaning of motivation, there is a lack of agreement on what these components may entail.

Therefore, considering all the aforementioned factors, the definition of motivation to learn is the determination to persist in a certain behavior, with respect to its orientation and magnitude, to attain academic triumph. The exploration of motivation within the learning setting has been a subject of prolonged curiosity, which still prevails. The intricate interplay of cognitive and emotional factors, along with the strong influence of student motivation on learning outcomes, contribute to this phenomenon. It is imperative to acquire greater knowledge about the enduring effects of active teaching approaches in early childhood education and their advantageous impact on motivation, as these approaches facilitate the inclusive growth of the child (Villamizar, 2021). The research aims to answer whether active methodologies genuinely enhance motivation in preschool education. This study will offer insights into how promoting motivation in the early stages of education could stimulate students' interest in learning difficulties, thereby positively affecting later phases of education and potentially lowering early school dropout rates (Viñuela & de Caso Fuertes, 2023). Strengthening intrinsic motivation rather than relying solely upon extrinsic motivators enhances children's likelihood of persisting with learning tasks, even in cases where the outcomes are not entirely desirable (Msane et al., 2020).

To enhance the manageability of individual work, researchers should break down children's situations into discrete components. However, we frequently overlook the task of reassembling them. It is customary for researchers studying achievement motivation to explore the impact of educational practices on children's motivation, while subject-matter experts study the influence of teaching practices on children's learning. Meanwhile, teachers are responsible for all the children in their classrooms. Whilst subject specialists and educators ought to promote healthy and productive development in all domains, it is crucial that they are interested in the effects of development in one area, for example, motivation, on outcomes in other areas such as academic achievement. By analyzing the effects of interventions in different areas, researchers can assist practitioners in tailoring their practice to align with research findings. If an integrative analysis shows that a specific set of procedures adversely affect one developmental area whilst positively impacting another, further research must be conducted to examine the factors under which these adverse and beneficial outcomes are most apparent. Therefore, further investigations are required to establish practices that can decrease negative results and improve the positive. Good teachers should possess a comprehensive understanding of which teaching strategies lead to positive outcomes on average. In addition, they must have a well-rounded knowledge of their own students and be able to adjust generally successful teaching methods to better serve the needs of specific children (Stipek, 2002).

8. Are Rewards Effective in Creating a Positive Classroom Climate for Children?

The use of rewards, particularly of a material nature, is a prevalent form of external motivation. Children are often prompted to eat their broccoli and given apple pie and ice cream as a reward. Gold stars are awarded to schoolchildren who correctly answer all the math workbook questions. However, the question remains; does rewarding children foster creative thinking? The answer, in general, is an unequivocal "No!" Tangible rewards appear to

have a negative impact on motivation and performance. Research indicates that if children are rewarded for tasks they find interesting, their intrinsic motivation to undertake those tasks later becomes diminished. Consequently, they are less inclined to engage in the activity after having received the reward. An extension of this view proposes that rewards are only beneficial for aversive or algorithmic tasks. An algorithmic task is a straightforward problem in which the solution is either known or unknown. In contrast, creativity tasks are often deemed attractive due to their being intrinsically fun and engaging by nature, but they are typically heuristic, meaning that there are many paths to the solution and it is not immediately clear which one is best.

Numerous studies have indicated that offering rewards can diminish the quality of creative responses. For example, children completed a task aimed at assessing intellectual fluency under two conditions: One group was promised a reward for “good enough" performance, while the other group completed the task without any reward contingent. A control group completed the task in a standard, play-like condition without reward or instructions. The children who were promised a reward generated only 50% of the average number of original responses as the children who were not given a reward, while the rewarded children displayed a reduction in response flexibility, as measured by the number of response categories used. There are various theories that may be used to explain these findings, but these are based on changes in motivation or cognitive functioning that cannot be addressed in this article. Nonetheless, they all suggest that tangible rewards can hinder the creative process.

All teachers possess a set of personal teaching characteristics that can impact the ways in which they motivate their students, utilize rewards and encouragement, and view the students’ academic performance. Moreover, personal characteristics can impact the ways in which teachers observe children, perceive the value of schedules and time, as well as the timing and manner in which they interact with children. By developing an awareness of how their traits influence their interactions with children, educators can discover methods to stimulate each child’s creative potential (Tegano, 1991).

