



## INVESTIGATIONS OF PRESCHOOL TEACHERS' VIEWS ON LEARNING CENTRES IN PRESCHOOL EDUCATION<sup>i</sup>

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### Abstract:

This study aimed to examine the views and practices of preschool teachers about learning centres. Following this purpose, 36 preschool teachers who work in Mersin are examined. The research was carried out with phenomenology which is one of the qualitative research methods. In the research, the data were collected by semi-structured interview technique. The researchers utilised "Personal Data Form" and "Learning Centres Interview Form" prepared by receiving experts' opinions to collect data in the research. The findings obtained from individual interviews with teachers were analysed with the descriptive analysis technique. In the direction of the views of the teachers, it was concluded that the teachers have different learning centres in their classrooms, majority of the teachers find the learning centres sufficient, the range of the materials in some learning centres is insufficient. Besides, the learning centres preferred by the children was the most dramatic play centre. It was concluded that preschool teachers need support for the organisation and use of the learning centres. It was suggested that the teachers plan how the families can participate by encouraging them and getting support from the families and the institution while providing the materials. Therefore, the teachers support the children's development through different learning centres instead of a single learning centre. The teachers participate in in-service training to interact with children in learning centres.

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## 1. Introduction

The first six years of life is a period in which all development areas progress rapidly. These years, which are the pre-school period, are emphasized as a period in which children gain skills in all developmental areas and show rapid growth. While the importance and necessity of pre-school education are stated as has been shown in the research, it has been determined that the environment of the child directly affects the development of the child and increases the curiosity-based learning motivation of the child (MEB, 2013). The education given to preschool children aims to manage, encourage, and improve their curiosity, desire to learn and discover. This education shapes children's personalities in the future and specifies what kind of individual they will be.

The children realise their potential by interacting with friends, adults, materials, and other stimulants around them (Tuğrul, 2002). After the family, pre-school education institutions, which offer the child the opportunity to be with their peers by providing a wide framework, shape the development of inquiry by playing games, communicating with friends, and doing activities. (Trawick-Smith, 2013). Through these interactions, learning occurs. If children are active in these interactions, better and more effective learning occurs. Internalised learning is occurred by allowing children to draw, speak, write, and create three-dimensional shapes as a result of observing and examining what they are interested in. The cognitive, motor, social, emotional and language development progress rapidly with the rapid growth of children in the preschool period. Environmental stimuli are significant in early childhood when all developmental areas are swift and environmentally sensitive (MEB, 2013). Therefore, the learning environment should be organised and used to support the developmental areas and follow young children's developmental characteristics.

Preschool education should have a child-centred, developmental, and flexible education program. The child should develop many abilities and skills that are interested in awareness of themselves and their environments such as analytic thinking and problem-solving, creativity and aesthetics, communication, and social environment. With a healthy education environment, children can develop positive attitudes and support their learning in an educational environment where there are rich language interactions, qualified cognitive stimuli, and a child's independence. Positive social-emotional experiences are presented to the child (MEB, 2013). Therefore, the children's environment should be planned and programmed.

A single curriculum is used for preschool education in Turkey. The update dates of preschool education programs in Turkey are listed as 1952, 1989, 1994, 2002, 2006, and 2013. A new pre-school education program was put into practice in 2006 and revised in 2013 (MEB, 2013). Purpose and achievement expressions in the preschool education program are expressed as gains and indicators as of 2013. With the updated program, the

corners of interest in the classrooms were changed as learning centres and it was proposed to separate these centres from each other by using products such as wardrobes and carpets. It has been emphasized and prepared to give more importance to guidance and special education services than other programs (Çalışandemir, 2014). In the preschool program, organising learning centres and using them with teachers' guidance significantly affect preschool institutions' quality of education (Özyürek and Aydoğan, 2011). Since play is the focal point in the development of young children, preschool education should be game-centred (Ertürk-Kara, Ayrançı and Kılıç, 2016). The most important feature of the game is that it is fun. If it is not fun, this activity is not a game. The child, who finds the game enjoyable, wants to play again. Mastery occurs as the games are played repeatedly. The child, who sees that he becomes skilled in the game, feels a sense of success and confidence. A child who feels good wants to explore more and learn more. This cycle begins with a sense of curiosity (Perry, Hogan and Merlin, 2000). Learning centres are important for children's interests.

