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RESEARCH ARTICLE

Responsive Classroom Management in Teacher–Child Relationship: Readiness and Needs of Preschool Teachers in the Context of Professional Experiences

Şeymanur BATTAL, Berrin AKMAN

Department of Primary Education, Hacettepe University, Faculty of Education, Ankara, Turkey

Abstract

The teacher–child relationship affects children's social, emotional, and academic skills and also shapes teachers' expectations from and practices regarding children. It is significant to ensure responsive classroom management to support the teacher–child relationship in preschools. This study aimed to determine the readiness of preschool teachers for responsive classroom management and their needs regarding this management style based on their professional experience. The sample of the study consisted of 134 preschool teachers. The knowledge, expectations, experiences, and needs of teachers regarding responsive classroom management were investigated. A questionnaire prepared by the researchers was used to collect data. The data obtained from this survey study were subjected to descriptive and content analysis. The results revealed that preschool teachers' knowledge, expectations, experiences, and needs regarding responsive classroom management differ based on their level of professional experience. In addition, it has been found that teachers do not consider themselves sufficient in responsive classroom management, need support to adopt this management style, and want this support to be provided through mentoring or workshops.

Keywords: Preschool teacher, professional experience, responsive classroom management, teacher–child relationship

Introduction

Children's developmental processes are embedded in a hierarchy of close relationships, such as peers and teachers, in intertwined systems such as the classroom and school (Bronfenbrenner, 1979). In this system, which is characterized by social interactions, complex interactions take place between the teacher and the child (Curby et al., 2013). The relationship between teacher and child affects peer interactions and classroom climate (Sette et al., 2013). This process can be explained with the social referencing theory. According to this theory, children shape their reactions to various situations by observing adults (Walden & Ogden, 1988). Considered within the context of the classroom, it can be stated that the teacher's approach to the child can shape the perceptions and behaviors of the child's peers (De Laet et al., 2014). Positive teacher–child relationships are seen as a protective factor for children who tend to go through difficult processes at school (Arbeau et al., 2010). Studies show that children who develop close relationships with their teachers achieve advanced social skills (Mohamed, 2018; Wu et al., 2018), peer relationships (Gülay Ogelman, 2021), and academic results (Hu et al., 2021).

Conflicting relationships between teacher and child indicate a classroom climate in which the overall tone of interaction is hostile. Buyse et al. (2008) revealed that teachers who find it challenging to manage a difficult classroom have more trouble forming positive relationships with children with problem behaviors. Classes where a negative climate prevails negatively affect the level of participation of children in the learning process (Cadima et al., 2015). It is known that in classrooms with a positive emotional climate, teachers are more likely to be responsive to children, and there is more opportunity for interaction (O'Connor, 2010). The positive teacher–child relationship provides an emotionally secure context for children, which encourages them to explore classroom resources more actively (Pianta, 1999). Responsive and high-quality emotional support in the preschool period reduces early behavior problems in children and alleviates the conflicting relationships between teacher and child (Hamre et al., 2008). It is emphasized that responsive teacher approaches lead to close relationships between teacher and child (Spilt et al., 2012).

The interaction between teachers and children is related to the teachers' instructional processes, their feelings about the profession, and their attitudes and behaviors (Ansari et al., 2022; Jennings & Greenberg, 2009). Studies have revealed that teachers who have children exhibiting challenging behaviors in their classrooms feel more emotionally exhausted, stressed, and burnout (Corbin et al., 2019; Gagnon et al., 2019; Hopman et al., 2018). These feelings cause teachers to leave the profession and are often explained by classroom management processes (OECD, 2019). Classroom management process is a structure including various variables. Education level and professional experience of teachers affect the quality of classroom management (Koles et al., 2013; Wubbles et al., 2014). Studies on the education level of teachers have shown that teachers with a bachelor's degree are more successful in their relationships with children (Choi & Dobbs, 2016; Partee et al., 2020). Other studies have revealed that higher level of experience and education affects teacher–child relationship positively (Ansari & Pianta, 2019; Chen & Phillips, 2018). Studies investigating the effect of professional experience revealed that novice teachers experience reality shock after their first experience in the classroom (Dicke et al., 2015).

