OPINIONS OF PUBLIC EDUCATION CENTER TRAINERS ON EFFECTIVE CLASSROOM MANAGEMENT

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Abstract
In this research, it is aimed to increase the active participation of adults in the courses organized in public education centers and to ensure their continuity. In line with this purpose, it is aimed to measure the level of knowledge on classroom management, to teach the language and style that should be used in adult education, to increase in-class motivation, and to make educators aware of the importance and necessity of adult education in the context of all these, based on the opinions of the teachers of Borçka Public Education Center. The sampling method was determined by using the purposeful sampling method in the research. The working group consists of 15 educators who teach at Borçka Public Education Center. A semi-structured interview form was used as the data collection method and data were collected through interviews. The obtained data were analyzed by content analysis method.

Keywords: *Effective Classroom Management, Appropriate Language and Style, Motivation, Adult Education, Public Education Center*

PROBLEM STATUS

Education is the process of creating changes in one's behavior through his own will and life (Ertürk, 1972). Learning is a process performed by the learner himself, usually with the help of a tutor. The learner can be a student at school or an adult out of school. When the individual encounters a problem that hinders his/her purpose, a function to satisfy his/her motivations, or a stimulus to which he/she must respond, if he/she can show the behavior of finding the necessary solution, fulfilling the function, or responding by combining all his/her knowledge, skills, and attitudes, then learning has taken place. In this sense, while learning occurs with different motivations in adults than in children, it has been seen that adults are more targeted than children.

The activities implemented in adult education should be planned, programmed, and most importantly, continuous. In other words, both the adult educator and the adults who receive education should be willing and conscious to receive education (Duman, 2007). Motivated trainers will positively affect adults' participation in the lesson with effective classroom management and will also motivate them to increase their belonging to the lesson and their motivation towards the lesson. The important thing in adult education is that the teacher knows the motives that lead the adult to learn well. This will facilitate learning and increase productivity (Geray, 2002). In this context, adult learning occurs when new information, skills, values, and attitudes that are desired to be acquired by adults are presented in accordance with real-life situations (Knowles, 1996). As a result, in adult education, individuals come to adult education willingly and are aware of what they want to earn, and they want to take a course in the branch they want. At this point, the adult from trainer expects that they provide a course environment that will add color to their lives, get rid of the negativities in their lives, even if only a little bit, make them happy, guide them to carry what they have learned into their lives and increase their self-confidence. If the trainer continues this period of time with effective classroom management, an appropriate style, and a quality that meets the expectations, the adult will want to continue his education in the course he is in, enjoying the

process and being motivated. The active continuation of this process depends on the educational competence of the trainer, being able to manage the classroom effectively, having a command of the branch area, having a vision, addressing in an appropriate style, being respectful and level.

As the manager of the processes and programs in classrooms, educators who are considered as the administrators of the environment should be able to effectively manage and direct all kinds of material and human resources in this environment to achieve educational objectives (Balcı, 1993). The administrative roles of educators, which emerged based on expectations, led to the emergence of the field of classroom management (Baloğlu, 2001). The most important requirement of classroom management in adult education is the execution of tasks and processes in an appropriate style and in a motivating manner.

In adult education, each product produced by adults is an individual with different characteristics, different perceptions, and different learning levels in an environment where individuals from different ages, education levels, and socio-economic environments are together with the effective classroom management to be displayed by the trainer. it should be made to feel that he is recording value and enjoying the course. At the same time, informing the learners about their place in their lives is also important in terms of increasing their intrinsic motivation. Similarly, in adult education, the inner motivation of the trainee is as important as the motivation of the trainees with the effective management of the trainer in the classroom. At the point where there is no motivation, it is not possible for the desire to learn and the participation of the trainee in the course. Individuals are more motivated when they want to learn, when they think that their time will be enjoyable, and when they know that the information, they learn will be useful in their lives.

In adult education, another important factor that the instructor will display in the classroom is the way he speaks toward the adult trainee and the manner of his attitude. Forming sentences with imperative moods, and forgetting that the other person is an adult, may cause the trainee to leave the classroom environment and even cause arguments to arise with the instructor at the size of a fight. This situation may have a negative effect, damaging both the self-image of the trainer and the image of the institution, and may leave an impression that is far from education and training. The form of communication between trainee-trainee and trainee-instructor in the classroom depends on the instructor's classroom management skills and can affect the trainee's decision to continue the course. Otherwise, in public education centers where the subject of attendance and absenteeism is completely dependent on the pleasure of the trainee, the trainees may delay their participation in the course over time or even not come at all. These problems stem from the instructor's inability to effectively implement classroom management.

Therefore, in this study, it is aimed to determine the views of educators on effective classroom management to increase the participation of adults in the courses with effective classroom management and to ensure their continuity.

Problem Statement
What are the opinions of Public Education Center trainers on the effect of effective classroom management on adults? The sub-problems identified are as follows:
1. How should effective classroom management be in adult education?
2. What kind of results does effective classroom management produce?
3. What kind of problems are experienced in a classroom that is not managed well?
4. How should adult motivation be provided in adult education?
5. What should be the style of an educator in Adult Education?
6. How can adults be involved in education processes and how can their continuity be ensured?
7. What drives an adult away from the course setting?
8. What should be the course types that will increase the motivation of adults according to their educational needs in lifelong learning programs?
9. What is the purpose of adult participation in the adult education process?
10. What is the most important factor that will provide intrinsic motivation in adult education?

Purpose of the Research
In this research, it was aimed to determine the opinions of the teachers of Borçka Public Education Center on increasing the participation of adults in the courses with effective classroom management and ensuring their continuity, to measure the knowledge level of the trainers about classroom management, to gain the language and style that should be used in adult education, to increase in-class motivation and, in the context of all these, to improve adult education. It is aimed to reveal what can be done to increase the participation of adults in the courses by raising awareness about the importance and why it is needed.

Importance of Research
Lifelong Learning is a type of education that is not limited to schools but is made for individuals with all levels of education at home, at work, and everywhere. This principle is reflected in society with non-formal education institutions such as public education centers. Non-formal education is a non-obligatory type of education that is shaped according to the needs of society within the framework of a certain plan and program, and its largest mass is adults. A positive, happy, and productive adult society can be achieved by reaching every segment of society through educational institutions such as public education centers. This research focuses on how we can make adult education more beneficial and permanent with effective classroom management. The main aim is to raise awareness in adult education, in addition to the attitudes and behaviors of educators regarding classroom management, the language and style to be used, educational behaviors that increase in-class motivation, and the subjects to be taught. In this way, the courses of public education centers will gain more importance in society and spread to the wider masses.

LITERATURE REVIEW
In this section, a brief literature review on lifelong learning, community education, adult learning, and classroom management is present.

Lifelong Learning
The basis of lifelong learning, which is carried out with the principle of education for everyone, in every situation, anytime, anywhere, regardless of place and time, dates back to ancient times. The scientists who laid the first foundations of the idea of lifelong learning were John Dewey, Eduard Lindeman, and Basil Yeaxle in the 1920s. With this thought, the view that education and training continues throughout human life has emerged and adulthood has been examined under the lens of education and studies have been started and it has survived to the present day under the name of adult education.