In a further study demonstrating that rewards may hinder intellectual fluency, children who were not rewarded scored higher than those who were on every aspect of intellectual fluency. The adverse effect of rewards on fluency scores is intriguing. All in all, this study provides evidence which supports the growing body of research that rewards are harmful to demonstrating creative thought. Rewards also influenced three vital aspects of intellectual fluency: originality, fluency, and flexibility. These findings illustrate the fact that we do not always need to use rewards, gold stars, stickers, happy faces, etc. to encourage children to think creatively and to improve cognitive functioning (Groves et al., 1987).

9. Strategies for Addressing Behavioral Problems in Early Childhood

In recent years, there has been a growing interest in intervention strategies aimed at preventing externalizing behavior problems in young children. These behaviors tend to emerge early and universally in infancy, reach their peak between the ages of 2 and 4 years old, and ideally, do not decline. However, there is significant variability in children’s trajectories, with a high number of cases later leading to antisocial and criminal activities. Around one third of children displaying high levels of fearful externalizing behavior issues continue with problematic behavior throughout adolescence. Children who exhibit high levels of early externalizing behavior problems are also at risk of various ongoing challenges, such as

poor attendance, dropping out of school, and a lack of engagement with school. Moreover, externalizing behavior issues in primary classrooms consume a considerable amount of teachers' time and effort, consequently diminishing the learning experience for all students. Accordingly, various strategies have been created and trialed to enhance externalizing behavior prior to beginning formal schooling. Bronfenbrenner's ecological model proposes that diverse interactions between the child and an intricate network of environments, ranging from proximal domains like the family and school, to remote ones such as neighborhoods, cultural and political environments, cause variability in children's developmental trajectories (Lösel & Bender, 2012).

Early child education (ECE), defined as center-based care for children from birth to 5 years of age, requires further examination as a prevention approach. Externalizing behavior problems may increase the risk of showing such behavior. Educators and researchers are actively considering the benefits of early years programs, especially their ability to tackle externally manifested behavior problems, and to determine which program features have the most positive impacts. The current study presents a systematic analysis of the impact of ECE programs on externalizing behavior problems in young children, detailing how such problems can be addressed. Preschool programs that address externalizing behavior problems as a concern should consider the adoption of evidence-based social skills development programs. Early prevention of externalizing behavior problems is crucial in supporting future success in both school and life, particularly in the areas of social and emotional development, ECE, and school readiness (Schindler et al., 2015).



Figure 7. Out-of-School Learning Experiences Nature Examples

Much research on early schooling has focused on child characteristics as potential predictors of academic success. Other factors, such as repetition and preschool entry policies, have also been examined in relation to adjustments to succeeding schools. Additionally, extensive research on preschool classroom settings, including childcare, has suggested that children's experiences in such settings contribute to their development of important social and academic competencies (Peisner-Feinberg & Burchinal, 1997).

Early childhood educators should consider the entire environment to enable a child's development with a plethora of stimuli. Plans should take into account the significance of socioemotional development within this environment. Schools comprise much more than four walls and a garden – thus the learning environment must be inclusive of the wider community. Teachers can gain experience from executing the objectives outlined in their lesson plans across numerous environments, guided by a determined theme, where applicable. Learning environments outside of the classroom can spark children's interest and curiosity, foster a sense of discovery, and support participatory learning approaches. Additionally, such environments present opportunities for constructive interaction among students, teachers, and their respective social networks. Positive educational experiences can be facilitated through the application of methods and techniques based on active methodologies in a range of settings, including school gardens, botanical gardens, zoos, planetariums, science centers, museums, open-air theatres, and various factories. These experiences can create lasting memories for children, from their peers to school staff. Virtual trips and augmented reality applications offer a means of enhancing learning diversity through technology infrastructure in out-of-school learning experiences. Research indicates that behavioral problems in children can be detected as early as 3 years of age. There is a correlation between early social skills deficits and later difficulties in school performance, interpersonal relationships, and adult functioning.