Corresponding Author: Şeymanur BATTAL, **E-mail:** sbattal@hacettepe.edu.tr

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Experienced teachers were also found to be insufficient in supporting warm and positive interactions (Partee et al., 2020). It is noteworthy that the results of the studies investigating the role of teacher experience do not coincide with each other (Wubbles et al., 2014).

Responsive Classroom Management and Teacher–Child Relationship

Children grow and develop with close and trusting relationships that provide love, safety, and responsive interactions. For this reason, establishing positive relationships with children in the classroom is considered as the main task and component of a good teaching process. Various intervention programs (Responsive Classroom Approach; Responsive Classroom 2020a; MyTeachingPartner; Pianta et al., 2008; BEST in CLASS; Vo et al., 2012) include practices aimed at supporting the teacher–child relationship. It is stated that positive teacher–child relationships are based on components such as classroom management and educational and emotional support (Curby et al., 2013). Consistent interventions by teachers in classroom management and continuing emotional support positively affect teachers' relationships with children (Baroody et al., 2014). When teachers respond responsively to the needs of children, participation of children increases, and their social and academic skills are positively affected (Responsive Classroom, 2016). When teachers display a responsive approach to the children in their classrooms, children's feelings of commitment and trust toward teachers are reinforced. Studies involving primary school children revealed that teacher–child relationship increases in responsive teaching environments, and both academic and social-emotional skills of children are supported (Ottmar et al., 2013; Rimm-Kaufman & Chiu, 2007).

The *Responsive Classroom Approach* (Northeast Foundation for Children, 2013), which is one of the interventions that emphasizes responsive interactions and aims to improve the teacher–child relationship, is an evidence-based approach providing teachers with a set of principles and practices to support children's social-emotional and academic skills in a safe, fun, and interesting classroom environment (CASEL, 2013). In the responsive classroom approach, a learning environment that responds to children's strengths and needs is created, and it is aimed to develop children's academic, social, and emotional skills in this environment (Responsive Classroom, 2020a). In this approach, there are practices such as academic processes (fun, interesting, and child-centered teaching processes), positive community (a safe, joyful, and inclusive environment where children feel a sense of belonging) effective classroom management (a calm and orderly learning environment where children take responsibility and their autonomy and participation is supported), and development-responsive teaching (taking into account children's social, emotional, physical, and cognitive development information when making decisions regarding education and classroom management) to create a responsive environment (Responsive Classroom, 2020b; Rimm-Kaufman & Hulleman, 2015). The available literature on the responsive classroom approach has revealed that the approach makes positive contributions to the school experiences of teachers and children (Brock et al., 2008; Curby et al., 2013; Rimm-Kaufman et al., 2012).

The National Association for the Education of Young Children (NAEYC, 2005) highlights responsive interactions in its program standards. In particular, it attaches importance to the fact that every child can be a part of the class community and feel a sense of belonging to the class. Warm and responsive relationships help children feel safe. Safe environments including positive relationships allow children to develop physically, benefit from learning experiences, and cooperate with their peers. According to the standards recommended by the NAEYC, a responsive teacher is expected to facilitate children's adaptation to the classroom and support children to be friends with each other, to have warm and friendly conversations with children, to appreciate children's work, to identify children's feelings, and to offer alternative solutions to their problems. Similarly, the Ministry of National Education (MoNE) (MEB, 2013) Preschool Education Program also emphasizes responsive teacher interactions. The program states the importance of children's mutual interaction with their peers and teachers and highlights that the most important component of supportive educational environments is the consistent and secure relationships established between the teacher and the child.

Professional Experience of Preschool Teachers and Responsive Classroom Management

Class has a variable structure by nature. While some events can be predicted in the classroom environment, sometimes unexpected situations can occur. Understanding how these events unfold over time and how they affect the learning processes is considered a decisive factor for responsive classroom management. Teachers reinforce the skills and practices necessary for responsive classroom management by blending their professional knowledge with personal and practical knowledge utilizing their professional experience (Wolff et al., 2021). The professional experience of the teacher affects the processes of awareness, evaluation, and action in responsive classroom management. For example, one study found that teachers with less professional experience have lower proficiency in responsive classroom management practices and lower beliefs about the benefits of these practices (Gambino, 2019). Differences in the knowledge of experienced and novice teachers affect the way they represent and operate responsive classroom management processes. Novice teachers with little professional experience feel negative emotions such as disappointment and fear when they encounter negative behaviors in the classroom and disruptions in daily routines (Hall, 2022). These situations determine the priorities of novice teachers in the classroom. Novice teachers focus on children's behavior and often blame children as the source of negative situations. However, experienced teachers focus on learning quality and look for the source of the current problem in both the teacher and the child (Wolff et al., 2015). Professional experience causes significant differences in teachers' responsive classroom management competencies. One study reported that experienced teachers attach more importance to responsive classroom management, while novice teachers adopt a more teacher-centered approach that does not involve children in the process (Hằng et al., 2022).

