

## Students' Perceptions Regarding Freedom in Classroom

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**ABSTRACT** Students' perceptions regarding the concept of freedom in the classroom and the behaviors that are considered as the acts of freedom in the classroom have been examined in this study. Data came from open-ended brainstorming interviews with 89 students who studied in Turkish Education, English Language Teaching and Art Education programs in a Faculty of Education. Specifically, four open-ended questions were used in the data collection process. The data were classified according to their themes and presented in tables. The result of the study demonstrated that most of the behaviors, that were found disturbing in the classroom by some teachers, were perceived as the acts of freedom for some students. Thus, one should be careful while interpreting the behaviours of the students: the same behavior can be seen as a violation of discipline by the teacher or an act of freedom by the student. In these situations where two opposite opinions conflict, the difficulties about managing the class will emerge. That's why instead of putting out rules at first, teachers and students need to find a common ground about classroom management with mutual understanding to have a healthy environment.

### INTRODUCTION

Freedom can be defined as a person's opportunity to choose his/her own course of action without the intervention of other people and it refers to the right individuals hold to make choices about every aspect of their lives with the condition of respecting the freedom of others in the same degree (Ashford 2009: 26). In the field of education, similar to many different fields, freedom can be seen as a degree of attainment (Russell 1924: 172). Instead of asking the question "Do we have freedom in education?", one should ask: "How much freedom do we have in education?" Because there are certain rules for educational environments and individuals share a social atmosphere. Because of the freedom of other people in this environment, each individual must be careful not to interfere with the rights of other individuals. When viewed from this perspective, one should perceive that freedom is quite limited in educational environments.

As it is stated, there is a degree of freedom in education as in every other field. When supporting the freedom in education, one should not claim that the students can do whatever they

want (Yilmaz 2001: 69). Because some acts of freedom are not welcome in educational settings. The freedom of education can be defined as that the person who wants to receive education can use their right to obtain information without having difficulties and/or obstructions by the other people, entities or authorities. Besides, spreading and promulgating the information can also be defined as the freedom of education (Eroglu 1999). When considered from this point of view, education should use the human and human rights as the starting point. It should regard the human being as a universal value and it should value and respect it. It is also important to develop the freedom of education in the society, which enhances and matures human beings and acknowledges their varieties in themselves and count them as among the elements of humankind (Sutlas 2006).

On the other hand, the teachers should hold a strong position in order to establish the authority in the classroom (Saad and Boujaoude 2012: 123). Establishing authority to control how the students behave and make them do things they would not do under normal conditions are the key points of the classroom management (Finger and Bamford 2010: 42; Polat et al. 2013: 882). However, we must keep in mind that the teacher needs the freedom while teaching a lesson in the classroom as well. Likewise, the students also need freedom in the classroom to enjoy the lesson and be comfortable (Bridgefarmer 2003: 1). Because the students also like the order as the teachers do but they do not want repressive, boring, and oppressive order (Ok et al. 2000; Caglar 2013). There-

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fore, the school and classroom activities should satisfy the students' requirements of liking, approval, freedom, and amusement. The aforementioned freedom should be in such a way that the personal rights of the students should not be ignored in order to carry out teaching and other activities in the classroom.

Creating instances for the students to express themselves freely at school, enabling them to reveal their potentials and developing their creativity are required by the democratic and developmental approaches to education (Dundar 2013: 855). Such approaches depend on the idea that teachers make the principles of freedom, equality, and justice available (Tomul et al. 2012) and also help the students increase their self-respect. This is associated with the qualification of psycho-social environment of the school (MEB [Ministry of National Education/Turkey] - UNICEF 2012: 174). As the students state, the freedom in the lesson encourages the learning as well (Darancik 2008: 187).

Since the children in a democratic school are affected by the decisions given by the school management and teachers, they are required to attend the decision-making processes because the decisions taken in this process directly affect them (Mncube and Mafora 2013: 14). The children are given opportunities to discover and develop their potentials and skills and to express themselves freely, and to increase their self-confidence and self-respect (Arghode and Yalvac 2013: 90). Therefore, the principles of freedom, equality, and justice in the classroom should be included in the environment effectively (MEB - UNICEF 2012: 174). The main idea is that the students should be free during their educational lives, and their behaviours should not be determined by the instructions of others. In the education process the direct experiences of the students including their daily routines, interactions with their peers and teachers, their behaviours in the exams and attitudes inside and outside the classroom all help them develop free education and behaviors (Onur 2002).