Recent advancements in supporting young children with behavioral problems have been directed towards social skills interventions aimed at reducing interpersonal problems. Research has indicated that preventing later behavioral and emotional deficits can be achieved through interventions that foster the development of positive social behaviors. Such behaviors are defined as those that encourage positive and reciprocal social interactions. Although there are many interventions designed to enhance cognitive and physical development, along with social initiatives and language improvement, certain gaps exist in strategies aimed at enhancing the problem-solving skills of young, aggressive children who represent a portion of the targeted population. Research suggests that improving young children's ability to generate solutions using contingent reinforcement can enhance their social initiatives and promote change. Therefore, researchers have typically employed strategies that alter the way young children solve problems or self-assess problem-solving strategies. However, limited research exists on the effect of teaching this type of strategy to preschool children. Several studies have indicated that generating positive alternative solutions enhances the probability of selecting and utilizing the most effective responses. Moreover, it has been suggested that the greater number of positive options a child can consider when problem solving, the higher the likelihood of appropriate solutions being selected (Hune & Nelson, 2002). When young children are prompted to create alternative solutions, those with proficient language and goal to goal thinking abilities can generate and choose affirmative solutions. Children who exhibit aggressive behavior and have limited means-end thinking skills, on the other hand, usually persist in generating and using inappropriate or aggressive solutions (Neel et al., 1990).

10. Cooperation and Group Work

Cooperative learning is a technique that entails small groups collaborating towards a shared objective to optimize their individual and collective learning. Interacting with peers exposes children to various relationships, including offering and receiving assistance, articulating their perspectives, acquiring others' viewpoints, exploring new means of resolving differences,

addressing issues and enriching their comprehension and knowledge (Gillies, 2003). Cooperative learning involves mutual group assistance, sharing materials, discussing topics, creating a common product, and completing tasks needed to achieve group goals. The fundamental principle of cooperative group work is that children work together and are accountable for each other's learning. This approach has been implemented in different fields and at various educational levels. Studies have identified three essential social skills for successful cooperative learning: active listening, positive communication, and equitable participation. These skills contribute to a supportive and productive learning environment, enabling children to collaborate and exchange ideas effectively. Moreover, research has demonstrated that cooperative group work has a positive impact on children's abilities in addition-subtraction, problem solving, and mathematics. It was noted that the fostering of social capabilities, such as sharing, mutual assistance, and active participation, took place (Tarım, 2015).

Promoting value-based education necessitates the employment of efficient pedagogical techniques to inculcate cooperation among preschool students. The efficacy of teaching methods impacts the attainment of learning objectives and elevates learner proficiency in decision making and conflict resolution, thus facilitating alliance for unity. Effective teaching methods encourage cooperation among children which can lead to the development of self-control, empowerment, and enthusiasm, promoting lifelong commitment. In a 2011 study on pedagogy and values education, it was recognized that collaborative teamwork contributes holistically to personality development (Tirri, 2011). The author asserted that collaboration is a valuable virtue, providing learners with the necessary skills to work in unison, effectively communicate, critically analyze situations, and effectively solve problems, all while promoting a consensual, sustainable environment for all. When teaching methods are effectively implemented, children are highly likely to participate in group discussions, debates, and generate new ideas in order to boost social cohesion, whilst demonstrating non-violent strategies to manage and resolve conflicts within society. Collaborative character development necessitates appropriate pedagogies and reinforcements, which connect learners to multiple concepts, skills, and themes, in order to instill supportive behavioral tendencies. Effective teaching methods that facilitate the acquisition of knowledge and skills for positive interactions and connections among children are likely to yield successful collaboration. According to Lilian et al. (2019), effective student-centered approaches empower learners to make prudent decisions to cope with negative peer pressure that may arise during instructional management.

Upon evaluating preschool education environments, it becomes evident that children are more likely to exhibit social competence when teachers act as facilitators and take cues from children during their interactions. Moreover, the warmth displayed by teachers towards children represents another hallmark of high-quality early childhood education settings that predicts positive social behavior among preschool-aged children. Moreover, teachers' endeavors to enhance children's social cognition are linked to their social adeptness. Prosocial behavior and problem-solving skills are evidence of reduced aggression and heightened social awareness in various settings. The general classroom atmosphere, characterized by reduced peer conflict and elevated co-operation levels, is believed to be vital for young children. Brophy-Herb et al. (2007) reported that increased classroom conflict and children's reliance upon teachers were linked to both current and future behavioral issues in children.