International and national organizations such as the NAEYC and the MoNE attach importance to responsive classroom environments and positive teacher–child relationships. It is stated that the professional development of teachers should be supported in order to increase the quality of the relationship between the teacher and the child (Partee et al., 2020). It is emphasized that effective professional development and support are important especially in the first 5 years of the profession (Stewart & Jansky, 2022). While planning the professional development processes of preschool teachers, it is necessary to consider in detail the factors (e.g., content knowledge, expectation level, and professional experience) that affect teachers' classroom management skills (Ansari et al., 2022) since the results of studies on the role of teacher experience in teacher–child relationships revealed complex patterns (Dicke et al., 2015; Partee et al., 2020). Some studies have found that professional experience shapes classroom management skills (Berger et al., 2018), while some studies have revealed the opposite (Lazarides et al., 2020). Based on these results, it can be said that teachers with different professional experiences may have different needs, expectations, and knowledge about responsive classroom management. Stahnke and Blömeke (2021) emphasized that it is important to investigate these differences arising from teachers' professional experiences. For this reason, it is thought that determining the readiness and needs of

preschool teachers for responsive classroom management considering their professional experience is important in terms of both understanding their mental representations of responsive classroom management and developing plans and practices to support their professional development. Thus, this study aimed to investigate the readiness and needs of preschool teachers for responsive classroom management by focusing on teacher experiences. The study aims to address the following research questions:

1. What is the content knowledge of preschool teachers on responsive classroom management based on their professional experience?
2. What are the expectations of preschool teachers regarding responsive classroom management based on their professional experience?
3. What experience do preschool teachers have regarding responsive classroom management?
4. What are the preschool teachers' needs for responsive classroom management based on their professional experience?

Methods

The study was planned as a survey study. Survey studies aim to reveal the views and characteristics of the participants on the researched subject (Büyüköztürk et al., 2015).

Sample

The research sample consisted of 134 preschool teachers working in Ankara, Turkey. Most of the preschool teachers in the sample have a bachelor's degree (88.8%). About 52.6% of the teachers had 5 or more years of experience, while the remaining teachers had professional experience between 0 and 4 years. The majority of the teachers (48.1%) had 60- to 66-month-old students and 43.5% had 48- to 60-month-old students (Table 1).

Data Collection Tool and Process

Data were collected using a questionnaire developed by the researchers. The questionnaire was sent to five researchers who are experts in the field of preschool education, and their opinions were obtained to test the content validity of the questionnaire. In line with the feedback received from the experts, the content and grammar of the questions were revised. The form includes six gap-filling, open-ended, and multiple-choice questions aiming at assessing the current knowledge, expectations, experiences, and needs of preschool teachers regarding responsive classroom management. The questions are as follows:

1. I think responsive classroom management is…….
2. How should a responsive classroom management be?
3. Can you talk about your responsive classroom management practices?
4. Do you think you need training on responsive classroom management?
5. On which aspects of responsive classroom management do you think you need support?
6. What kind of training would you like to receive on responsive classroom management?

The questions were sent to the participants via the Google form. Their responses were collected in the form of written documents.

Table 1.
Demographic Information of Teachers

		n	%
Education status	Bachelor	119	88.8
	Graduate	14	10.5
	Associate	1	0.7
Professional experience	0–4 years	64	47.4
	5 years and above	71	52.6
Age group of the class	60–66 months	63	48.1
	48–60 months	57	43.5
	36–48 months	11	8.4

Data Analysis

The responses of the teachers to the open-ended questions were analyzed using content analysis, and their responses to the multiple-choice questions were analyzed using descriptive analysis. It was aimed to reach concepts and relationships with the data obtained in the content analysis. While analyzing the data, the statements of the teachers were reviewed, the written documents were read over and over again, and coding was made in the related sections. In the next stage, themes close to each other were combined under a common category. After the codes and themes were organized, the findings were defined and interpreted (Yıldırım & Şimşek, 2016). In content analysis, intercoder reliability was tested. The rate of consensus among the coders (87.5%) was found to be between the values stated by Miles and Huberman (1994) (intercoder reliability coefficient >80.0%). In line with this result, it was assumed that intercoder reliability was achieved.