The rules may be flexible in the schools that support the freedom. The rules are accepted as adaptable and modifiable. The student is free to say and do what he/she wishes. Attending to the lesson depends on the request of the student. The teacher does not force the students do anything. The lessons should be elective. The

children are free about taking any class they want. The compulsory school attendance is not in question. A child may not attend the class for years if he/she wishes (Yapici 2007; Savas 2013: 397). However, when we think about the fact that education does not only mean learning information but also it means acquiring the rules in educational environments and institutions, the aforementioned paragraphs as the features of the schools supporting the freedom do not look appropriate for the general purpose of the education. Because the people in real life do not have endless freedom and they have to obey the rules of the society even if they do not wish to follow some rules. Therefore, it is appropriate that the freedom should be as it is required.

In the free education, the main premise about the attitude of educators is that they care about the emotions and thoughts of the children. In fact, a completely free education cannot be even in question. And this may have some degrees. The free education should enable the individual develop his/her own skills (Isilak and Durmus 2008: 15). In schools the freedom of students can be defined as that the work of obtaining necessary information, skills, and good habits are not restrained by others and in this regard the students receive support and aid from the teachers and managers. *"The students cannot prevent the rights of "teaching" of the teacher, "managing" of the manager, and "learning" of the other students"*. When the students do not follow these rules they also breach the freedom (MEF 2013).

If the students can recognize their attitudes as "expedient" or "inexpedient" for the purpose of being in school, they draw the lines of freedom properly. If the students determine the limits of their freedom properly and do not forget that their individual freedom is limited considering the others' freedoms, they can express their emotions and thoughts in every case and environment. Otherwise, while they live their own freedoms they may prevent the others' of being free. This is a behavior which is contrary to the core of education. Although the freedom in education is always an important subject, the tangible studies on this matter are not many in number. However, it is seen that some schools in our country present some good examples in this regard. In one of them, freedom is defined as follows (MEF 2013):

- ♦ *The freedoms of those living in a school with a certain rules are limited with these rules.*
- ♦ *By expressing what the freedoms of students are and where they end by the managers and teachers, it is taught that the freedom is a responsibility, not irresponsibility.*
- ♦ *Each behavior of the student is monitored by the teachers and managers whether it falls within the boundaries of freedom determined. The student is directed by means of warning properly when required.*
- ♦ *As long as the students apprehend the social and school values, they know the field and limits of their freedoms as well and they use their freedoms accordingly.*

The concept of freedom in the classroom, which is the subject of the research, determines the students' behaviors in the classroom and it is used not to interfere in their personal rights. For this purpose the main purpose of the study is to determine what the students think about the behaviours to be included in their personal freedoms and which ones should be excluded. Thus the concept of classroom management and the practices regarding the classroom management may be evaluated in terms of the freedom of the students in the classroom which provides a different perspective. In previous studies, the concept of classroom management was associated with the discipline and leadership, and explained with the concepts of managing the time and teaching. However, the present research provides a different perspective on this matter.

### METHODOLOGY

In this descriptive research, the data are collected by using the brainstorming method with the help of interviews. The participants of the study were asked about their perceptions of freedom in the lesson. 89 students from different departments (Turkish Education, English Language Teaching, and Art Education) of the Faculty of Education at Mustafa Kemal University participated in this study in 2011-2012 academic year. All were in their third year of studies.

Prior to data collection, a week was given to students to ponder about their opinions regarding the freedom. Specifically, the participants were asked to think about the behaviors in the lessons which might be included in the scope of freedom and which ones that should not be included. The participants were asked to come pre-

pared to the interviews. During the data collection period, a platform was established by means of using the brainstorming method with the students in each classroom and each student was asked to express his/her opinions respectively. In this interactive process, every student stated two concepts about their opinions of freedom and then these were written on the board. During the practice the plus signs were added for the repeating items, and their frequency was calculated. The students were given four different questions: (1) "What does the freedom in classroom mean?", (2) "Which behaviors of the students are included in the field of personal freedom?", (3) "Which behaviors of the students in the classroom are not included in the field of personal freedom?", (4) "Do you have any opinions and suggestions else on this matter?" The sample articles for each question were given to the students with the aim of providing ideas about possible answers. Since the sufficient results do not arise to evaluate the fourth question individually, the opinions regarding this question were distributed to the relevant categories in the other questions.