The concept of lifelong learning has emerged for people to adapt to their living conditions, to survive, and to live by adopting their rights and democracy. For this reason, lifelong learning, which is important for the development of the individual and its place in employment, is a continuity effort in which the learner is at the center, equal opportunities are provided and qualified learning opportunities are offered. The principles underlying lifelong learning are that the individual is open to learning in line with his/her life goals, and learning is available anytime, anywhere, and for everyone. In this context, lifelong learning includes learning that takes place in all kinds of learning environments, from the cradle to the grave, as well as formal education. (Aksoy, 2008)

Lifelong Learning Programs offer a variety of education and training opportunities, from vocational training areas to university preparation areas, for individuals of all ages, at all levels, from childhood to adulthood. These programs provide a wide range of services, from those who need the most basic skills and training to individuals with all the necessary equipment (Bozacı, 2012). The concept of lifelong learning is a part of life, where the knowledge to be acquired emerges and is applied in the real process and presents a continuity that continues at every moment of the individual's life.

Learning to learn is a need that must be acquired by every individual. The acquisition of this concept ensures that the importance of lifelong learning is understood. Therefore, individuals need to develop their thinking, learning, and communication skills. In the life of the information society, the skills of individuals to interpret what they have learned, to solve their problems, to think critically, and to make decisions are important.

Lifelong learning is the process of incorporating the information needed at all ages into our lives through learning activities. Individuals choose learning methods that are suitable for their needs and adapt them to their lives. In this process, individuals need to research, find, assimilate, and use the information they need in their lives. In the lifelong learning process, every individual who learns also appears as an individual who teaches.

Lifelong learning is a process that aims to increase the development of individuals to adapt to the changes and developments required by age. While this process undertakes the task of completing the deficiencies that have not been completed in formal education, it also targets the emergence of undiscovered talents (Berberoğlu, 2010). Lifelong learning has an important place for individuals to know themselves, to know their competencies, and to take part in the continuous development process. The knowledge and competencies that individuals acquire in line with their interests, needs, and curiosities not only enable them to acquire jobs, but also make it easier for them to take a place in society. Lifelong learning is a process that aims to raise individuals who are open to change and development, who will not show resistance in all areas of society, and which prepares individuals for life and enables them to stand.

Community Education

It is also known as adult education, community education, or popular education. Adult education aims to provide programs that will enable individuals and society to have valuable values, support their social and economic aspects, and develop their national and human aspects (Kurt, 2000). It is an education that contributes to the knowledge and skills of the whole community regardless of the level of education. Compulsory education and teaching processes in formal education cover a part of individuals' lives.

The target group of adults, who are the focus of adult education institutions, should be well known, their characteristics should be well understood, and educational environments should be organized accordingly. Adult Education Centers should meet the educational needs of individuals who have not yet completed their education and educational processes, have had to leave at any level, are in the process of change and development, and need competence in the knowledge and skills required to survive in social and economic life (Elüstü, 2007).

Community education is a process where citizens from all walks of life regularly participate in a series of activities that support their development in terms of interests, needs, knowledge, skills, attitudes, and values. In formal education, while knowledge and skills that individuals will include in their social and educational lives are emphasized to individuals of compulsory education age, in non-formal education, the aim is to provide the knowledge and skills that will guide individuals in solving the problems they will encounter in their lives. In this context, the main purpose of adult education is to provide the necessary education based on volunteerism, in line with the interests, needs, and abilities of individuals who have left formal education for some reason or dropped out of any level, to complete their socio-economic and cultural deficiencies and contribute to their development.

The target audience of adult education is adults. In this context, the primary goal of adult education institutions is to provide job and vocational qualifications that will give adults employment skills and prepare them for social roles that will facilitate their integration into society. While developing programs according to the interests and needs of individuals who want to be involved in this process, it is expected that the socio-economic and cultural differences in their region will also be considered in the preparation process of the programs.

Adult Learning

An adult can be defined as an individual who is aware of themselves and society, engages in activities that benefit both parties and can assume responsibility for themselves and the individuals in their lives (Alkan et al., 1996). In today's fast-paced world, accessibility and traceability of information are becoming increasingly challenging for individuals and communities (Kurt, 2000). The benefits of technology and the necessity of using communication tools in the rapidly changing and developing world have made learning open to all ages and stages of adulthood. As a result of these changing and evolving learning needs, widespread educational institutions have had to restructure their adult education offerings (Köksal, 2017). When adult learners know why they need to learn something, what it will be used for in their lives, and how it will be relevant to their needs, they are motivated to learn effectively.

Adults have different motivations and learning styles compared to children. Adult learning is focused on topics that they need to learn and whether those topics will be useful in their lives. Adults want to act according to their ideas and values throughout their lives. They are aware that learning is necessary to keep up with the evolving and changing world and sustain their lives (Alper, 2004). Adults can manage themselves, as they have more life experience, and they want to solve real-life problems, and apply what they learn in their lives (Alper, 2004). Adults learn information in two ways; the first is through accidental events and situations that arise throughout their lives, while the second is through organized and structured programs and plans. These organized education and training programs are carried out in formal and non-formal educational institutions.

In adult education, the individual is the center of the lifelong learning process. The process of adapting to the developments and changes of age is possible with lifelong learning for adults. Sufficient importance must be given to adult education during this process. Adult learners need education in many situations, and they also need it to cope with problems. Therefore, adult learning occurs when all the education they receive can be applied and related to their lives (Knowles, 1996).

Classroom Management

A classroom is a place where education, instruction, and learning activities take place with the teacher in direct communication with the student. Classroom management requires the successful execution of activities and active interaction between the teacher and students.

Classroom management is a set of principles, rules, and concepts that provide opportunities to create and develop environments that facilitate learning to effectively achieve classroom and out-of-classroom educational goals, according to the teacher's understanding of education and instruction.

The success of the teacher's classroom management affects education and instruction from start to finish. Therefore, the educator must be knowledgeable about activities that can effectively lead classroom environments, and activate leadership qualities, and group dynamics. At this point, the importance of the relationship between classroom management and instruction in the classroom emerges.

The primary job of a teacher in schools or institutions is to bring about the desired behavioral changes in individuals according to set objectives. However, while teachers are fulfilling their primary duties, it is also necessary for effective classroom management to track attendance and absenteeism, identify those who do not attend class, control in-class activities and assignments, and make learning conditions and materials appropriate. Successful classroom management highlights the teacher's professional competence while ensuring that crowded groups of students are managed effectively. At this point, classroom management and instruction should be interconnected (Demirel, 1999).

METHOD

This section presents the methods used in the research, the research model, the study group, the data collection, and analysis methods.

Research Model
This research was designed using a qualitative research model to evaluate the effective classroom management skills of educators working in Public Education Centers and to measure the impact of effective classroom management on learners. The reason for adopting a qualitative research model is to acquire data related to the subject of interest through semi-structured interview forms.