Research Ethics

Prior to the study, ethical approval was obtained from Hacettepe University Ethics Committee (January 12, 2021, E-35853172-300-00001403546). The participants were given clear and understandable explanations about the nature of the study. They were asked to sign the informed consent form. They were assured that if they did not want to continue the research for any reason, they could withdraw from the study and their data would not be used if they reported this to the researcher. No personal data were collected from the participants.

Results

Findings regarding the knowledge (Table 2), expectations (Table 3), experiences (Table 4), and needs (Table 5) of preschool teachers regarding responsive classroom management are given below.

Table 2 shows the categories and themes in teachers' definitions of responsive classroom management. It is seen that in their definitions of responsive classroom management, novice teachers (0–4 years) focused on children's developmental needs (arousing interest, keeping children's wishes at the forefront, meeting children's expectations, and containing developmentally appropriate and child-centered practices) and classroom management (observing children and organizing the classroom). Experienced teachers (5 years and over), on the other hand, emphasized communication (tolerance, trust, and empathy), instructional processes (ensuring active engagement, evaluating, and planning), and universal values (equality, justice, respect, responsibility, democracy, and cooperation).

Table 3 presents the expectations of teachers regarding responsive classroom management. It is seen that novice teachers emphasized quality (physical conditions, classroom atmosphere, and learning process), teacher–child relationship (emotional support and closeness), and teacher competencies (getting to know the child and assessment and personal characteristics), while experienced teachers emphasized inclusion (individual differences) and instructional support (engagement, methods, and techniques).

Table 4 shows the experiences of teachers regarding responsive classroom management. Experienced teachers stated that they carry out awareness-raising activities regarding living beings and peers, support family and peer cooperation, create democratic environments through a joint decision-making mechanism, responsibility sharing, and advocacy for justice, and provide differentiated education through individualization and variety of activities.

Table 2.
Teachers' Knowledge on Responsive Classroom Management

Theme	Category	Code	Teacher Citations
Responsive classroom management	Children's developmental needs	Children's emotional needs	Consideration of mood and psychology of children (T68, 0–4 years)
		Children's expectations	Making adjustments based on students' expectations (T97, 0–4 years)
		Developmentally appropriate practices	It can be trying to contribute in every way by paying attention to all the deficiencies or special abilities, skills, and interests in the classroom (T83, 0–4 years)
		Child centered	It is a form of classroom management that considers the needs of children, values them and cares about their ideas, notices those who have any problems and tries to produce solutions, and uses a holistic approach (T61, 0–4 years)
		To be fun	It refers to a process that supports children's happiness (T67, 0–4 years)
	Communication	Tolerance	I define it as a safe, mutual understanding, and tolerance class (T72, 5 years and above)
		Confidence	Activities shared in mutual trust (T37, 5 years and above)
		Empathy	I think it is an environment where children who can empathize and act sensitively and thoughtfully toward their environment are raised (T81, 5 years and above)
	Instructional processes	Ensuring engagement	To maximize students' learning and contribute to their development (T58, 5 years and above)
		To evaluate	To be able to analyze classroom dynamics well (T44, 5 years and above)
		Do planning	Planning according to the needs of the classroom (T112, 5 years and above)
	Classroom management	Observing children	To be able to notice positive or negative behaviors that may occur in the classroom (T106, 0–4 years)
		Organizing class	To provide all the necessary facilities to create an effective learning environment (T106, 0–4 years)
	Universal values	Equality	To provide equal opportunities for children to receive good education (T5, 5 years and above)
		Justice	It aims to reach every child and provide gains (T8, 5 years and above)
		Respect	I interpret it as an attitude that includes differences and does not marginalize (T34, 5 years and above)
		Responsibility	A classroom management where teachers and students feel responsible for all living things (T14, 5 years and above)
		Democratic	Deciding on the rules together with the children (T11, 5 years and above)
		Cooperation	Continuing education by interacting with children, parents and other teachers (T25, 5 years and above)

T = teacher.