After all thoughts regarding the brainstorming were detected, an evaluation for each question was carried out in the extent of classroom. The items written on the board by two students during the brainstorming for the evaluation were put to the vote. The items that were not suitable for the subject in the vote or cannot be evaluated unanimously as freedom by the students were eliminated and the remaining articles were combined as similar or same and their frequencies were determined and recorded. After the studies carried out with the groups involved in the sampling were completed, the data obtained was categorized by evaluating and interpreted by giving in tables. During the evaluation process, they were categorized by two separate experts and then combined by comparing with each other. Thus the reliability of the evaluation was ensured.

### FINDINGS

The definitions of freedom that were made by the students in the class are given with categories in Table 1. The concept of freedom in the classroom in a total of 8 categories was explained mostly with freedom of expression and thought.

**Table 1: The students' answers to the question: How do you define freedom in the classroom?**

<i>Categories</i>	<i>Students' thoughts</i>	<i>f</i>
<i>Freedom of Expression and Thought</i>	• For the students to express their thoughts and feelings as they want and do the things that they want without restrictions on the freedom of other friends and teachers.	9
	• The students to express their views freely.	7
	• For everyone to express their thoughts, as they want.	6
	• In the classroom to be able to articulate their thoughts without disturbing others.	3
	• For students to express themselves without fear.	1
	• To be able to act and say any discourse, action and behavior without being under pressure.	1
<i>Freedom of Movement</i>	• Everyone sharing of ideas in a common understanding and co-operation.	1
	• I could be able to act as I want and when I want without interfering anyone else's education right.	3
	• The behavior made in a way that suits to the classroom rules.	2
	• It can be define as a person's set of behaviors that he/she can do in the classroom.	1
	• In the classroom freedom is to talk without standing up.	1
	• It is not to interfere students' any behaviors.	1
	• Students to be able to act without being under pressure.	1
	• To be able to do whatever you want without disturbing the teacher and your friends.	1
	• It is defined as individuals acting freely.	1
	• It can be defined as individuals feel themselves comfortable and behave comfortable.	1
<i>Student Rights</i>	• It is an appropriate environment that equal rights are given to everyone, students can do data exchange with teachers freely and explain their opinions.	1
	• To be able to make self-advocacy when we are right	1
	• The student using his/her own rights without disturbing others	1
<i>Classroom Rules</i>	• All students having the right to speak	1
	• There is no such thing as freedom in the classroom. There has to comply with the rules of the class and told them	1
	• Everyone against one another according to certain rules in accordance with the agreement	1
	• Taking into account the rules of our right to have a class of their own free	1
<i>Submitting Questions</i>	• Every student wants to move to a common point is that instead of	1
	• To be able to ask freely a topic you do not understand.	7
	• To be able to ask what you want to ask without hesitating.	1
<i>Criticize the Teacher</i>	• When a defect of the teacher or teachers criticize shame.	1
	• My reaction to be able to agree to the idea of a certain teacher	1
<i>Other Views</i>	• Enter the course at any time is dealing	3
	• I do not know the definition of a thing cannot (there is no freedom here)	1
	• State that everything is as it should be	1
	• The student knows his limitations	1
	• When a boring lecture course is dealing	1
	• To acquire knowledge and skills, and immediate access to Everyone wants to classroom	1
	• And tolerance to listen to the views of the teacher with students approaching	1
	• Course will be able to answer the phone	1
	• It can eat something in the classroom	1
	• Students feel comfortable in their environment	1
	• At the beginning there is someone who is authorized in his own freedom in a limited space is already restricted	1
	• Freedom does not mean being controlled, because the control is not freedom	1
	• I'm keeping you from someone else's freedom is not free	1

The students wanted to express their thoughts about the lesson and about the subject in the classroom without any restrictions. In this case they think that such a class like this will be a free one. In addition, there was a significant number

of students who explained freedom as acting freely in the classroom. Mainly they wanted the students to act as they want without disturbing classroom rules. In addition, to comply with the rules of the class, criticize the teacher, equal treat-