Qualitative research is a type of research that is conducted by using qualitative data methods such as observation-based, answering relevant questions in distributed documents by sample groups, and analyzing these answers to obtain, define, and use the thoughts and experiences in natural environments realistically, sincerely, and cohesively (Yıldırım and Şimşek, 2008).

Research Sample
In the research, the maximum diversity sampling method, which is one of the non-random purposive sampling methods, was selected. In purposive sampling, the elements to be studied are selected not randomly from the study population but due to some of their characteristics or according to the decisions of the person conducting the study. When determining the group to be studied, the reason for using maximum diversity sampling is not to reach conclusions through generalizations, but to identify similar events and phenomena within diversities and to see different dimensions of the problems according to the analysis conducted (Yıldırım and Şimşek, 2018).

The study group consists of 15 educators who teach different courses at the Public Education Center in the Borçka district of Artvin province. The demographic characteristics of the educators working at Borçka Public Education Center who expressed their views in the interview forms are presented in tabular form.

Table 1. Demographic Characteristics of the Educators Constituting the Working Group

Education Status	Course Area	Tenure at the Public Education Center
License	Women's Tailoring	7 Years
License	Tile Decorating	6 Years
License	Diction	2 Years
Associate Degree	Sign language	2 Years
Associate Degree	Tennis	8 Years
Associate Degree	Handicrafts	17 Years
Associate Degree	Information Technologies	13 Years
Associate Degree	Read and write	1 Year
Associate Degree	Production of local products	1 Year
High School	Hairdressing	14 Years
High School	Food And Drink Services	13 Years
High School	Cooking	5 Years
High School	Clothing Production	4 Years
High School	Hairdressing	5 Years
High School	Hand and Machine Embroidery	31 Years

Data Collection
The research data was collected by directing educators through a semi-structured interview form with pre-prepared questions. The semi-structured interview method provides more systematic and comparable results because it is conducted with pre-prepared interview questions (Türnüklü, 2000), reflecting the problem situation of the research, "What are the opinions of Adult Education Center educators on the impact of effective classroom management on adults?" The interview questions prepared for educators to be directed for this question are as follows:
1. How should effective classroom management be in adult education?
2. What kind of results does effective classroom management yield?
3. What kind of problems are experienced in a poorly managed classroom?
4. How can adult motivation be ensured in adult education?
5. What should be the style of an educator in adult education?

6. How can adults be involved in the education process and how can their continuity be ensured?
7. What causes an adult to be removed from the course environment?
8. What types of courses should be created to increase the motivation of adults according to their education needs in lifelong learning programs?
9. What is the purpose of adults in participating in the adult education process?
10. What is the most important factor in ensuring intrinsic motivation in adult education?

It was ensured that the data obtained through the semi-structured interview method would only be used for this research and would be stored based on confidentiality, and educators were asked to answer the questions sincerely.

Data Analysis
In qualitative research, the data obtained through observations or interviews must be analyzed by organizing them into pieces and interpreting these pieces in a way that will create a meaningful whole. The content analysis method was used in the analysis of the data obtained as a result of educators' opinions. Half-page gaps were left in the interview form prepared for the research questions to record participants' answers, and the answers for each question were categorized according to their similarities, while data without any similarities were reflected as they were.

FINDINGS
In this part of the research, the findings obtained through semi-structured interview forms prepared to determine the opinions of public education center educators on the effect of effective classroom management on adults are included. By examining the findings, the data belonging to the ten-question sub-problem of the research were collected.

Effective Classroom Management in Adult Education
The first sub-problem of the research, is "How should effective classroom management be in adult education?" It was aimed to get the opinions of educators on effective classroom management regarding the question.

Table 2. Sub-themes and categories of the theme of effective classroom management

Sub-theme (f)	Category
Layout (3)	Discipline
	Control
	Rules
Classroom environments (6)	Student authenticity
	Family warmth
	Peace
	A lovable environment
Lessons (13)	Preparation of materials
	Eligibility of plans and programs
	Mastery of the curriculum and course modules
	Be well-informed about the courses
	Consideration of individual characteristics and levels among trainees
	Making connections between what is taught and life
	Informing the trainees about the course achievements
	Being a role model for the trainee
	Processing the course in a way that keeps the trainee's motivation alive
	Being informed of the target
	Ensuring socialization
Approaches to the trainee (8)	Establishing communication with the trainees in a balanced and positive way
	Equal recognition of trainees
	Equal allocation of time to trainees
	Avoiding degrading attitudes and behaviors
	Establishing healthy communications within the framework of respect and

Trainers (3)	love
	Consideration of learning skills and differences
	Implementation of approaches to encourage high participation in courses
	Being open to development and innovations
	Associate or undergraduate degree
	Awareness of deficiencies
	Careful and sound decisions
	Loving the job

The views of three educators regarding the order in effective classroom management were that discipline should be under the control of the educator, and rules established in conjunction with the students should be followed. The views of six educators on effective classroom management in terms of the learning environment were that the learning environment should be tailored specifically to adult learners, provide a warm and welcoming atmosphere, be peaceful, and be a place where learners can feel loved. The views of thirteen educators on effective classroom management in terms of teaching were that materials used in accordance with the curriculum and course modules should be prepared, appropriate plans and programs should be used, teachers should know about the courses, individual learner characteristics and levels should be taken into consideration, connections should be made between what is taught and real-life situations, learners should be informed about course gains, teachers should be role models for learners, teaching should be lively and maintain learner motivation, targets should be clearly communicated, and socialization should be encouraged. The views of eight educators on effective classroom management in terms of learner approaches were that communication with learners should be balanced and positive, all learners should be treated equally, equal time should be given to each learner, degrading attitudes and behaviors should be avoided, healthy communication should be established within the framework of respect and love, learning skills and differences should be taken into consideration, and approach styles that encourage high levels of learner participation should be applied. The views of the three educators on their development in effective classroom management were that they should be open to development and innovation, have at least an associate or bachelor's degree, be aware of their deficiencies, take careful and appropriate decisions, and enjoy their work.

Results of Effective Classroom Management
The views of educators on the results of effective classroom management were sought for the second sub-problem of the research, "What are the outcomes of effective classroom management?"

Table 3. Sub-themes and categories of the theme of the results of effective classroom management

Sub-theme (f)	Category
Time (3)	Avoid wasted time
	Planned work and increase production
	Solve problems as soon as possible
Classroom environment (7)	Order
	Success
	Discipline and rules
	Peace
	Peaceful, friendly environment
	Respectful and helpful environment
	Division and sharing of labor
Educational process (12)	Goal
	Success
	Increased yield
	Increased quality
	Strengthening memory
	High turnout
	Facilitating vocational training and contributing to the country's economy
	Increased communication between trainer and trainee

	Respectful conduct of relations
	Orientation to practice and research
	Socialization
Effects on Trainees (10)	Consistent expectations
	Increased motivation, motivation
	Increased creativity
	Increased production
	Regular and willing participation
	Increased mutual satisfaction between trainer and trainee
	Increased respect and harmonious relationships
	Development of knowledge and manual skills
	Contributing to professional development
	Success
Educational attitudes (2)	Organizing events
	Contributing to the professional development of the trainees
	Trainer's self-improvement

The opinions of three educators regarding the impact of effective classroom management on time are that it prevents wasted time, increases planned work and productivity, and enables problems to be solved on time.