Table 3.
Teachers' Expectations for Responsive Classroom Management

Theme	Category	Code	Teacher Citations
Expectations for responsive classroom management	Inclusivity	Individual difference	It should be suitable for the life and cultural level of the families (T66, 5 years and above)
			Every child should be reached according to their needs (T58, 5 years and above)
	Quality	Physical conditions	In addition to the materials that the child can learn freely, an environment suitable for the age and development of the child should be provided. (T15, 0-4 years)
		Classroom atmosphere	Equal, fair, safe, open to learning, and happy classroom atmosphere should be created (T102, 0-4 years)
		Learning process	Prepare a plan and program suitable for the development of children in the classroom (T92, 0-4 years)
	Teacher–child relationship	Emotional support	The child should be able to understand the feelings of the other person (T116, 0–4 years)
		Closeness	I think it is very important to establish positive connections with children (T63, 0–4 years)
	Teacher competencies	Recognition and evaluation of the child	Making comments and evaluations about the behavior of children, taking into account their developmental characteristics, without forgetting that they are children (T67, 0–4 years)
		Personal characteristics	Must research innovations, be objective, think laterally, and have control (T69, 0–4 years)
	Instructional support	Engagement	I think children should express themselves and be active in the process (T99, 5 years and above)
		Method and technique	Learning by experience and process based are more dominant (T53, 5 years and above)

Table 4.
Teachers' Experiences with Responsive Classroom Management

Theme	Category	Code	Teacher Citations
Experiences in responsive classroom management	Awareness studies	Awareness of living things	I make them feel a sense of responsibility toward all living things around us (T80, 5 years and above)
		Awareness toward peers	I try to raise children who can understand the feelings of their friends and understand their reactions (T81, 5 years and above)
	Cooperation	Family	I try to keep family participation at the highest level because getting to know children is a situation that can be achieved by communicating with families (T90, 5 years and above)
		Peer	In no way do I make children play racing and competitive games. I try to base all games on collaboration. I help children develop positive attitudes toward each other (T34, 5 years and above)
	Democratic environment	Shared decision-making	As a teacher, I am not an authority. We created our rules by talking about our needs (T132, 5 years and above)
		Sharing responsibility	I give children tasks and make them take responsibility (T14, 5 years and above)
		Respecting rights	I try to implement it by adding to the plan to protect both its own rights and the rights of others (T66, 5 years and above)
	Differentiated instruction	Individualization	The child, who is interested in music, plays with musical instruments in free time. Some children who love worksheets also do academic activities. (T49, 5 years and above)
		Providing variety of practices	I perform various practices such as drama, reading story cards, and role playing (T31, 5 years and above)

Table 5 indicates that both experienced (60.0%) and novice (75.0%) teachers want to receive training on responsive classroom management. Experienced and novice teachers believed that the responsive classroom management training content should include topics such as behavior management, creating a respectful classroom environment, positive interaction with families, and active engagement of children. Novice teachers preferred the training to be accompanied by a coach (67.1%), while experienced teachers preferred a workshop (50.7%).

Discussion

This study investigated the readiness and needs of preschool teachers for responsive classroom management within the context of their professional experience. Teachers' knowledge, expectations, experiences, and needs regarding responsive classroom management were discussed. The participants were asked to make the definition of responsive classroom management in order to reveal their knowledge about the construct. The participants emphasized children's communication skills, instructional processes, universal values, classroom management, and developmental needs of children. They defined responsive classroom management as a child-centered process in which active participation is ensured in a classroom environment where trust, tolerance, and empathy prevail; development-appropriate plans are made; universal values such as equality, justice, and cooperation are taught; and preventive interventions such as child observation, rule-setting, and classroom regulation are emphasized. It is noteworthy that teachers focus more on the social-emotional aspect in their definitions, and there is no mention of the academic aspect. In fact, a holistic approach is adopted in responsive classroom management, and academic (learning strategies, effort, and academic behaviors) competencies are kept in the foreground as well as social-emotional (cooperation, responsibility, empathy, and self-control) skills of children (Responsive Classroom, 2020b). Teachers' definitions of responsive classroom management differ based on their professional experience. It is noteworthy that novice teachers focused on children's needs and classroom management, while experienced teachers focused on communication, learning process, and universal values. It is known that novice teachers often have low self-efficacy in classroom management, such as maintaining classroom dominance, coping with negative behaviors, and maintaining discipline (OECD, 2019). It can be said that novice teachers in the present study also plan to prevent negative behaviors by meeting the needs of children and using classroom management strategies. Similarly, one