There are learning centres that include various materials and opportunities that allow children to participate in their own choices and gain hands-on learning experiences in many preschool environments (Beaty, 2014). It is important to have a certain number and variety of learning centres in preschool environments to provide children with different stimulants and learning opportunities (Conn-Powers, 2010). Children play various games with curiosity and enthusiasm in learning centres such as dramatic play, blocks, art, music, science, and books. The play is usually held in the learning centres after the day's start in the preschool education program. Children learn while playing, an integral part of preschool education in learning centres, and acquire problem-solving skills (MEB, 2013). According to the preschool education program, the learning centres present in a preschool education institution are a block centre, book centre, music centre, art centre, science centre, dramatic play centre, water and sand games centre. These centres should be separated from each other with open shelves, suitable for children's size to ensure that children work actively in small groups. However, the transition between learning centres should be arranged as to the changing interests of children.

Some studies have shown that there is insufficiency in this subject. Ramazan, Arslan-Çiftçi and Tezel (2018), in consequence of a study, carried out with ten preschool teachers to determine the status of learning centres in preschool classes and to examine teachers': views on learning centres, revealed that the materials in the learning centres and learning centres were insufficient. Çelebi-Öncü (2017) conducted a study to create a different learning centre in the classroom with materials according to the children's wishes. As a result, it has been revealed that while children show more interest at the beginning of the learning centre than children themselves formed, this interest decreases in time. Uyanık-Aktulun and İnal-Kızıltepe (2018) conducted a study on the use of learning centres to support the academic and language skills of preschool children. In the conclusion of this study, it is revealed that learning centres significantly influence children's math, language, and literacy.

The learning centres must be updated by the teachers and teachers' use them effectively in the learning centres to support children's development. This study differs from other studies in terms of sample group and number and problems encountered in learning centres. It is thought that this study will provide support to the studies carried out in the fields of learning centres and educational contexts of researchers both domestic and abroad. This study's main purpose is to examine the opinions and practices of preschool teachers about learning centres. For this purpose, the research sub-goals are as follows:

- What do preschool teachers think about the learning centres' necessity?
- How do preschool teachers evaluate learning centres in terms of materials?
- Which learning centres do preschool teachers implement in their classrooms?
- Which learning centres do frequently children implement?
- What kinds of problems with the learning centres do preschool teachers face?

## **2. Method**

### **2.1 Research Design**

This study aims to examine the views and practices of preschool teachers about learning centres. The data were collected using the qualitative research method. Qualitative research is a type of research where qualitative data collection methods such as observation, document and interview analysis are used, and the process of presenting realistic and holistic natural events is observed (Yıldırım and Şimşek, 2008). To reveal preschool teachers' views about the learning centre, phenomenology design, one of the qualitative research methods, was used. Phenomenology design focuses on case situations that we are aware of daily, but we do not know in detail. Events, experiences, perceptions, orientations, concepts, and situations in our lives emerge as a phenomenon (Yıldırım and Şimşek, 2018). The phenomenological analysis aims to investigate the data obtained from the participants and reveal the buried. Content analysis was also done in the research.

### **2.2 Study Group**

In this research, the working group was determined by the criterion sampling method, one of the qualitative research sampling methods. In criterion sampling, the criterion is generated by the researcher, or the criterion list prepared in advance can be used (Marshall and Rossman, 2014). The critical situations identified by the researcher in explaining the phenomenon can be used for criterion sampling. However, the criterion defined for critical situations should comply with the research's general harmony (Creswell and Clark, 2016). In this study, preschool teachers working in public and private kindergartens who have formed at least two learning centres in their classes were selected as the criterion. The participants were selected among teachers working in public and private kindergartens in Mersin city centre in the 2017-2018 academic years. 36 preschool teachers were included in the working group.

35 of the participants (97.2%) are female, and 1 of them (2.8%) is male; 6 of them (16.7%) have 1-5 years, 16 of them (44.5%) have 6-10 years, and 8 of them (22.2%) have 11-15 years, 6 of them (16.7%) have 16 years of professional experience. 2 of the teachers (5.6%) were 20-25 years old, 10 of them (27.8%) were 26-30 years old, 9 of them (25.0%) were 31-35 years old, 10 of them (27.8%) were 36-40 years old, 5 of them (13.9%) were in the age range of 41 and over.