The opinions of seven educators regarding the impact of effective classroom management on the classroom environment are that it creates an efficient classroom environment where organization, success, discipline, division of labor, and sharing are facilitated, and where peace, friendliness, respect, and helpfulness are observed and rules are enforced.

The opinions of ten educators regarding the impact of effective classroom management on learners are that it creates consistent expectations, regular and enthusiastic participation, increased motivation, satisfaction, respect, and harmonious relationships, develops productive, creative, cognitive and manual skills, contributes to successful productions and professional development.

The opinions of twelve educators regarding the education process applied in effective classroom management are that it facilitates reaching goals, encourages high participation, increases productivity and quality, directs toward implementation and research, strengthens memory, facilitates vocational training, and contributes to the country's economy, increases communication and respect between educators and learners, facilitates achievement of success, and facilitates socialization.

The opinions of two educators regarding the educator's attitude in effective classroom management are that the educator should improve themselves, organize activities, and contribute to learners' vocational development.

Problems That Can Be Experienced in a Class that Is Not Managed Well
The third sub-problem of the research, "What kind of problems are experienced in a classroom that is not well managed?" Regarding the question, it was aimed to get the opinions of the educators about the problems that can be experienced in a classroom that is not well managed.

Table 4. Sub-themes and categories of problems in a poorly managed classroom

Sub-theme (f)	Category
Layout (6)	Indiscipline
	Fighting and arguing
	Irregularity
	Irregularity
	Mayhem
	Unrest
	Problem
Time (3)	Lack of time management
	Lack of planning
	Inefficiency in yield and production

Sub-theme	Category
	Lack of quality
Classroom environments (3)	Slowdown in production
	Degradation in performance
	Inadequate teaching of knowledge
	Mayhem
	A level-headed environment
Trainee attitudes (12)	Negative thinking
	Decreased motivation
	Inconsistency in expectations
	Experiencing incompatibilities
	Increased disrespect
	Sparring controversy
	Unrest
	Abandonment of course environments
	Closure of courses due to reduced number of trainees
Problems caused by trainers (3)	Maintaining distance from trainees
	Educators are not open to development and innovation
	Trying to benefit from past information
	Lack of communication with adults

The opinions of six trainers on the problems that can be experienced in a classroom that is not well managed; As a result of quarrels, arguments, indiscipline, and irregularities, an environment will emerge where problems grow like an avalanche and where disorder, unrest, and turmoil prevail.

The opinions of three trainers among trainers on the problems that may be experienced in a classroom that is not well managed; It is that the plan cannot be processed as expected due to the inability to manage the time correctly, so sufficient quality, efficiency and production cannot be achieved.

Three trainers among the trainers expressed their views on the problems that may be experienced in a classroom that is not well-managed: production slows down, the expected performance is not observed, the teaching of knowledge is insufficient and chaos increases, and a low-level environment emerges.

The opinions of three trainers on the problems that may be experienced in a classroom that is not well managed are as follows: The distance with the trainees is not maintained, The trainers who will give the courses are not open to development and innovations, Trying to benefit from past knowledge, Difficulty communicating with adults.

Adult Motivation in Adult Education
The fourth sub-problem of the research, is "How should Adult Motivation be provided in Adult Education?" It was aimed to get the opinions of the educators regarding the question of ensuring the motivation of adults in adult education.

Table 5. Sub-themes and categories related to motivation in adult education

Sub-theme (f)	Category
Classroom environments (2)	Set rules with adults
	Peace
	Peace
	A harmonious environment
Adult expectations (3)	Expressing themselves comfortably
	No waste of time
	Avoiding behaviors that would cause them to leave the educational environment
	Making approaches that will turn the environment into positive
Educational approach (15)	Avoiding pressure and unnecessary control
	Indicate that the goal is to learn
	Notify the target
	Stating what the training will be useful in their lives
	Delivering training slowly

Ensuring that the work done is enjoyed
Observing individual differences while teaching
Be a guide
Motivation
Appreciation
Rewarding
Love and respect
Positive impression
Being unambiguous in communication
Pay attention to style
Integrating education into adult life
Reducing the level of education by analyzing the education level of the adult
Make the training fun and bring the whole class into the lesson
Stay up to date
Using more application methods than narrative methods in trainings
Convincing that it will be achieved
Make sure the participation is with love
Make feedback frequently

Two of the trainers' views on how the classroom environment should be to ensure the motivation of adults are as follows: An orderly, harmonious, peaceful, and peaceful environment should be created by discussing the rules with adults.

The expectations of three educators from educators to motivate the adults are as follows: Adults should be able to express themselves freely, They should be encouraged not to see their education as a waste of time, Since their attendance is not compulsory, behaviors that will cause leaving education should be avoided, Approaches that will positively affect the environment should be taken.

The opinions of fifteen educators among the trainers on how their approach should be to motivate adults are as follows:
1. Pressure and unnecessary control should be avoided.
2. It should be stated that the goal is to learn.
3. They should be informed about the aims of education.
4. It should be stated what the education will do in their lives.
5. Education should be given in slow steps.
6. It should be ensured that they enjoy their work.
7. It should be realized that each adult has different learning abilities.
8. Adults should be guided, motivated, appreciated, rewarded, and treated with love and respect.
9. Attention should be paid to the tone, impulsive speeches should be avoided, communication should be clear and positive, and a positive impression should be left.
10. They should integrate education into their lives.
11. The education level of the adult should be analyzed and they should be able to go down to their level.
12. Education should be carried out by adding fun and class.
13. Care should be taken to ensure that the training provided is up-to-date.
14. Trainings should be given in practice rather than lectures.
15. They should be convinced that they will succeed, they should be encouraged to participate in education with love, and feedback should be given frequently.

The Style of the Trainer in Adult Education
The fifth sub-problem of the research, is "How should a trainer's style be in Adult Education?" It was aimed to get the opinions of the educators regarding the question of how an educator's style should be in adult education.