**Table 2: The behaviors in the class as students think they are freedom**

<i>Categories</i>	<i>Students' thoughts</i>	<i>f</i>
<i>Ask Question</i>	• To ask questions to the teacher	16
	• To ask question	4
	• To ask questions about the subjects that we wonder	1
	• To be able to ask questions to the teachers at any subjects that we want	1
	• To be able to ask the questions and issues on my mind at any time without going off the topic, to the other students or to the teacher	1
<i>To be Able to Express the Thoughts</i>	• To be able to say the ideas freely on the subject	17
	• The students to be able to express their thoughts freely	4
	• At a subject to be able to think different from the teacher and to be able to say it	1
	• To be able to express political ideas	1
	• To be able to express our needs	1
<i>Eat / Drink</i>	• To be able to express our problems	1
	• The students to be able to express themselves freely without being under pressure	1
<i>Entrance/Exit to the Lesson</i>	• To be able to drink any type of drink	7
	• Chewing gum	1
<i>Deal with the External Things that is not Connected with the Lesson</i>	• Freely entrance and exit to the lesson	5
	• To be able to enter to the class when I am late and be able to go out when I want	1
	• To be able to go out of the classroom when I want	1
<i>Carry a Mobile Phone (use)</i>	• To be able to do anything else I want during the course without disturbing anyone (Sleeping, doing other lessons' homework etc.).	18
	• Students to be able to chat about the course in the lesson	10
<i>Clothing</i>	• To be able to listen to music in the class when we are bored without disturbing anyone	1
	• Deal with other things while listening to the teacher	1
<i>Equality</i>	• To be able to respond to messages by phone	2
	• Carry a mobile phone	2
<i>Not Having to Get Permission Freedom of movement</i>	• Talking on the phone in the classroom	1
	• To be able to dress as I want	4
<i>Be Able to Criticize Teacher</i>	• Not wearing all types of clothing, instead wearing the common one that is accordance with the rules and comply with the rules	1
	• Everyone having the right to speak	2
<i>Other Views</i>	• Everyone being equal	1
	• Not to have to get permission to talk	1
<i>Freedom of movement</i>	• To be able to go to the toilet without permission	1
	• To be able sit as I want and be able to sit to the place where I want	5
<i>Be Able to Criticize Teacher</i>	• To be able to go out of the lesson when I am bored	4
	• To be able to sit to the place where I want	3
<i>Other Views</i>	• Students could act freely	1
	• To be able to ask the request from the teacher to change the way of lecturing	3
<i>Other Views</i>	• To be able to criticize the teacher	3
	• To be able to say the defective aspects of the teacher	1
<i>Other Views</i>	• To be able to express the problems in class	1
	• Keeping course notes should be student's own request	7
<i>Other Views</i>	• To be able to speak the language I want	5
	• To be able to act without restricting others' freedom	4
<i>Other Views</i>	• Comply with the rules set by the teacher	4
	• Do not listen the course you do not want	3
<i>Other Views</i>	• Responding the questions with respect	1
	• Listen to the lesson without disturbing the rules	1
<i>Other Views</i>	• Not to disrespect the teacher	1
	• It is not to hurt anyone, not to override anybody's rights and not to say bad words.	1

able to ask questions to the teacher on the issues that student wants are the things described as freedom.

The definitions of freedom that were made by the students in the class are given with cate-

gories in Table 2. In the lesson students determine the behaviors as freedom, especially explaining their thoughts freely and asking questions about the lesson. During the lesson mainly speaking about the topics that are irrelevant with les-

**Table 3: The behaviors in the class as students think they are not freedom**

<i>Categories</i>	<i>Students' thoughts</i>	<i>f</i>
<i>Teacher</i>	• Disrespect and disturb the teacher	16
	• Obstinate with the teacher	1
	• Teachers being more dominant affects students freedom	1
	• Teachers putting all the rules prevents the freedom of students	1
	• Interrupt the teacher speech	1
	• The student acting disrespectful to the teacher and to other students does not mean freedom	1
<i>Phone</i>	• Prevent the teacher to make lesson	2
	• To be busy with the telephone	10
	• Messaging with the phone	3
<i>Noise</i>	• In the course ask for permission for a call	1
	• Any behavior that bothers other students	27
	• Making noise	5
	• Destroying others attention by wandering in the class during the course	1
<i>Entrance/Exit to the Lesson</i>	• Interrupt someone else's speech	1
	• Go out without permission	4
<i>Eat/ Drink</i>	• Enter to the class in the middle of the lesson	1
	• Chewing gum	4
<i>Other Students</i>	• Consuming food in a noisy way	1
	• To eat, drink something	1
	• To put pressure on the student and violation of freedom of thought	9
	• To act rude and degrading to other students	6
	• The behaviors that distracting other students	4
	• Not listening to students talking about the course and taking care of other things	2
<i>Disrupting the Lesson</i>	• To mock or to interfere with the student who expresses his/her opinion	1
	• Prevent others listen to the course	1
	• Prevent the students listen to the course	1
	• Students engaging lesson with unnecessary issues	1
	• Have a chat with the teacher during the lesson as if he/she is the only one in the class	1
<i>Deal With Unrelated Things in the Course</i>	• Make unnecessary speeches during the course	1
	• Divide the course with unnecessary questions	1
	• Students chat with each other on the issues that are not related to the course	1
<i>Other</i>	• Sleep during the course	1
	• Students chat with each other in the course	1
	• Disrupt the course unnecessarily	4
	• Girls coming to the class with short skirt	1
	• Reckless behavior	1
	• Segregate	1
	• To not obey class rules is not freedom	1

