



## ANALYSIS OF PRIMARY SCHOOL TEACHERS' COMPETENCIES AND CONCERNS ABOUT CLASSROOM MANAGEMENT BY SOME VARIABLES

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### Abstract

This empirical study focuses on the examination of concerns and competencies related to classroom management among primary school teachers. The data were collected during the 2022-2023 academic year from a sample comprised of primary school teachers in Demirci-Türkiye. The study employed two distinct scales, denoted as the "Classroom Management Concerns Scale" and the "Classroom Management Competency Scale" to measure their classroom management concerns and competencies. Notably, the study encompassed the entire target population without the utilization of sampling techniques. Regarding the specific sub-problems addressed in this study, no statistically significant differences were observed concerning the gender of the participants. However, significant differences in professional seniority were found, particularly in the dimensions of relationship management, instructional management, and time management, as well as in the overall scores of classroom management competencies. Furthermore, significant differences were detected in relationship management in relation to the graduates' academic fields. In addition, the participants' respective grade levels of teaching demonstrated significant differences in the realm of relationship management. In the final sub-problem analysis, a negative and weak correlation was found between the dimension of communication concerns and behavior management. To conclude, the findings derived from this comprehensive investigation were subjected to meticulous interpretation, and a series of pragmatic recommendations were proposed for both the academic field and practical application.

**Keywords:** Primary school teachers, classroom management concerns, classroom management competencies.

### INTRODUCTION

Today, the teaching profession is defined as a field of endeavour related to education that has social, cultural, economic, scientific and technological dimensions and requires specialized knowledge and several professional competencies (Şişman & Acat, 2003). Primary school teaching, unlike other teaching, plays a vital role in guiding students at the beginning of their educational life, providing basic skills and contributing to their development (Aksoy, 2022). Apart from these roles, teachers have important responsibilities and competencies such as making the classroom suitable for teaching, facilitating learning in the classroom, selecting and using methods and teaching materials appropriate to the structure of the subject and they are also responsible for the readiness of the students, education of the educated manpower that is necessary to ensure development, implementation of the educational policies of the state, and revealing the potential of the individual (Ünsal, 2021). These competencies are important for primary school teachers to provide an effective learning environment and support students to learn successfully.



Developing classroom management skills is a critical factor in ensuring the efficient functioning of the classroom environment as well as contributing to the academic and social development of students (Darling-Hammond & Cook-Harvey, 2018). The main purpose of classroom management for primary school teachers is to make learning in the classroom environment more positive and to make this process free from boredom (Gezen, 2021). In other words, classroom management is the process of making students' learning enjoyable, creating a warm learning climate in the classroom, and creating an environment where students feel free while doing these (Turan, 2020).

Primary school teachers' classroom management competencies and instructional skills can greatly affect students' learning experiences (Emmer & Stough, 2001; Evertson & Weinstein, 2006). Teachers who have good classroom management skills can maintain discipline in the classroom, gather students' attention and create an effective learning environment. However, teachers with high classroom management concerns may have difficulty in maintaining order in the classroom, may have difficulty in dealing with students' behavioural problems and may not be able to create an effective learning environment (Çelik, 2019; Doğan et al., 2014; Korkut, 2009; Paliç & Keleş, 2011; Sevc, 2017).

### **Classroom Management Concerns**

Classroom management anxiety can be defined as the feeling that teachers feel about managing the difficulties they face in the classroom environment. These concerns arise from the difficulties that teachers experience such as student behaviour, discipline, motivation, student participation, and classroom order (Gezen, 2021; Özkul, 2021; Önder & Önder, 2018).

One of the primary classroom management concerns of teachers is maintaining discipline in the classroom (Öztürk & Gangal, 2016; Çiftçili, 2009). Behavioural problems, conflicts between students or maintaining classroom order can be challenging. Teachers may be concerned about developing effective strategies to manage negative behaviours, enforce rules, and increase student motivation (McGarr, 2021). Teachers may have concerns about keeping students actively engaged and motivated in the classroom (Taşgin & Tunç, 2018). It may be difficult to engage some students or encourage classroom interaction. In this case, teachers can try to make lessons more interactive and interesting by using different teaching methods (Beers & Bowden, 2005).

Teachers may be concerned about meeting the individual needs of each student in the classroom (Can, 2004). Students may have different learning styles, speeds and difficulties. They should make an effort to recognize students, understand their needs and use differentiated instructional strategies (Huang, 2020; Suswandari et al., 2020).