Table 6. Sub-themes and categories of the theme of an educator's style in adult education

Sub-theme (f)	Category
Style of the trainer (15)	Constructive
	Clear and Understandable
	Fluent
	Positive
	Suitable
	Resolute
	Increases self-confidence
	Motivating
	Trainer and Helper
	Listener
	Patient and Calm
	Just and Tolerant
	Respectful
	Understanding and friendly
	Using selective words
	I am using the language
	Encouraging you to ask questions
	Non-Judgmental and Non-Hurtful
	Insulting, Rude and non-Laubali
	Does not use order phrases
	Who does not scold
	Based on love
	Approaching the resolver by empathizing
	A person who does not have an order but requests a request
	Correcting wrongs and supporting the right
	Using gestures and gestures as much as necessary
	Suitable for the adult's learning style
	Suitable for the adult's level of education

The opinions of fifteen educators regarding the style that an educator should have in adult education are as follows: they should use language that is understandable, fluent, clear, positive, constructive, selective, motivating, proper, determined, confidence-building, educational, helpful, fair, tolerant, respectful, sincere, encouraging of questioning, patient, understanding, and calm, while avoiding being judgmental, rude, abrasive, insulting, and fear-based, and instead basing their approach on respect and love, avoiding reprimands and commands, using language that suits the learning style, using "I" statements, approaching problem-solving with empathy, making requests rather than giving orders, correcting mistakes and supporting the correct information, using appropriate gestures and facial expressions, and having a style that is suitable for the adult's educational level.

Involving Adults in Educational Processes and Ensuring Their Continuity
In the sixth sub-problem of the research, "How can adults be included in the education processes and how can their continuity be ensured?", the opinions of the educators on the inclusion of adults in the education processes and ensuring their continuity were sought.

Table 7. Sub-themes and categories of including adults in education processes

Sub-theme (f)	Category
Course Processing (2)	Goal
	Prepare a plan
	Research
	Application
Adult expectations (5)	Trainings benefit
	Keeping the mind open
	Knowing your place in life
	Be satisfied with the environment
	Involvement in the educational process

	The trainer does his job meticulously and lovingly
Educational approaches (8)	Flexibility
	Doing work to increase motivation
	Awareness of training needs
	Driving achievements
	Ensuring the enjoyment of education
	Be understanding
	Be efficient
	Make enough course announcements and promotions
	Explaining courses in an effective and beautiful style
	Popularizing the environment and work
	Awareness of adult interest
	Redirect based on adult interest
	Explaining the benefits and benefits of the course

The opinions of two educators on how lessons should be conducted to involve adults in the education process and ensure their continuity are that education should be more practical than theoretical, adults should be informed about the education they want to receive and research should be conducted to create plans before starting the education, and finally, the success of the adult should be celebrated.

The expectations of five educators regarding the involvement of adults in the education process and ensuring their continuity are that the education they receive should benefit them, keep their minds open, have a place in their lives, be satisfied with the environment, be involved in the education process, and the educator should perform their job with meticulousness and enthusiasm.

The opinions of eight educators regarding their approaches to involving adults in the education process and ensuring their continuity are that they should be flexible, carry out activities that will increase motivation, be aware of the education needs, support their successes, ensure that they enjoy the education process, be understanding and efficient, make sufficient course announcements and promotions, effectively and beautifully present the courses, make the environment and the job enjoyable, be aware of the adult's interests and direct them accordingly, and describe the benefits and advantages of the course.

Factors That Keep Adults Away from the Course Environment

In the seventh sub-problem of the research, "What happens that removes an adult from the course environment?", the opinions of the educators on the factors that keep adults away from the course environment were sought.

Table 8. Sub-themes and categories of factors that keep adults away from the course environment

Sub-theme (f)	Category
Causes caused by the course environment (10)	Problems in the environment
	Bad environment
	The atmosphere is tense
	Argument
	Quarrel
	Oppression
	Mayhem
	Disturbing, disturbing behavior
	Failure to follow the rules
	Lack of unity and solidarity
	Lack of respect and tolerance in the environment
	The environment is not tidy and clean
Individual causes of adults (9)	Failure to get the expected efficiency from the training
	Failure to see the expected help from the trainer
	Familial causes
Causes caused by the course environment (10)	Personal reasons
	Economic reasons

	Lack of sense of belonging
	Intensive course schedule
	Difficulties in the supply of materials and other needs
	Dissatisfaction with training
	The adult feels inadequate
	Distance to the course location and transportation problems
Reasons arising from their educational attitudes and behaviors (8)	Biasing
	Inability to convey information and communicate
	Having a negative attitude and tone
	Wrong address
	Scolding, offensive speech
	Discrimination
	Not using clear language
	Poor view of adult skill acquisition
	Inability to descend to the level of the adult
	Adults finding the trainer inadequate
	Not respecting the opinions of the adult
	Not exchanging ideas with an adult
	Failure to allocate sufficient time to the adult and failure to remove the expected product

The views of ten educators on factors that distance adults from the course environment include problems in the course environment, such as negativity, bad atmosphere, arguments, unrest, pressure, chaos, etc., non-compliance with rules, lack of unity among adults, disruptive behavior by adults towards the educator and others in the classroom, tense and unclean environment, and a lack of respect and tolerance.

Nine of the educators believe that individual reasons are the factors that distance adults from the course environment, such as not obtaining the expected efficiency from the education, not receiving the expected help from the educator, personal, family, and economic reasons, inability to feel a sense of belonging, experiencing difficulties in obtaining materials and other needs, not being satisfied with the education, density in the course program, the adult feeling inadequate in the course, distance and transportation problems to the course location.

Eight of the educators believe that the attitude and behavior of the educator is a factor that distances adults from the course environment, such as being biased, inadequate in transferring knowledge and communication, having a negative attitude and tone towards adults, not knowing how to address them, speaking in a scolding and offensive manner, discrimination among adults, not using understandable language in teaching, not lowering to the level of the adult, considering the adult to have weak skills, the adult finding the educator inadequate, not exchanging ideas, not giving enough time to the adult, not meeting the adult's expectations, and not respecting the adult's ideas.

Types of Courses to Increase Motivation of Adults According to Educational Needs
The eighth sub-problem of the research, "What can be the types of courses that will increase the motivation of the Adults in Lifelong Learning Programs according to their educational needs?", was asked to get the opinions of the educators about the types of courses that will increase the motivation of the adults according to their educational needs.

Table 9. Sub-themes and categories, of course, types that will increase the motivation of adults

Sub-theme (f)	Category
Courses for development purposes (8)	Courses to improve knowledge and hand skills
	Personal development courses
	Courses that will make them feel valued
	Courses tailored to individual needs
	Sports courses
Hobby courses (11)	Cross-stitch, ready-to-wear, wood carving, needlework, rug weaving, etc. courses

	Courses in social areas
	Courses for art activities
	Hobby courses
	Courses that will be group therapy
	Excursion and entertainment courses
Development courses (5)	Vocational courses
	Financially profitable courses
	Types of courses suitable for the nature of the localities
	Courses according to the needs of the community
	Courses for farmers
	Cooking classes

The opinions of eight trainers on development-oriented courses that will increase the motivation of adults according to their educational needs are courses that will make them feel valuable, courses that will develop their knowledge and skills, personal development courses, courses tailored to individual needs, and sports courses.

The opinions of eleven trainers on hobby courses that will increase the motivation of adults according to their educational needs are courses that will involve group therapy, travel, and entertainment, hobby courses such as embroidery, ready-to-wear clothing, wood carving, needlework, rug weaving, and social courses and courses related to art activities.