Table 5.
Teachers' Needs for Responsive Classroom Management

		Experienced Teachers		Novice Teachers	
		n	%	*n*	%
Need for training on responsive classroom management	Yes	49	69.0	48	75.0
Topics that need education	Behavior management	27	38.0	30	46.8
	Creating a respectful classroom environment	23	32.3	21	32.8
	Positive interactions with families	22	30.9	18	28.1
	Ensuring children's engagement	22	30.9	17	26.5
	Cooperate with teachers	16	22.5	19	29.6
	Preparing a learning environment suitable for children's developmental characteristics	20	28.1	11	17.1
	Child-centered activity planning	18	25.3	12	18.7
	Identifying children's developmental needs	16	22.5	13	20.3
	Create rule	12	16.9	16	25.0
	Giving feedback to children	17	23.9	7	10.9
Support method	Mentoring	8	11.2	43	67.1
	Workshop (4–6 hours)	36	50.7	14	21.8

study revealed that experienced teachers focus on children's instructional processes and engagement, while novice teachers attach importance to issues such as establishing classroom order and maintaining discipline (Wolff et al., 2015).

Teachers' expectations for responsive classroom management include inclusivity, quality, positive teacher–child relationships, personal and professional teacher competence, and instructional support. Teachers' expectations are influenced by their previous knowledge and experiences, and these expectations affect classroom practices and climate (Noel & Shoffner, 2019; Rubie-Davies & Peterson, 2010). It is noteworthy that the expectations of novice and experienced teachers differ. While the expectations of novice teachers are shaped around their own managerial skills and processes, the expectations of experienced teachers are shaped around involving children in the teaching and learning process and creating a classroom community. Other studies have also revealed that novice teachers have similar expectations such as teacher responsibility, classroom management, and professional support (DeRosa, 2016; DiCicco et al., 2014). Novice teachers have high expectations on issues such as behavior management and classroom organization, which puts them under pressure and can cause them to experience disappointment. It is argued that there are gaps between the unrealistic expectations of novice teachers and their real classroom experiences, which creates a shock effect on teachers. (Dias-Lacy & Guirguis, 2017; Eisenman et al., 2015; Jones & Woglom, 2014). It is stated that realistic expectations can only be realized through experience (van Driel et al., 2021).

Experienced teachers stated that they carry out practices such as raising awareness, encouraging cooperation, and creating a democratic environment and ensure differentiated teaching in the context of responsive classroom management, while novice teachers did not mention any practices. Since experienced teachers have high self-efficacy and job satisfaction, they can focus more on improving teaching processes and supporting children's academic skills (Kyndt et al., 2016). In a measurement conducted with CLASS, a standard measurement tool for assessing responsive interactions in the classroom, novice teachers were found to have low scores (Graham et al., 2020). It was revealed that experienced and novice teachers in the study did not mention practices such as presenting logical results, being an interactive model while teaching a skill, supporting children's self-regulation skills, and using language deliberately (giving feedback, asking questions, presenting choices, and using intonation) to contribute to thinking processes in order to prevent children's negative behaviors in the classroom. In Olmansor's (2018) study, the teachers stated that among the responsive classroom practices, they had difficulty in using language deliberately, presenting logical results, and meeting at the time of returning home, and they could not spare time for these practices. It can be said that the participants in the current study could not carry out these practices due to similar reasons. Teachers need to develop awareness as well as content knowledge and experience in order to develop deliberate behavioral changes regarding these practices (Scheiner, 2016). Fuller (1969) argued that novice teachers focus primarily on themselves, then on instructional processes, and finally on children's success. Novice teachers who act with such a perception may not be aware of their practices regarding responsive classroom management. While novice teachers had knowledge and expectations about responsive classroom management, they did not share any practices, which can be explained by the low awareness level.