11. Improving Self-Regulation and Emotion Regulation Skills in Children

Self-regulation is the capacity of children to manage or moderate their positive and negative emotions, control their behavior, and divert and focus their attention. Cognitive self-regulation undergoes rapid development during the preschool period and corresponds to the maturation of the prefrontal cortex. Due to the extended developmental course of the prefrontal cortex, children's acquisition of self-regulation skills is susceptible to environmental influences to a greater extent than previously established cognitive skills. Research has highlighted associations between classroom environment and children's progress in various preschool curricula. These associations encompass both the emotional climate of the classroom as well as academic advancement.

Improved classroom management, behavioral control and engagement in children, and cognitive self-control in children were all positively associated with teacher ratings. Research has shown that the quality of teaching has an overall impact; teachers who ask more open-ended questions and engage in reciprocal conversations with their students have students who make greater gains in self-regulation throughout the school year (Fuhs et al., 2013). Higher levels of quality education have been linked with gains in young children's academic achievements (Curby et al., 2009).

Children's self-regulation skills are significantly linked to their motivational, routine-compliance, self-control, and emotion-regulation abilities, which impact all of these functions. Preschool education institutions expose children to various emotions as a reflection of real life. While some of these emotions are positive, such as happiness and joy, others, including fear, anxiety, and sadness, require coping mechanisms. Children may struggle with identifying and defining their emotions, determining their emotional needs, and properly applying and coping with their emotions. To aid in this effort, daily routines such as the morning circle can be utilized to prompt children to explore and express their emotions with questions like "How are you feeling today?" and "What is causing you to feel this way?" In problematic situations frequently encountered within early years educational settings, teachers can employ the umbrella opening method to establish a connection with a child and guide them through their emotions. When necessary, a teacher can use sentences expressing that they have felt similar emotions to those currently being experienced by the child. Problematic behavior scenarios and their solutions can be experienced for preventive purposes through activities utilizing roleplaying techniques such as educational drama.



Figure 8. Examples Activities for Recognizing Emotions, Emotion Regulation, and Reinforcement

Teachers may create an emotion circle or graph to facilitate emotional exploration among children. As the process of emotion regulation is abstract, utilizing story cards entitled, "What occurs in my body when my emotions shift?" may help to concretize the developmental process. Additionally, to highlight that emotions are transient and brief, teachers may use an hourglass to showcase the duration of various emotional states. This may prove especially valuable in addressing emotional concerns that surface somewhat suddenly, such as feelings of fear. The internal emotional process a child undergoes whilst coping with their emotions may be clarified by using the metaphor of a playground slide. The narration method for communicating this to children involves explaining that emotions are constantly present within us, but in diverse states that tend to move quickly. To illustrate this, children can imagine themselves in a playground that has a slide. They first climb the steps, pause briefly, prepare themselves, and then slide down. Sometimes they may hesitate halfway down the slide, feeling unprepared and helpless to proceed. Living with emotions is akin to sliding down a slide: The staircase that is climbed represents the emergence of emotion, the subsequent wait mirrors the time spent managing one's feelings, and the exhilarating moment of sliding down signifies the ending of the experience and the attainment of balance. The teacher can then offer to help children revisit the slides of their dreams?

Work can be undertaken to enhance current relationships in the classroom without any negative impact. It is possible to inform children about the significance of embracing, taking into account their age and maturity levels. Additionally, the physiological effects of hugging can be explained, including the activation of certain hormones, to those children who are interested. Teachers can create a "happiness spray" using a bottle from the classroom which they can decorate together with the children. By using this bottle, they can promote positive communication and encourage children to embrace for at least 20 seconds. Additionally, teachers can strengthen their relationships and connections with the children by embracing each child with compassion for at least 20 seconds. Similarly, a "happiness jar" class can be established, create jars for the sharing of answers provided by students to various questions, including "What was your happiest moment?," "What behaviors made you

happy today?," and "What brings you happiness?" The jars can then be opened and the various answers read together with the children, creating a positive communal experience.