The opinions of five trainers on development-oriented courses that will increase the motivation of adults according to their educational needs are courses that are tailored to the needs of society, vocational training courses, courses for farmers, cooking courses, courses that will provide financial gain, and courses that are suitable for the nature of the regions.

The Purpose of Adults' Participation in the Adult Education Process
In the ninth sub-problem of the research, "What is the purpose of adults' participation in the adult education process?", it was desired to get the opinions of educators and adults about the purpose of participation in the adult education process.

Table 10. Sub-themes and categories related to the purpose of adults' participation

Sub-theme (f)	Category
Developmental goals (13)	Develop knowledge and hand skills
	Learning new things
	Correct known wrongs
	Improve themselves
	Socialize
	Succeed and feel confident
	To have a certificate of participation
	To make production in accordance with the desired
	If it is an individual who has been excluded from or is in the process of formal education, to complete his/her education
	To be efficient to yourself and society
	Learn art
	Moving away from some problems
Time-bound purposes (9)	Taking advantage of leisure time
	Spending quality time
Aims tied to the economy (10)	Getting a profession
	Opening a business
	Finding a job
	To contribute to the family economy and to turn what is learned into profit

The opinions of thirteen educators regarding the goals of adults' participation in adult education range from developmental purposes such as improving knowledge and skills, learning new things, correcting misconceptions, developing oneself, socializing, achieving and gaining self-

confidence, obtaining a certificate of participation, producing in accordance with the requirements, completing education for individuals who are either within or outside of formal education, learning art, and getting away from certain problems.

Nine of the educators believe that the time-related goals of adults' participation in adult education are to make use of leisure time and to spend quality time.

Ten of the educators believe that the economy-related goals of adults' participation in adult education are to acquire a profession, start a business, find a job, contribute to the family economy, and turn what they have learned into financial gain.

Factors to Provide Intrinsic Motivation in Adult Education

In the tenth sub-problem of the research, "What are the factors that will provide intrinsic motivation in adult education?", it was desired to get the opinions of educators about the factors that will provide intrinsic motivation in adult education.

Table 11. Sub-themes and categories related to intrinsic motivation in adult education

Sub-theme (f)	Category
Intrinsic motivation in the context of the educational process (7)	Year-end exhibitions
	Not to break the bond from the course and to commemorate it with satisfaction
	Not seeing the training process as wasted time
	Quality time
	Enjoying the educational environment
	The idea that a good trainer will get a good education
	Ensuring that the right course is attended
	The expectation of personal benefit
	Enjoying the work done
Intrinsic motivation in a psychological context (6)	Success and recognition for their hard work
	Feeling that you will be supported at the point where you cannot succeed
	Being encouraged to succeed
	Avoiding the negative effects of the environment in which they are not supported and turning to an environment that will encourage them
	Desire to be happy
	The trainer values his work
	Enjoying and satisfying the work done
	Increased self-confidence
	The need for love and respect
	The need to feel valued
Intrinsic motivation in the context of development (3)	The idea of receiving financial rewards for their labor
	Thinking that the training received will bring profit
	The idea of being able to find a job
Intrinsic motivation in the context of acquiring a profession (3)	Talents are identified and directed to the best profession
	Becoming a guide in career choices
	Introducing a profession
	Solving problems in the acquisition of a profession
Intrinsic motivation in the context of goals (1)	Trainers doing field work and introducing courses

The opinions of seven educators regarding factors that will provide intrinsic motivation in adult education and their views on the education process are as follows: the products exhibited at the end-of-year exhibitions arousing admiration in adults and leading to their decision to attend the course for the next academic year, the adult not disconnecting from the course and remembering it with satisfaction, the education process not being seen as wasted time but rather as valuable time spent, the enjoyable educational environment, the expectation that a good educator will provide good education, the adult being sure that they have attended the right course, the expectation of personal benefit, and enjoying the work done.

Six educators' views on factors that will provide intrinsic motivation in adult education related to adult psychology are as follows: feeling appreciated and achieving a sense of

accomplishment for their efforts, feeling that they will receive support when they cannot succeed, being encouraged to succeed, avoiding the negative effects of an unsupportive environment and moving towards a supportive one, feeling happy, valuing the educator's job, enjoying and satisfying their work, increasing educators' self-confidence towards adults through behavior that will help to feel loved and respected, and feeling the need to be valuable.

Three educators' views on factors that will provide intrinsic motivation in adult education related to adult developmental needs are as follows: the idea of receiving payment for their efforts, thinking that the education they receive will bring financial gain and the possibility of finding a job.

Three educators' views on factors that will provide intrinsic motivation in adult education related to the need for adults to acquire a profession are as follows: directing them to the best profession by identifying their talents, guiding them in their career choices, providing career introductions, and solving problems related to profession acquisition.

The opinion of one educator regarding the factors that will provide intrinsic motivation in adult education related to course promotions is that educators should conduct fieldwork and promote courses by making choices based on adults' skills.

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this part of the research, the conclusions reached as a result of the data collected in the research and the suggestions developed in line with these results are included.

Conclusion

In the research, sub-problems were created regarding the impact of effective classroom management on adults, and the causes of the problem were attempted to be determined through interview forms directed to the sample group consisting of 15 educators working at the Borçka adult education center. The data obtained from the educators were interpreted by content analysis and descriptive analysis methods and tabulated in the form of themes, sub-themes, and categories.

According to the obtained data, in terms of providing effective classroom management, which is one of the sub-problems of the research, the majority of the group emphasized the importance of teaching, and that educators should have the necessary equipment in terms of planning, program, and material preparations, take individual differences into account, inform the adult about the goal, and conduct their lessons by considering principles such as proximity to life and positive communication with the adult during this process. It was emphasized that approach styles that will avoid humiliating attitudes and behaviors should be applied to increase participation levels, that discipline and rules should be prepared together with adults, and openness to development and innovation, being at least an associate or undergraduate, being aware of their shortcomings, taking careful and appropriate decisions, and enjoying their work were emphasized.

Regarding the results of effective classroom management, a significant part of the group mentioned the positive impact of effective classroom management on the education process, and that it facilitates achieving goals, improves the efficiency and quality of education, and makes it easier to gain a profession and success. Moreover, it was emphasized that effective classroom management provides a disciplined, successful, peaceful, friendly, and rule-based productive classroom environment, and it was mentioned that the educator should develop himself/herself, organize activities, and contribute to the vocational development of the trainees for effective classroom management.

Regarding the problems that may arise in an unmanaged class, the majority of the group emphasized the problems that arise in trainee attitudes. These are inconsistencies in the expectations of adults, negative thoughts, incompatibilities between them, lack of communication, and arguments, and all these negativities lead to the disappearance of classroom peace, a decrease in motivation, disrespectful behaviors, and problems such as the trainee leaving the class. However, emphasis was placed on the problems that may arise regarding order in an unmanaged class, and they were seen as the consequences of fighting, arguing, indiscipline, and rulelessness. While a significant part of the educators expressed their opinions about the problems that may arise

regarding time, problems that may be experienced in lesson environments were stated, such as a decrease in productivity, failure to achieve the expected performance, inadequacy in teaching knowledge, and chaos.