The vast majority of teachers stated that they need support for responsive classroom management. The areas they need support include behavior management, creating a respectful classroom environment, establishing positive interactions with families, ensuring active participation of children, and exchanging ideas with other teachers. It is an expected finding that teachers need support regarding behavior management. Externalized behaviors are one of the most common behavioral problems in early childhood education, and teachers need support in this respect (Flower et al., 2017; Murphy et al., 2007). Teachers often spend an excessive amount of time intervening in externalized behaviors, which reduces the teacher's time for teaching and for other children in the classroom (Watson et al., 2016). Among the factors that facilitate the teaching process in this limited time of the teacher is the teacher–parent relationship. Parents are the primary source of information about children's individual needs and abilities. When teachers use this information source to support the teaching process, children's motivation and engagement increases (Walker et al., 2013). Children with high engagement are observed to comply with classroom rules and routines, to concentrate on the task, and to know their responsibilities (Cadima et al., 2015). In this context, it can be stated that by integrating interventions that are responsive to children's needs in the learning process, children's engagement can increase, and their social and academic skills can be positively affected (Responsive Classroom, 2016).

The professional experience of teachers affects the type of support they will receive for their professional development. Novice teachers prefer group work, while experienced teachers prefer individual work (Karlberg & Bezzina, 2020). The support expectations of the participants in our study for responsive classroom management also differ in line with their experiences. While novice teachers preferred mentoring, experienced teachers preferred workshops. Mentoring is an effective practice that contributes to the professional development of teachers (Weaver, 2004). It provides interaction between people who need information and those whose expertise is certified. For example, novice teachers are offered the opportunity to work with an expert educator or teacher on the subjects they need (Dias-Lacy & Guirguis, 2017). In addition, the one-to-one implementation of mentoring practices in the classroom or school makes the process more successful (Onchwari & Keengwe, 2008). For this reason, novice teachers may have preferred mentoring. In order to support the professional development of novice teachers in the first 3 years of their profession, practices such as mentoring and in-school professional development programs are adopted (Coenders & Verhoef, 2019). Responsive classroom approach is also addressed within the scope of these programs. Studies have revealed that responsive classroom management trainings are carried out in the presence of an expert (Rimm-Kaufman et al., 2007, 2014). In this process, instructors observe and manage classroom-level teacher meetings, give feedback on these meetings, meet administrators, and hold mini-workshops (Wanless et al., 2013).

The results of the study show that preschool teachers' knowledge, expectations, experiences, and needs regarding responsive classroom management differ based on their professional experience. It is seen that for novice teachers, responsive classroom management mostly involves meeting the needs of children and maintaining the classroom order, while for experienced teachers, it involves creating a positive classroom climate and ensuring that each child develops a sense of belonging to the classroom and participates in classes. Novice teachers have higher expectations for responsive classroom management than experienced teachers. While the expectations of novice teachers are to prepare the class, the child, and themselves, the expectations of experienced teachers are to ensure that the child can exist in the classroom community. Although novice teachers had knowledge and expectations about responsive classroom management, they did not mention any experience. Experienced teachers, on the other hand, talked about practices that support children to be responsible individuals in a respectful environment and that address the educational processes of children in line with their individual characteristics. The vast majority of both experienced and novice teachers stated that they needed support

regarding responsive classroom management. Although the topics they need support on (behavior management, creating a respectful classroom environment, positive interaction with families, and active participation of children) are common, the types of support they need differ. While novice teachers preferred mentoring involving one-to-one interactions with experts, experienced teachers preferred workshops to be held in a shorter time. It is noteworthy that neither the experienced nor the novice teachers approached responsive classroom management in a holistic way. It can be concluded that teachers' knowledge, expectations, practices, and needs regarding children's academic skills remained in the background.

Limitations and Recommendations

The study includes some limitations. First, the data are based on teachers' self-reports. Social desirability anxiety can manipulate responses in teachers' self-reports. More than one data collection tool can be used together to avoid the limitations that may arise due to social desirability. Future studies may be designed as awareness-raising studies to support the professional development of novice preschool teachers regarding responsive classroom management, and the effects of these studies can be examined. Support can be provided by mentors for novice teachers so that they can develop realistic expectations. Content knowledge of both novice and experienced teachers on responsive classroom management can be improved. As part of responsive classroom management skills, school-wide processes where experienced teachers mentor novice teachers can be supported.

Ethics Committee Approval: Ethics committee approval was received for this study from the ethics committee of Hacettepe University (Date: January 12, 2021, No: E-358-53172-300-00001403546).

Informed Consent: Written informed consent was obtained from all participantswho participated in this study.

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