12 of the teachers (33.3%) graduated from the department of preschool teaching in the faculty of education, 2 of them (5.6%) graduated from the development and education of the child, 3 of them (8.3%) graduated from the kindergarten teaching in the faculty of vocational education, 12 of them (33.3%) graduated from the department of preschool teaching in the faculty of distance education. 3 of them (8.3%) are graduates of the child development in the associate degree program, and 4 of them (11.1%) are graduates of any associate degree or undergraduate program of other universities. 23 of the teachers who participated in the research (63.9%) work in independent public kindergartens and 13 of them (36.12%) work in private kindergartens. 11 of the teachers (30.6%) have 11-15 students in their classes, 13 of them (36.1%) have 16-20 students, 5 of them (13.9%) have 21-25 students, 4 of them (11.1%) have 26-30 students, and 3 of them (8.3%) have 31-35 students.

### **3. Research Instruments and Procedures**

As a data collection tool, "Personal Data Form" and "Learning Centres Interview Form" were prepared by receiving experts' opinions were utilised to examine preschool teachers' views and practices about learning centres. Personal Data Form has questions about gender, age, professional experience, graduation field, class size, and institution type. Learning Centres Interview Form is a semi-structured and open-ended interview form in which teachers present their views on learning centres. In this form, there are the questions about class size, g centres in class, views on usage and necessity of learning centres, materials in learning centres, and provision of children's materials and preferences about learning centres. The researchers prepared a semi-structured interview form by scanning the literature for children in the study to collect the data. After the data were formed, five field Toe consulted to ensure the interview form's internal validity. The questions were revised in line with the expansion made a pilot scheme with three teachers. As a result of the pilot scheme, three of the teacher's interview form's internal validity were made clearer and more understandable, and the interview form was made ready for use in the research.

The research data were collected through interviews conducted with the teachers in a semi-structured interview form. In the study, the kindergartens included in the study group were visited, the school administrators were informed about the study and the necessary permissions were obtained. Then, the preschool teachers working in schools were met, and the information was given about the work to be done. As a result of informing, the individual interviews were conducted with the teachers willing to

participate voluntarily. The individual interviews lasted 15-20 minutes in a quiet place where it was thought to communicate easily in their schools. The open-ended questions in the "Learning Centres Interview Form" were asked to all teachers in the same order. The answers given by the teachers during the interview were recorded by being noted by the researcher, and the interviews were put to an end by being thanked.

### 3.1 Data Analysis

The descriptive analysis was used to evaluate the data obtained from the interviews with preschool teachers. The data obtained in the descriptive analysis are summarised and interpreted according to the previously determined themes. In the descriptive analysis in which the direct quotations are frequently included, it is essential to reflect the views of the individuals interviewed or observed conspicuously (Yıldırım and Şimşek, 2005: 224). After collecting the data obtained from the individual interviews, the interviewed teachers were coded as T1, T2... T36. The teachers' answers to each question were interpreted by being grouped in terms of similarities; the frequency and percentage values were presented. The answers given to each question were directly transferred.

### 3.2 Trustworthiness

The concept of trustworthiness replaces the validity and reliability in qualitative research, and it requires using multiple strategies during different stages of the research (Lincoln and Guba, 1985). To establish trustworthiness in qualitative research is suggested using two or three different strategies (Creswell, 2007). Researchers applied systematic and careful procedures and kept researcher journals during this research. The data increase this study's trustworthiness and present quotes as evidence from different participants' perspectives and share negative or positive cases in the report.

## 4. Findings

In this section, the findings and analysis of the findings obtained from the "Learning Centres Interview Form" prepared to examine the preschool teachers' views and practices about learning centres are presented.

The findings regarding the learning centres in the classroom of preschool teachers are presented in Table 1.

**Table 1:** The frequency and percentage values of learning centres in classrooms

The codes for learning centres	f	%
Dramatic play centre	32	17.88
Science centre	31	17.32
Book centre	31	17.32
Music centre	29	16.20
Block centre	26	14.52
Art centre	25	13.97
Temporary centre	5	2.79

When Table 1 is examined, when the findings of the learning centres in the teachers' classes are examined, it is seen that the learning centre which is the most found in the classes is the dramatic play centre. A teacher's opinion is presented below:

*“Book centre, puppet centre, block centre, dramatic play centre, art centre, puzzle centre, science centre.” (T32)*

When the findings related to the necessity of learning centres were evaluated, it was determined that all teachers thought it was necessary. The findings of why the learning centres are necessary are presented in Table 2.