The sub-problem of providing motivation, which affects the voluntary and self-sacrificing participation of adults in education, focuses on the approaches adopted by the majority of the educator group. These are approaches where the goals of adults are clearly defined, individual differences are taken into account without pressure and unnecessary control, learning is carried out slowly but firmly, communication is clear and clear, attention is paid to style, education is integrated with life, classroom participation is actively provided, motivation and rewarding are provided. It is an approach that is permanent and that adults are made to believe that they can succeed, within the framework of love and respect.

In adult education, which is another sub-problem, the group of educators consists of a group of teachers in a language that adults can understand, fluent, clear, positive, constructive, selective, motivating, neat, self-confidence, educative, fair, tolerant, sincere, listening, encouraging to ask questions, patient and calm, avoiding imperative sentences, using the language of self, showing empathy and analytical approaches.

The sub-problem of including adults in the education processes and ensuring their continuity is the approaches that are flexible, increase motivation of the educator group, are aware of their educational needs, support success, explain the courses in an understanding and efficient, effective and beautiful style, make the environment and work loveable, and guide them accordingly by being aware of the adult's interest. requires display. In addition, taking into account the expectations of adults, the trainings should benefit them, keep their minds open, be aware of their place in their lives, be satisfied with the environment, and be included in the education process. For this purpose, it is important that the trainings are applied rather than theoretical, researches about the trainings adults want to take and starting the trainings by making plans.

According to the sub-problems about what could be the factors that keep adults away from the course environment, while most of the trainer group focused on the problems in the course environment, they said that the negative atmosphere in the environment caused arguments, fights, unrest, pressure and turmoil; Others, referring to the individual reasons of the adults, stated that they could not get the efficiency they expected from the education, they could not get the expected help from the trainer, family, personal and economic reasons were revealed, and they had difficulties in obtaining materials and other needs, while a similar majority stated that their educational attitudes and behaviors were biased in alienating adults from the course environment. stated that the inadequacy in transferring information and communication, having a negative attitude and style towards adults, not using understandable language in lectures, not going down to the level of adults, not producing the product expected by the adult and not exchanging ideas with the trainer.

According to one of the sub-problems of the research, the types of courses that will increase the motivation of the adults according to their educational needs were determined. While the majority of the group preferred hobby-oriented courses where they would spend their time having fun, producing and learning, another majority advocated that developmental courses such as personal development courses should be expanded, where adults would feel valued, improve their knowledge and skills. In addition, it was stated that the types of courses that will provide financial gain for development purposes, meet the needs of the society and individuals and that have the characteristics of the region should be expanded.

Many people who talk about the purpose of adults to participate in the adult education process, develop their knowledge and skills to meet their developmental goals, learn new things, correct misinformation, learn art, improve themselves, get away from their problems, socialize, achieve success, gain self-confidence, have a certificate of participation. While they say that they participate for reasons such as being poor and completing their incomplete education, another group of people state that they participate for reasons related to the economy, such as getting a job, opening a business, finding a job, contributing to the family economy, and turning what they have learned into financial gain.

Many people who talk about the factors that provide intrinsic motivation in adult education focus on the education process and state that the feedback received in the environments where the products produced during the process are reflected positively on the next education process, the satisfied adults continue and they bring in new participants, the quality of the time is therefore the motivation. . Another group argues that the motivation factor is the reason why education is seen as an element of psychological treatment. In addition, a group of trainers argue that adults are motivated because of the potential for their education to translate into earnings and employment prospects.

According to the findings obtained from the 10 sub-problems of the research, the majority of the sample group of 15 people participated in the effective classroom management, the success, efficiency and effectiveness of the trainer in the course operation. The reflection of this situation in the education process is efficiency and success. The common problem that the majority of the sample group gathers in the problems that can be experienced in a classroom that is not well managed is the behavior patterns that disrupt the peace and order, which are reflected in the attitudes of adults. In the sub-problem, where the motivation of the adult will be restored, the subject that the entire group of educators unites is the form of communication in the educational approach within the framework of collecting, motivating, respect and love. In the trainer's style sub-problem, common ideas, constructive, fluent, educative, etc., on which most of the trainer group agree. It was determined that positive communication words should be used.

At the point of including adults in the trainings and ensuring their continuity, the issue that the majority of the group agrees with is the constructive, motivating, productive, educational and solution-oriented approaches that the trainer exhibits in the lessons. The sub-problem that will drive adults away from the course environment is that the classroom environment becomes an uncomfortable, unsettling and tense environment. Hobby courses, which will be a therapy for them and relieve their psychology, are recommended to include adults in the courses and increase their motivation. It has been determined that the purpose of adults' participation in the courses is to ensure their development. In the sub-problem about the factor that will provide intrinsic motivation, it was stated that the educational group agreed on the fact that the education process contributes to the adult and that the environment gives pleasure to the adult.

Discussion

In the research, it is emphasized how to make it useful and permanent with an effective classroom management in adult education. In addition to the subjects to be taught in the trainings, the main goal is to raise awareness in adult education by emphasizing the attitudes and behaviors of the trainers towards classroom management, the importance of the language and style to be used, the motivation in the classroom, and educational behaviors. Unlike other studies in the literature, this study focused on the classroom management styles of the trainers and the reflection of these management styles on the trainees and the classroom environment.

The main theme of the research is about the effect of effective classroom management on adults, and among the sub-themes created are the care and preparation processes of the educators for their lessons. The efficient and careful preparation of the education process ensures that an effective instructor is available in terms of classroom management. The trainer's views conclude that in an environment where individual differences are taken into account, adults who are also aware of the goals will participate more effectively in the lessons with a constructive and positive approach of the trainer. In this case, one of the most important factors for an effective classroom management is the trainer's equipment, approach and mastery of the lesson.

When effective classroom management is provided, it becomes easier to reach goals and the quality of education increases. However, for an effective classroom management, the teacher needs to determine the classroom rules with the active participation of adults. In this way, communication based on peace, order, calmness and respect in the classroom becomes easier and the success of a classroom with this atmosphere increases by itself. Studies (Sayılan et al., 2015; Dolanbay, 2014) indicate that trainers need knowledge of teaching, methods and techniques for adult education, and

most of them do not have pedagogical knowledge. This can cause problems with adults with different cognitive and affective structures. For this reason, it is emphasized that trainers should undergo pre-service and in-service training on adult education.