It is crucial for educators to promote emotional development, cultivate nurturing and supportive connections, and to provide a secure, uplifting, and emotionally responsive classroom environment to advance children's socioemotional progress, primarily in the early stages of childhood, given today's fast-paced transformations seen in children's emotional intelligence. Thoughtfully managed, emotionally elevated classrooms offer the most favorable environment that propels children towards academic and social triumph. Nevertheless, crafting and sustaining such an atmosphere can be an arduous and challenging task. Teachers are tasked with promoting and maintaining a positive classroom climate. This task can be particularly challenging given the likelihood of teachers encountering certain negative classroom situations. In moments of frustration, disappointment, or anger that evoke negative emotions, teachers must express such feelings properly if they are to create a comfortable environment for children. For instance, if a child sneezes onto their hands and then hugs their teacher, the teacher may need to control any personal feelings of revulsion or frustration at potentially being in contact with any germs that the child has expelled. They may also need to remind the child to follow proper handwashing protocols and to demonstrate how they should cover their face with their hands, but without detracting from their positive relationship (Shewark et al., 2018).

12. Conclusion

"We never forget that we learnt with pleasure." Alfred Mercier

The concept of classroom climate signifies a comprehensive construct. It is crucial to establish a favorable classroom climate in preschools, particularly for children who experience a secondary model for emotional attachment during the preschool phase after their parents. In this regard, the relationship built between a child and their teacher during the initial school experience, as well as the child's communication with their peers and friends, and positive interactions with the school administrator, various school staff, and even school bus service personnel, where applicable, can yield significant results.

If we imagine the school environment as an ocean, there are numerous factors that contribute to fostering a cohesive and harmonious educational environment wherein children and other individuals are akin to drops in the ocean. An important constituent of this environment is the relationship between a teacher and their students, wherein the teacher assumes the role of a conductor who guides the children like members of an orchestra. The greater the teacher's drive to self-improve through utilizing various methods and techniques, and through their commitment to staying current, the more positively the classroom environment is impacted – from the development of the educational setting to the assessment of the learning process. If the conductor and children aim to function like the notes of some harmonious song, i.e., pressing the right notes with the right methods and adding necessary pauses at the correct timings, the resulting work will still not satisfy listeners unless the correct degree of harmony is achieved. It is crucial for teachers to establish rules for children and to frequently intervene where disruptive behaviors are seen to disturb classroom harmony. Evidence suggests that children tend to prioritize routines and regulations that promote convenience in their lives. Hence, both teachers and students should abide by and enforce these rules. Just like how rewards offered before a concert are transient and confined only to that event, it has been observed that immediate rewards that

fail to motivate children, fail to encourage them, and fail to make them sense that they are part of the group, are unproductive and unsustainable in the context of education.

The acquisition of knowledge by children who encounter novel information through diverse methods and up-to-date approaches in surroundings that foster an awareness of their status as esteemed members of a community, including both their peers and teachers, can prove more efficacious and enduring. Equally effective can be where they contribute actively with cooperation and esprit de corps, and where they benefit from numerous stimuli provided by their environment and peers towards the accomplishment of specific goals. One of the objectives of early childhood education is to equip children with the necessary skills to succeed both in life and in their future education. As such, it is imperative that teachers remain motivated to impart upon their students the abilities of self-regulation and emotion regulation which they can utilize internally throughout their lives. Such action will help foster their growth into autonomous decision-makers who are able to discern the appropriate steps and plans, even in the absence of external guidance.

When considering early childhood education, we can see that processes are typically designed to be conducted in "joyful conditions" instead of "normal conditions." It is essential to remember, therefore, that enjoyable learning experiences can remain with us throughout life, much like unique scents that stay deep within our memory.

DECLARATIONS

Author Contributions: The author has read and approved the published final version of the article.

Competing Interests Authors declare no conflict of interest.

Funding This research study did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Ethical Approval No ethical approval was sought since the study's data was not based on human or animal subjects.

Availability of Data and Materials Data sharing is not applicable since no new data were created or analyzed in the study.

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