son or dealing with other things are perceived as freedom for them. In addition to these, carrying a mobile phone and having no rules about uniforms, not getting permission for actions and behaviors were the behaviors that the students perceived as freedom. To take note upon the request of the student's, to obey the rules, to keep up the layout of lesson and not to listen if they do not want to do so were also among the behaviors defined as freedom in the classroom by students. From these results it appears that, to control some of the behaviors as class rules determined by teachers, for procuring classroom management perceived as freedom by students and they feel free to do in the classroom. The prevention of these behaviors is perceived as

prevention of freedom or interfering with the personal rights.

The interviewed students do not perceive the behaviors against the teacher which are mostly disturbing, as freedom (Table 3). They do not find these behaviors right and as freedom. Behaviors such as interrupting the teachers, avoiding them to have lessons, disrespecting and disturbing them are not included in the list of freedom. In the lesson, to be busy with the telephone, to make noise, to enter and exit the classroom without permission, to eat and drink food in a noisy way during the lesson, to make pressure on the other students and make disturbing behaviors that would affect them to follow the les-

son, at the lesson taking care of other things were not perceived as freedom by students either. Some of the behaviors regarded as freedom by part of the students in the previous table were not seen as acts of freedom here. This shows that students have different thoughts.

### DISCUSSION

Looking at the results obtained from the study, it is understood that the students evaluated the subject in a logical manner. Instead of seeing the freedom as an unlimited behavior freedom in the class, students address to conduct controlled and limited latitude. This matches up with claim that cannot be a free education with fully consistent as İpilak and Durmus (2008: 15) mentioned in their research.

Yapici (2007) remarks that the rules do not matter in the free schools and the student is free to do and say what he/she wishes and cannot be forced to do anything and they are free whether attend the lessons or not. However while the students attended to the research define the freedom they did not mention about an irregular freedom. On the contrary they mentioned about freedom which has certain rules and do not prevent the rights of others. A sense of education which the teachers do not force the students to do anything, there is not compulsory school attendance, they decide to take lessons they prefer and they draw the limits of their behaviors in the classroom seems to be quite utopian.

The shortest and easiest way to comprehend the effect of the teaching activity carried out by a teacher on the students is to ask questions and receive responses from the students to these questions. By this means he/she can determine the efficiency of the teaching (Aydemir and Ciftci 2008: 108). Also asking questions in a lesson by the students indicates that they listen and care the lesson, are prepared before the lesson, follow carefully what the teacher tells or does. When considered from this point of view asking questions regarding the matter discussed in the lesson by the students are quite important for the teacher. Thus he/she will not need to make extra effort to detect the issues he/she forgot to emphasize or the points the students have difficulty to understand. However there is a fact, which many teachers complain about and the students accept that the students do not ask many questions in the lessons. They even do not ask any questions. It may have several rea-

sons. The reason concerning the research is the one related with the teachers. Because the teachers prevent the students asking questions with various methods in some cases (Blosser 2000: 9). In other words the freedom and right of students asking questions in the classroom is being prevented. The students respond to the questions in way of "What are the behaviors which mean the freedom in the classroom?" asked in this research as that the ability to ask questions to the teacher in the classroom answer that is being placed near to the top and they expressed an expression supporting this result. The students want to ask the issues they obsess in the matters they wish and are curious about to the teacher at any time and they defined this as the freedom.

The other opinion placed near the top of the behaviors the students evaluate, as the freedom in the classroom is to have freedom of thought and expression in the classroom. The students want to tell their ideas about the matter freely and comfortably, state their own thoughts when they think different from the teacher, express their own political thoughts, speak out their needs and problems, and remain no pressure while doing this. The duty of preparing the students for life that is one of the duties of educational institutions can be performed only by enabling them to express themselves more. As Akkok (1999) expressed, one of the social skills needed to be brought in the schools is the skill of expressing oneself. Realizing this is also important for that the students realize themselves.