At this point, in an environment where the instructor cannot provide classroom management, while the problems grow like an avalanche, the role of the instructor disappears and an uneasy classroom environment arises. While the source of this situation is the inadequacy of the instructor in an effective classroom management, adults' attitudes, thoughts, incompatibility and miscommunication cause the problems to grow and the classroom atmosphere to be negatively affected. While the reasons stated in the research conducted by Çankaya (2019) were similar to many parts of the research I conducted, different reasons were found in some of them. These; the course is not economical, there is a distance between the course center and home and there is a transportation problem in this process, adults cannot get the expected efficiency from the course, the heat effect in the classroom environment, the course modules are short. At this point, the fact that the instructor does not approach the negativities in the classroom with a constructive management approach causes problems such as the disappearance of the peace in the classroom, the decrease in the motivation of the adults who are outside the event, the beginning of disrespect towards the instructor and the trainees leaving the classroom. However, it can be seen that the continuity of the lesson cannot be ensured in this environment of turmoil or until the order is restored, the production slows down and the expected performance decreases.

Adults participate in the trainings offered by the public education center voluntarily, willingly and motivated. Motivation is a power that ensures the voluntary acquisition and continuity of the desired behavior (Koçel, 2005). In a study conducted by Yanar (2011) it was observed that adults attend the courses in line with their wishes and that many of them like to attend the courses they run. In order to maintain this satisfaction, the approach and style of the instructor is important. Instructors should be aware of the training needs of adults, convey the topics in a supportive, understanding and effective style, make them like the environment and the job, take into account the expectations of adults, make sure that the trainings are beneficial and ensure their satisfaction. In addition, the adult's ability to reconcile what they have learned during the course with their life will increase their motivation towards education and enable them to participate effectively. The fact that the courses are practical rather than theoretical should also be researched and planned.

At this point, when the opinions about the types of courses that will increase the motivation of adults are examined, the courses that adults can attend by getting rid of many problems; It has been stated that there should be courses for hobby purposes, development courses where they can improve their knowledge and skills, as well as courses where they can provide financial gain for the needs of society and individuals. According to the research conducted by Dığrak (2015), it was determined that the mental health status of adults who participated in vocational and hobby trainings was better. In addition, the data obtained from the trainers in the study carried out confirms this situation. Therefore, it was thought that sufficient dissemination should be ensured in terms of the announcement and dissemination of such courses to be conducted by HEMs, and it is thought that courses that will appeal to all segments of the society should be opened.

Why do adults attend courses? The common theme that educators agree on is that adults increase their knowledge and skills, learn new things and correct well-known mistakes. Studies such as Şahoğlu (2010) and Yancar (2014) revealed that "learning new information" is one of the most important reasons for attending courses in Public Education Centers. However, it is also expected that adults will improve themselves, get away from their problems, socialize, achieve success and gain self-confidence, have a certificate of participation, complete their missing education, acquire a profession, contribute to the family economy, and want to turn what they have learned into financial gain through the courses. In a study conducted by Özengi (2017), similar questions asked to adults showed that the purpose of attending the courses was to acquire knowledge and skills, to get a job with certificates or to open a workplace. These results confirm the impressions of the trainers on the expectations of adults and reveal how effective Public Education Centers are in the lives of adults.

Intrinsic motivation is a form of motivation that arises from the individual's own inner impulses. It can occur in situations such as interest, curiosity, knowing, understanding, need, and competence (Temel, 2003). Regarding the factors that will provide intrinsic motivation in adult education, the education process has been emphasized and attention has been drawn to the positive effects of the feedback received in the environments where the products produced during the education are displayed on the next education process. In this context, the fact that adults who are satisfied with the process maintain their continuity, and an adult who has not yet attended the course, who arouses interest and curiosity with the effect of the exhibitions among the year-end activities organized by HEMs, can be given as an example. At the same time, the contribution of public education center courses to psychological treatment has been a factor in the participation of many adults. In a similar study, Tırınoğlu (2006) found the reasons for adults to attend the courses the most; to feel better physically and mentally, to spend time productively, to get away from stress and boredom. Another factor that provides internal motivation in adults is the economic contribution of the courses.

The orientation of the adults participating in the courses to the courses with financial returns stems from their needs. For this reason, there is a need for market areas where the sales of the products produced as a result of the training given in the courses will be provided. In order to achieve all these goals, the effective classroom management practices of the trainers during the training activities should be aimed at ensuring and increasing the attendance of adults to the courses. For this purpose, educators must have sufficient equipment, vision and an entrepreneurial spirit in order to manage classroom environments in accordance with their purpose.

Regarding the limitations encountered in the research process;

In the answers given to the research questions that will shed light on the study, it was thought that a few trainers from the sample group, whose attitudes were known during the lesson, were not sufficiently transparent and realistic, and that they only reflected a desired model in their answers to the questions. In such false answers, after a long time, if the participant agreed, a second interview was requested and this time, if appropriate, it was requested to be face-to-face. It was expected that the previous answer would be forgotten by keeping the time long and the participant would respond more sincerely in the interview, which would include facial expressions.

Regarding the research questions, it can be seen that some educators are weak in perceiving the questions and there are deviations in the answers, so the answer given by the educator to that question cannot be recorded as a finding. Questions for which such answers could not be obtained correctly were asked verbally again with a detailed explanation and, if the relevant participant found it appropriate, face-to-face interview, and an answer was requested from him.

When determining the sample group for the research, the educators with the most seniority years or the highest education level should be included in the sample group, taking into account the seniority and education level of the relevant educators. Thus, it is expected that the answers given to the questions can be prevented from being repeated and that quality answers can be given.

In the study, a sample was selected from all educators working in general and vocational courses organized by HEM. At this point, groups will be determined separately according to the content of the course programs, and each course program trainer will be compared with a different course program trainer, so that detailed data on the effective classroom management differences applied by each program trainer in their classroom will be obtained.

Recommendations

In the study carried out, the opinions of 15 educators working in Borcka Public Education Center on effective classroom management were taken and suggestions were made to guide the educators according to the data obtained. Suggestions for effective classroom management and its success are as follows;

1. Trainers should be open to development, change and innovation, thinking that the trainings they attend can be productive for the trainees in order to increase their own development. They should also do their job with passion.

2. The instructor must complete the plans, programs and materials for the lessons and be adequately equipped. At the same time, they should approach adults with a positive approach, lead them to love their work and environment, observe their individual differences, increase their interest and motivation, and be a role model.

3. In order to increase the motivation of adults, the trainer should motivate and motivate by giving information about the place of the education they will receive in their lives and explaining their goals.

4. The trainer should exhibit a qualified approach towards adults that is fair, tolerant, sincere, listening, encouraging to ask questions, patient and calm, avoiding imperative sentences, using I language, approaching with empathy, correcting mistakes and supporting the truth and increasing self-confidence.

5. Communication should be clear and clear, education should be integrated with life, classroom participation should be ensured actively, these behaviors should be reinforced when desired gains are achieved, adults should be approached within the framework of love and respect.

6. Adult education should be organized as practical rather than theoretical and continuity should be ensured.

7. Classroom rules should be determined together with the trainees and a peaceful environment should be created by ensuring that these rules are followed.

8. Courses to be opened in public education centers should be both for hobby purposes and courses that will facilitate personal development and gaining a profession.

9. Adults should develop themselves and produce products thanks to the training they receive, and they should see this process as an opportunity to spend quality time.

10. Educators should have the necessary equipment for effective classroom management.

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