**Table 2:** The frequency and percentage values of the teachers' views on the importance of the learning centres

<b>The codes on the importance of learning centres</b>	<b>f</b>	<b>%</b>
It supports the language and communication skills	15	24.59
It supports the sharing and cooperation	11	18.03
It supports curiosity and learning	9	14.75
It supports problem-solving skills	9	14.75
It supports the social and emotional development	7	11.48
It supports motor development	7	11.48
It supports self-care skills	3	4.92

When the findings related to the importance of learning centres are examined, it is seen that the most coded item is that “it supports the language and communication skills” (f= 15). It is found that all the teachers think that learning centres contributed positively to children's development. A teacher's opinion on this subject is as follows:

*“It is effective in building games together. It reaches the children’s behaviours with each other, therefore, social behaviours. It teaches sharing, being respect. It helps children meet different materials.” (T4)*

The findings of the most preferred learning centres by the children are presented in Table 3.

**Table 3:** The frequency and percentage values of the most preferred learning centres by the children

<b>The most preferred learning centre by the children</b>	<b>f</b>	<b>%</b>
Dramatic play centre	26	37.68
Block centre	21	30.43
Art centre	8	11.59
Music centre	5	7.25
Science centre	5	7.25
Book centre	4	5.80

When the findings regarding the most preferred learning centre of the children are examined, it is seen that the children most prefer the dramatic play centre (f = 26). A teacher's opinion on this subject is as follows:

*"The blocks and educational toys. The art centre and dramatic play centre. When it comes to the reason, I think they enjoy playing there more."* (T.24)

The findings regarding the material adequacy of the learning centres are presented in Table 4.

**Table 4:** The frequency and percentage values of the material adequacy of learning centres

The codes of the material adequacy of the learning centres		f	%
Inadequate	Science Centre	7	25.00
	Block Centre	2	7.14
	Book Centre	2	7.14
	Dramatic play centre	2	7.14
	Music centre	1	3.58
	All centres	14	50.00
Adequate	Block centre	4	18.18
	Dramatic play centre	3	13.64
	Book centre	3	13.64
	Art centre	1	4.54
	All centres	11	50.00

When the findings regarding the material adequacy of the learning centres were examined, it was seen that 14 teachers found the materials inadequate in all the centres, 7 teachers found the materials inadequate in the science centres, 2 teachers found the materials inadequate in the block, book, and dramatic play centres, and 1 teacher found the materials inadequate in the music centre. 11 teachers found the materials adequate in all the learning centres. It was stated that while 14 of the remaining 25 teachers emphasised that the materials in all the learning centres were inadequate, 11 teachers found the number and diversity of materials inadequate in some learning centres. 5 teachers of the teachers who found the materials inadequate and 6 teachers of the teachers who found the materials good work in the private institutions reveal that the materials in public and private learning centres are often inadequate. While in terms of the number and diversity of materials, teachers found the learning centres inadequate (f = 28), the learning centre they found most inadequate was the science centre (f = 7). A teacher's opinion is presented below:

*"I think there is enough material in the block centre. In the dramatic game centre, there is enough material by receiving parents' supports. They give the bags, hats, shawls and so on which they do not use at home. The book centre can be enriched with different materials. I think there is not enough material in the science centre."* (T.2)



The findings regarding the time spent in learning centres are presented in Table 5.

**Table 5:** The frequency and percentage values of the time spent in learning centres

The codes for the time spent in the learning centres		f	%
20-35 minutes	Public Kindergarten	2	19.44
	Private Kindergarten	5	
40-55 minutes	Public Kindergarten	7	27.78
	Private Kindergarten	3	
60 minutes	Public Kindergarten	8	27.78
	Private Kindergarten	2	
90 minutes	Public Kindergarten	2	5.56
150 minutes	Private Kindergarten	1	2.78
Until the children come	Public Kindergarten	3	11.10
	Private Kindergarten	1	
According to the children's	Public Kindergarten	1	5.56
	Private Kindergarten	1	

When Table 5 was examined, the teachers stated that the children spend an average of 40-60 minutes in learning centres (f = 20). The duration of private and public schools' use of learning centres varies. A teacher's opinion is as follows:

*“One hour is enough. In the daily program, this period is enough for other applications, too.” (T.26)*

The findings related to the preschool teachers' difficulties in the learning centres are presented in Table 6.