Teachers may be concerned about communicating effectively with students, parents and other teachers. Effective communication requires teachers to convey their messages clearly and concisely and to understand and cooperate with students and parents. It is important to make efforts to improve communication skills and create positive communication environments (Nacar & Tümkaya, 2011; Yıldız et al., 2022; Redfield, 2022).

Primary school teachers may be concerned about time management as they have to fulfil many different tasks in the classroom. It can be difficult to balance many tasks such as lesson planning, organizing assignments, assessment and feedback processes. Teachers should manage and prioritize their workload by using effective time management strategies (Gözel & Halat, 2010; Boyraz & Kocabaş, 2018; Vatansever & Fırat, 2019).

### **Classroom Management Competency**

Primary school teachers' classroom management competencies include skills such as ensuring that students learn in an orderly environment in the classroom, managing discipline, communicating effectively and encouraging students' participation (Igwe & Amirize, 2023). In this direction, one of the competencies to be followed in the classroom is rules and routines. Primary school teachers should set clear and consistent rules in the classroom and communicate these rules clearly to students.



They should also ensure that students understand the expectations by creating daily routines. The teacher should monitor compliance with rules and routines and take disciplinary measures when necessary (Franklin & Harrington 2019). In addition, another competency in classroom management should be related to communication skills. Primary school teachers should establish a safe, supportive and positive relationship with students. They should communicate effectively with students using communication skills such as empathy, understanding, openness and effective listening. It is important to understand the emotional needs of students and provide them with appropriate support (McDonnough & Matkins 2010).

Classroom management competencies of primary school teachers include classroom organization and time management (Zou, 2020). They should have planning, organizing and time management skills to ensure classroom order. They should ensure that students focus on activities by making physical arrangements in the classroom. They should also follow lesson plans, use time effectively, and meet curriculum requirements (Aksela & Haatainen, 2019). Primary school teachers should use a variety of teaching strategies to manage students with different learning styles and levels. They should provide different materials, assignments and assessment methods following students' needs and interests (Gipps et al., 2015; Sydorenko et al., 2023).

Another classroom management competency is teachers' problem-solving skills. A qualified primary school teacher should develop problem-solving skills to solve potential problems in the classroom quickly and effectively (Şanlı, 2019; Serin, 2010). They should manage conflicts among students, deal with behavioral problems and use appropriate classroom management strategies in the classroom (Ari et al., 2016; Heydenberk & Heydenberk, 2007). In addition, in the context of effective classroom management competencies of primary school teachers, they should use various strategies to encourage students' active participation in the lesson. They should create opportunities for students to share their ideas, participate in group work, and participate in interactive activities in the classroom (Şenyiğit & Serin, 2022; Vincent, et al., 2009). This study aims to present empirical data to support this theoretically determined relationship in the literature. Thus, it is thought that, in future studies, the effects of research aimed at increasing teachers' classroom management competencies on classroom management concerns can be seen in a healthier way.

### **Problem Statement**

"What is the relationship between classroom management concerns of primary school teachers and their competencies in terms of some variables?"

Within the scope of the problem statement, the examination of some variables according to classroom management concerns and competencies of primary school teachers was tried to be identified with the subproblem statements below.

### **Sub-Problem Statements**

1. To what extent do primary school teachers exhibit classroom management concerns and competencies?
2. Do statistically significant disparities exist in the classroom management concerns and competencies of primary school teachers based on their genders?
3. Is there a statistically significant difference in the classroom management concerns and competencies of primary school teachers based on their professional seniorities?
4. Are there statistically significant variations in the classroom management concerns and competencies of primary school teachers based on their fields of graduation?
5. Is there a statistically significant difference in the classroom management concerns and competencies of primary school teachers based on their teaching grade levels?
6. To what extent is there a correlation between the classroom management concerns and competencies of primary school teachers?



## METHOD

In this section, sub-problems, model of the study, population and sample, data collection tools of the study, data collection process and data analysis of the study are explained.

### Model of the Study

This study benefits from the quantitative research method by using a general survey model. When the subject of the study is conducted over the whole population or the sample, a general survey model is used (Karasar, 2012; Şimşek, 2012). Quantitative research is empirical research in which observations and measurements are repeated in order to measure material facts and to reveal the cause-and-effect relationship between variables based on trials, observations and experiments (Yıldız, 2019). The general survey model is a research approach that aims to describe the past or present situation as it is. The event, individual or object that is the subject of the research is tried to be defined in its own conditions (Kuzu, 2013; Yurdakul, 2013).

