Views on Classroom Management Teachers’ who Works with Gifted Students

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Abstract
An effective and qualified learning-teaching process is related to the teacher's ability to manage the class well. In other words, classroom management competence is one of the most important elements teachers should have in order to create qualified and competent learning environments and processes (Charles, 1996; Haertel and Walberg, 1993; Langdon, 1996; Lewis, 1999). In formal education, classroom management plays a more important role in the learning-teaching process of gifted students, whose classroom management is an important factor in the learning-teaching process and whose development and learning levels are higher than their peers. Because there are studies that indicate that behaviors arising from the characteristics of gifted students are caused by some problems in the classroom (Caspi, 1998; Henricsson and Rydell, 2004). For this reason, the importance of having an effective classroom management emerges in the classrooms where gifted students are together. In this context, the greatest responsibility for reducing problem behaviors and abolishing these behaviors of gifted students has fallen on the teacher. Because an effective classroom management and positive classroom atmosphere cause students to rise in academic and social achievements. For this reason, the views of classroom administrators and gifted students about problem behaviors of the teachers working in Science and Art Centers play an important role in terms of the precautions that should be taken in the education and training systems of the centers and the contributions to the applications to be made. The purpose of working in the direction of the stated reasons; to determine the opinions of teachers of gifted students regarding classroom management. The model of the research is the study of phenomenology from qualitative research patterns. The working group of the study has created 10 teachers who are selected from the 23 teachers in the Adana Science and Art Center in the academic year 2017-2018 by using the easily accessible case sampling method. A semi-structured interview form developed by researchers was used to determine the opinions of teachers of gifted students on classroom management. The semi-structured interview form has 15 questions. In the interview form; teachers of gifted students; classroom management, unwanted behavior, behavior management; gifted student features; strategies developed and used in classroom management; elements in which gifted students provide teachers with difficulty and convenience in classroom management; there are open-ended questions about the education and training processes of
gifted students. Content analysis method was used in the analysis of the data of the research. As a result of the analyzes made, teachers' opinions; class management, characteristics of special talented students, strategies used to cope with problem behaviors, difficulties in terms of classroom management, and findings related to education-training processes of gifted students. Teachers' views on classroom management are gathered under the theme of "factors affecting classroom management, teacher-student relationship, resource management, unwanted behavior". Teachers' views on special talented student characteristics are gathered under the themes of "movement, privilege, expectation, curiosity and freedom, competence, imagination reality, inner closeness and achievement ambition". Teachers' views on strategies used to cope with problem behaviors consist of "accepting, engaging with a student's work, guidance / guidance, communication, teacher competence, belonging, system structure". Teachers' views on the elements challenged in terms of classroom management consist of "general qualifications of teaching profession, time management, psychological dimensions of classroom management, sociological dimension of classroom management". The opinions of the teachers about the education-training processes of the gifted students are gathered under the theme of "formal education".

**Key Words:** Classroom management, gifted students, teacher, Science and Art Center.