**Table 6:** The frequency and percentage values of the difficulties that the teachers had in the learning centre

The codes related to difficulties that the teacher had in the learning centre		f	%
Interested in area	The lack of materials	12	27.28
	The lack of space	5	11.36
	The excess of the class size	2	4.55
Interested in kinder and process	The less concentration on a centre	9	20.45
	Inability to observation and guidance	4	9.09
	The problem of material sharing	4	9.09
	Non-compliance to rules and noise	4	9.09
	The willing to lead	2	4.55
	Want to continue to the play	2	4.54

When the difficulties that the teachers had in the learning centres are examined, it is seen that the most coded item related to the difficulties that the teachers had is "the material inadequacy" (f = 12). A teacher's opinion on this subject is as follows:

*"I have difficulties in where the materials are inadequate. Sometimes several children may want the same material simultaneously or do not want to play in the centre when the material is few. While they are playing in one centre, they may want to break up and go to another centre in a short time." (T.5)*

When the findings were examined, it was determined that all teachers had problems and had to intervene in the learning centres. It was determined that the learning centre, where the teachers had the most problems and had to intervene, was the block centre. It is specified that the teachers faced some problems in the dramatic play centre, science centre, art centre, music centre and book centre alongside the block centre. A teacher's opinion on this is as follows:

*"They can hit each other with the blocks in the block centre." (T.18)*

The strategies' findings are implemented for children who do not want to participate in the learning centres. When the teachers' strategies for children who do not want to participate in the learning centres were examined, it encouraged and promoted children. The teachers also stated that it was needed to provide individualised support to children, attract their attention, set them free, and observe them. One of the teachers' views on this subject is:

*"I organise the games in a way that they can play in group activities. When necessary, I join them. Moreover, if he does not want to play, I am not pushing him. I let him play on his own. I am trying to involve him in activities where he can express himself." (T.7).*

## **5. Discussion Conclusions and Recommendations**

Preschool education supports the development of children in early childhood. It is an important stage of education to shape future generations through education in the desired direction. One of the components of qualified preschool education is learning environments. The creation of classroom learning environments in preschool education can directly affect the quality of education. Learning centres are significant for the preschool education program to reach its goals. It is necessary to reveal teachers' practices regarding learning centres to benefit from learning centres efficiently and achieve educational goals.

This study aimed to examine the views and practices of preschool teachers about learning centres. The research was carried out with phenomenology, which is one of the qualitative research methods. In the research, the data were collected by semi-structured interview forms. Some findings were obtained from this study which was carried out to examine preschool teachers' views and practices about the learning centres. First, it has been determined that the preschool teachers who participated in the research had the most dramatic play centre in their classes. It may be related because it can be easily

arranged in cooperation with families in the supply of materials such as old clothes, bags, dolls and so on. A similar study conducted by Ramazan, Arslan-Çiftçi and Tezel (2018) determined that the teachers constitute most of the dramatic play centre in their classrooms. In their study, Aysu and Aral (2016) found that the most block centre in the classrooms and the second place was the dramatic play centre. The dramatic play centre can often be used in preschool education institutions to provide children with the opportunity to participate in games with their friends, use various materials often used in daily life, and support these materials by families. The teachers' desire to organise the learning centres is crucial in addition to the materials and the classroom's physical conditions.

When teachers' views on the importance of the support centres are evaluated, the teachers have stated that the learning centres can support language and communication skills, cooperation and sharing, curiosity and learning, and problem-solving; the social, emotional, motor development and the self-care skills. In particular, the importance of language and communication skills is emphasised. During the play, the children interact with their friends according to their planning in the learning centres. The learning centres where children communicate with their teachers and friends are environments in which children actively interact socially (Essa, 2003). In these environments where children interact socially, language and communication skills will inevitably develop.

When the children's most preferred learning centre's findings are examined, it is revealed that the children prefer the most dramatic play centre. Ramazan et al. (2018) showed that the dramatic play centre is one of the children's most preferred learning centres which can be explained by the children's desire to experience what they observe in daily life in the dramatic play centre and to relax emotionally and that the teachers have sufficient knowledge about the materials that should be kept in this learning centre. In the dramatic play centre, the materials specific to the professional groups such as various puppets, puppet curtains, masks, costumes, hats, shawls, accessories, scarves, bags, scarves, wigs, playhouse, tulles, flowers, vases, mock-ups, aprons, structured toys, can be kept (MEB, 2013). All kinds of materials that children can use in their daily life in the centre.