### Population and Sample of the Study

The study was about classroom management concerns and competencies of primary school teachers. With respect to this, the study was carried out with the primary school teachers working in the Demirci District of Manisa Province. The population of the study is primary school teachers working in Demirci District in the 2022 – 2023 Education Year. In this period, there have been 129 primary school teachers working in Demirci District. The whole population was reached without benefitting from any sampling method. The frequencies of the participants of the study have been given in Table 1 by their professional seniorities and genders.

**Table 1.** Participants of the study.

Professional Seniority / Gender	Female (f)	Male (f)	Total (f)
0 – 5 Years	19	5	24
6 – 10 Years	7	7	14
11 – 15 Years	22	9	31
16 – 20 Years	16	11	27
21 Years and above	22	11	33
Total (f)	86	43	129

### Data Collection Tools of the Study

In this study “*Classroom Management Concerns Scale*” (Özkul & Dönmez, 2019) and “*Classroom Management Competency Scale*” (Elçiçek, Kinay, & Oral, 2015) have been used for collecting data.

*Classroom Management Concerns Scale* has been developed for the purpose of determining the classroom management concerns of teachers. With the help of a literature review, 47 items have been formed and the items have been revised by 4 teaching staff from Malatya İnönü University, Faculty of Education. According to the received expert opinions 8 items have been eliminated and the rest of the 39 items have been formed in 5-point Likert’s Type Format with the content validity. The pre-form has been filled in by 400 teacher candidates from Malatya İnönü University, Faculty of Education last year students in the 2018 – 2019 academic year. Incompletely or incorrectly filled 37 forms have been eliminated and the rest of 367 forms have been used for the analyses (190 forms for exploratory factor analysis – EFA, 173 forms for confirmatory factor analysis – CFA).

Kaiser – Meyer – Olkin (KMO) and Bartlett tests were used to test the suitability of the data obtained from teacher candidates for factor analysis. After this stage, within the scope of validity studies, exploratory factor analysis (EFA) and confirmatory factor analysis (CFA), total item correlations, and lower-upper (27%) group mean difference were calculated. Promax, one of the oblique rotation methods, was preferred for exploratory factor analysis. In order to determine the reliability of the scale, Cronbach Alpha internal consistency coefficient and test-retest correlations were calculated. Various computer programs (SPSS and AMOS) were used while conducting the reliability and validity studies of the scale.



Examining the construct validity of a scale is important in terms of analyzing the relationships between scale items and covering the area that the items are related to. With Kaiser – Meyer – Olkin sample adequacy test (KMO = .95) and Bartlett's Test of Sphericity (Bartlett's Test of Sphericity= 5437.499,  $df=276$ ,  $p = .000$ ) findings, the data has been found suitable for EFA.

During exploratory factor analysis, ProMax rotation has been used and three dimensions have been yielded with twenty – three items. Factor loadings of the items were observed between “.449” and “.828”. A factor extracted explained 65.835% of the total variance. Then the three dimensions of the scale were examined if they were appropriate or not for the confirmatory factor analysis. The goodness of fit indexes (CMIN=449.78,  $df=221$ , RMSEA=.053, GFI=.91, AGFI=.88, CFI=.96, NFI=.93, IFI=.96, RMR=.044) presented that the construct validity of the scale was achieved. Cronbach Alpha coefficient of the scale has been obtained as “.960”. With 30 teacher candidates, three-week intervals test-retest scores (.827) were obtained and it was found reliable. The final version of the scale has been served for the usage in this structure with the dimension names as *time management concern* (4 items with possible with getting 4 minimum and 20 maximum points), *motivation concern* (8 items with possible with getting 8 minimum and 40 maximum points), *communication concern* (11 items with possible with getting 11 minimum and 55 maximum points).

The *Classroom Management Competency Scale* has been developed for the purpose of determining the classroom management competencies of the teachers. Two groups, which consisted of 763 teacher candidates from Dicle University, Faculty of Education, attended the study. With the first study group (450 teacher candidates who had completed class management successfully), a 56-item pool was prepared with their observations and views. While determining 56 items, 162 sentences from the first study group were selected and these selected sentences were put into 56 items according to the literature review. In accordance with the views of four experts, 5 items were eliminated, 3 items were changed and the study was carried out with 51 items in 5-point Likert's Type Format as provided in the content validity.