Apart from these, the students stated that being free to eat or drink anything in the classroom, ability to attend the lesson whenever they want and to deal with anything other than the lesson (such as doing homework of other lessons, reading book, listening to music, and sleeping) during the lesson without disturbing the others would not pose problem and even doing these should be evaluated as the freedom of students. It was understood that the ability to use mobile phone, to dress as they want, not to be obliged to receive permission for every action in the classroom, to criticize the teacher, and be free to take notes were evaluated as the freedom of students. As it is understood all these, many behaviors that the teacher are annoyed done by the students in the classroom (Ozdemir 2004: 269) were perceived as the freedom by some students. When these two opposite thoughts meet in the

same classroom there will be conflicts naturally and the management of classroom becomes difficult. Therefore the students and teacher should find the common ground mutually in terms of perceptions instead of setting rules at first.

### CONCLUSION

In this research the classroom management was evaluated in terms of the students' freedoms in the classroom. When the freedom in the classroom is considered with the definition of (*The students do not prevent "teaching" right of the teacher, "managing" right of the manager, and "learning" right of the other students*) the students' opinions arising out of the research coincide with the definition. The classroom management studies in the education present perspectives from the viewpoint of the teacher mostly.

According to the research results the students define the freedom in the classroom as with the freedom of thought and expression in the classroom mainly. They define the freedom as to express their thoughts explicitly and as they wish without being afraid of and disturbing others in the classroom. Afterwards the concept, which was mostly associated with the freedom, is the freedom of action. While defining the freedom of action is a freedom although there are people who mention about complete liberty the ones who mainly accept the freedom of action as freedom within the frame of rules are in the majority. Hereby they also define the ability to act comfortably in the classroom within the frame of certain rules and without disturbing the others and remaining under pressure as the freedom.

The other concepts the students use while defining the freedom in the classroom are the student rights, classroom rules, ability to ask question, ability to criticize the teacher, and equality concepts. The students define that giving equal rights everyone in the classroom, ability to defend themselves in case they are right, to act in common ground instead of doing everything they want, to ask freely the matter they do not understand, to criticize when the teacher has defects or faults, to enter the classroom whenever they want, to eat or drink something in the classroom, and to answer the phone in the classroom as the freedom.

The last question of the survey asked students not to evaluate which behavior in the classroom as freedom. Any behaviors that both

er other students expressed most of the view by students. Making disrespectful to the teacher in the classroom and during the course being busy with the mobile phone cannot be considered freedom is emerging as the first ranks of the opinions. To enter and exit to the course without permission, to eat and drink something in the course, to prevent others to listen to the course, to disrupt the course with unnecessary subjects and questions, and not to obey the classroom rules are the other emerging opinions. Remarkable point here is that in previous question behaviours in particular as being busy with mobile phone in the classroom, to be able to enter or exit from the lesson whenever they want and to eat and drink from the course at any time evaluated as freedom in the class, behaviors in the classroom in the opposite direction as the freedom of expression of assessing this question. As it turned out, students in this regard have quite different and opposing ideas.

### RECOMMENDATIONS

Based on the research findings the following recommendations developed:

- ♦ Students define the freedom in the classroom as freedom of thought and expression. Therefore, if teachers want to contribute to the development of the concept of democracy and freedom at the students, firstly they should pay attention freedom of thought and expression.
- ♦ Students want their some actions and behaviors to be free that does not disrupt instructional environment and order in the classroom and not to be limited too much about their behaviors in the classroom. Teachers should consider this issue when determining the rules for classroom management.
- ♦ When freedom is mentioned in the class, freedom of asking question is one of the first concepts comes into the minds of students. This allows them relax to express themselves and want to ask questions every issue about the course. So, teachers shouldn't prevent students to ask questions and even encourage them to ask questions.
- ♦ To be able to criticize teacher is one of the behaviors regarded as freedom in the classroom. Students criticize their teachers and to support this critique present the organization of classroom atmosphere is important



to think of to acquire critical thinking and scientific point of view to students. In addition, it is important that teacher shouldn't be restrictive and behave patiently about criticisms not to cause students lack self-confidence.

- ♦ Teachers should not hinder the students' right of defense themselves in the classroom but teachers should support them in this regard.

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