When the findings related to the material adequacy of learning centres were examined, it was determined that the teachers faced a deficiency of the material in the learning centres. Gürpınar (2006), in his research, revealed that teachers found physical conditions insufficient in arranging the corners of interest, which were updated as a learning centre in the MEB 2013 Preschool Education Program. The teachers may think that learning centres should have structured materials. However, it is thought that the lack of material in learning centres can be solved with residual and natural materials. On the other hand, the learning centres' materials need to be updated frequently according to the activity plans and the gains and indicators included.

When the findings related to the total daily time spent by children in the learning centres were examined, it was found that the children spent 40-60 minutes in learning centres. In the learning centres, playtime may vary depending on the daily flow and

activity plans. In their study, Özyürek and Kılınc (2015) found that 8 teachers allocated 40-45 minutes to the learning centres, and 9 teachers allocated one hour as free playtime. It is emphasised that the children should be allocated to play at least one hour each day to plan the preschool classroom environment, as suggested by the National Association of Young Children Education (NAEYC, 2009). What matters is not the time spent at the centre, but the efficiency of this process.

When the findings related to the difficulties that the teachers had in the learning centres are examined, it is stated that the teachers' lack of material, concentration in a learning centre, the lack of space, material sharing, non-compliance with classroom rules and noise, observation and guidance problem, the desire to lead, the excess number of children, the children's wanting to continue to play. It was determined that the most difficulty that the teachers had was the lack of material. The results of similar research support what this finding suggested (Aysu and Aral, 2016; Özyürek and Kılınc, 2015). Certainly, the diversity and the number of materials is important for the efficient and fertile usage of the learning centres. However, updating the learning centres and the materials in these centres can reduce this deficiency's negative effects. MEB (2013) Preschool Education Program emphasises that existing learning centres should be updated by adding new materials in line with the achievements, removing some materials and replacing some of them.

When the findings related to the learning centres where teachers had problems and had to intervene were evaluated, it was found that all teachers faced problems in the use of learning centres and the learning centre where the teachers faced the problems most was the block centre. This situation is thought to be related to the fact that the block centre is a noisy centre and the building construction games are being played. The problems experienced in learning centres are thought to be related to the lack of material, children's gender, the attractiveness of the learning centres, and the teachers' attitudes towards learning centres. In the study conducted by Gürpınar (2006), it was revealed that all children like to play in learning centres, but the preferences differ according to gender. The teachers have great responsibilities in the organisation and effective use of the learning centres.

When the strategies applied by the teachers towards the children who do not want to take part in the activities in the learning centres are examined, the teachers use strategies such as encouraging and promoting children, including them with the individual interest, attracting children's attention to the activity, respecting the children's preference. It is stated that the most used strategy is encouraging and promoting children. The children may not want to play in learning centres due to various problems such as the lack of interest in activities and materials and other people's problems. In this case, it is emphasised that the teachers should engage their children in games without forcing them. The ever-changing interests and needs of children necessitate the constant revision of centres (Ramazan et al., 2018). Aysu and Aral (2016) found that the teachers did not take in children's plays in learning centres in their study. During this period, most of the teachers were preparing for the next activities or were interested in other classroom tasks.

While the children play in learning centres, the teachers should supervise the children, participate in their games and guide them.

The results obtained from this study are as follows. That the teachers had some difficulties in the learning centres and most of them had material deficiency problems; that teachers often place a dramatic play centre in their classrooms; the learning centres mostly support children's language and communication skills; the children in their classes prefer the dramatic play centre; the teachers face material deficiencies in their learning centres; the children spend an average of 40-60 minutes per day in their classes in the learning centres were determined. It has been observed that teachers mostly have problems in learning centres due to the lack of materials; they face these problems in all learning centres, especially in the block centre; it has been determined that the teachers had the strategy of encouraging and promoting for the children who did not want to take part in the learning centres.

Some suggestions were made in line with these results. First, by increasing the diversity and number of materials in learning centres, the learning centres should be utilised effectively. The Ministry of National Education should meet the necessary material support. It is also recommended that the teachers provide material support to their classes through family participation studies. On the other hand, it is recommended that the teachers organise various learning centres, considering the classroom and school conditions to support children's various developmental areas and increase cooperation in their classes. It is recommended that the teachers participate in in-service training so that the time in the learning centres should be spent effectively and efficiently, especially to guide the children and the organisation and effective use of the learning centres. For the researchers, it is recommended to collect more detailed information by making observations and interview techniques. It is also recommended that studies focus on a specific learning centre rather than on all learning centres.

### **Conflict of Interest Statement**

The authors declare no conflicts of interest.

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