Construct validity of the scale was examined via SPSS 20 and Lisrel 8.54 package programs with the help of EFA and CFA. Kaiser – Meyer – Olkin sample adequacy test (KMO=.95) and Bartlett's Test of Sphericity ( $p<.05$ ,  $df=435$ ) showed that the data was suitable for EFA and CFA. As a result of EFA, a structure that explains 52% of the total variance and consists of 30 items in 5 dimensions was obtained. The first dimension was named as “*relationship management*” (9 items - 9 minimum and 45 maximum points), the second dimension as “*management of instruction*” (7 items - 7 minimum and 35 maximum points), the third dimension as “*behaviour management*” (6 items - 6 minimum and 30 maximum points), the fourth dimension as “*physical order management*” (5 items - 5 minimum and 25 maximum points) and the fifth dimension as “*time management*” (3 items - 3 minimum and 15 maximum points). With CFA, Goodness of fit indexes (MSEA=.047, SRMR=.057, GFI=.88, AGFI=.85, CFI=.97, IFI=.97, NFI=.93,  $\chi^2/df=1.67$ ) presented that the construct validity of the scale was achieved. Cronbach Alpha coefficient of the scale was obtained as “.870”. A reliability coefficient of .50 and above was obtained for the whole scale and its sub-dimensions, and it has been put into use as a valid and reliable measurement tool.

### **Data Collection Process and Analysis**

Classroom management is one of the important factors in sustaining an effective educational process, and teachers sometimes have concerns in classroom management. The researchers had an interest in how teachers' classroom management concerns affect their competencies while managing their classes. Accordingly, they decided to carry out a study and reached the data collection tools about classroom management concerns and classroom management competencies. After getting permission from the responsible authors of the scales, the researchers made an application to the MCBU Ethics Committee and the ethics permission procedure has been completed with the formal permission (MCBU Ethics Committee – 14.12.2022 – E – 050.01.04 – 447005).



The data was collected online via Google Forms. The data collection forms consisted of three sections labeled as personal information, classroom management concerns and classroom management competencies Teachers in the study group participated in the study voluntarily.

The SPSS 25 software was utilized to analyse the data collected from the participants and the significance level was accepted as .05. Firstly, the data was analyzed with normality tests. With the help of skewness and kurtosis values, the data has been regarded as normally distributed with its -1.5 and +1.5 values as Tabachnick and Fidell (2013) pointed out. Concerning this, the data, which presented a normal distribution, was analyzed through parametric tests. During the analysis, the descriptive statistics were examined via arithmetic mean, minimum, maximum and standard deviation values. According to the sub-problem statements, the significant differences in terms of their genders and graduation fields were analyzed through an independent sample t-test and the significant differences related to their professional seniorities and their grade levels of teaching were analyzed with one-way ANOVA. The direction of significant differences was found via arithmetical means in the independent sample t-test and with the Scheffe Post-Hoc Test in one-way ANOVA Analysis. The relationship between classroom management concerns and the competencies of primary school teachers was analyzed with the help of the Pearson Correlation Coefficient Interval.

## RESULTS

According to the problem statement, the sub-problems were analyzed and the results are given in this part.

### The First Sub – Problem

The first sub-problem is expressed as “To what extent do primary school teachers exhibit classroom management concerns and competencies?” and the results are given below.

**Table 2.** Classroom management concerns of primary school teachers.

Dimensions / Scale	n	Minimum	Maximum	Mean	Std.Dev.
Time management concern (4 items)	129	1.00	5.00	3.44	1.04
Motivation concern (8 items)	129	1.12	5.00	3.66	.99
Communication concern (11 items)	129	1.00	5.00	3.67	1.24
Classroom Management Concerns (23 items)	129	1.13	5.00	3.62	1.03

The arithmetic means of primary school teachers’ total “Classroom Management Concerns” score was found as 3.62 (mostly). The mean scores for the sub-dimensions were calculated as 3.44 (mostly) for “Time Management Concern”, 3.66 (mostly) for “Motivation Concern”, and 3.67 (mostly) for “Communication Concern”. The highest mean scores belonging to the whole scale were found as 3.99 (mostly) for the item “*It worries me when students don’t take the lesson seriously*”, 3.91 (mostly) for the item “*It worries me not being able to change students’ undesirable behaviour*”, and 3.87 (mostly) for the item “*It worries me not being able to motivate students who are reluctant to the lesson*”. The lowest mean scores belonging to the whole scale were found as 3.31 (mostly) for the item “*It worries me not being able to train different activities within the course period*”, 3.33 (mostly) for the item “*It worries me the thought that students will get bored while lecturing*”, and 3.36 (mostly) for the item “*It worries me not being able to complete my lessons within the scheduled time frame*”.

**Table 3.** Classroom management competencies of primary school teachers.

Dimensions / Scale	n	Minimum	Maximum	Mean	Std.Dev.
Relationship management competency (9 items)	129	3.00	5.00	4.24	.49
Management of instruction competency (7 items)	129	3.00	5.00	4.06	.47
Behaviour management competency (6 items)	129	1.66	5.00	3.71	.50
Physical order management competency (5 items)	129	2.20	5.00	4.09	.55
Time management competency (3 items)	129	3.00	5.00	4.12	.52
Classroom Management Competency (30 items)	129	3.03	5.00	4.05	.40



The arithmetic mean of primary school teachers' total "Classroom Management Competencies" scores was calculated as 4.05 (mostly). The mean scores for the sub-dimensions were found as 4.24 (always) for "Relationship Management Competency"; 4.06 (mostly) for "Management of Instruction Competency"; 3.71 (mostly) for "Behavior Management Competency"; 4.09 (mostly) for "Physical Order Management Competency" and 4.12 (mostly) for "Time Management Competency". The highest mean scores belonging to the whole scale were found as 4.49 (always) for the item "I act fairly in giving students a voice", 4.40 (always) for the item "I pay attention to the start and end times of the lesson" and 4.39 (always) for the item "I get the opinions of the students while determining the classroom rules". The lowest mean scores belonging to the whole scale were found as 3.05 (sometimes) for the item "I punish students who disrupt the classroom order", 3.19 (sometimes) for the item "I am more interested in students with good levels" and 3.87 (mostly) for the item "I prevent students from being distracted".

### The Second Sub-problem

The second sub-problem is expressed as "Do statistically significant disparities exist in the classroom management concerns and competencies of primary school teachers based on their genders?" and the results are given below.

**Table 4.** Independent samples *t*-test of classroom management concerns according to the genders of primary school teachers.

Dimensions / Scale	Genders	n	Mean	Std.Dev.	Independent samples <i>t</i> -test		
					t	df	p
Time management concern	Female	86	3.42	1.115	-.311	127	.756
	Male	43	3.48	.902			
Motivation concern	Female	86	3.61	1.031	-.807	127	.421
	Male	43	3.76	.912			
Communication concern	Female	86	3.58	1.294	-1.122	127	.264
	Male	43	3.84	1.123			
Classroom Management Concerns	Female	86	3.56	1.086	-.970	127	.334
	Male	43	3.75	.912			

\* $p < .005$

Classroom management concerns presented no significant differences according to the genders of primary school teachers both for the whole scale and its sub-dimensions. Results show that time management concerns ( $t_{[127]} = .756$ ;  $p > .05$ ), motivation concerns ( $t_{[127]} = .421$ ;  $p > .05$ ), communication concerns ( $t_{[127]} = .264$ ;  $p > .05$ ) and classroom management concerns ( $t_{[127]} = .334$ ;  $p > .05$ ) mean scores presented no meaningful differences according to the genders of primary school teachers.

**Table 5.** Independent sample *t*-test of classroom management competencies according to the genders of primary school teachers.

Dimensions / Scale	Genders	n	Mean	Std.Dev.	Independent samples <i>t</i> -test		
					t	df	p
Relationship management competency	Female	86	4.23	.493	-.280	127	.780
	Male	43	4.26	.498			
Management of instruction competency	Female	86	4.05	.483	-.337	127	.737
	Male	43	4.08	.457			
Behavior management competency	Female	86	3.71	.499	-.061	127	.952
	Male	43	3.72	.535			
Physical order management competency	Female	86	4.04	.571	-1.333	127	.185
	Male	43	4.18	.507			
Time management competency	Female	86	4.10	.539	-.391	127	.696
	Male	43	4.14	.510			
Classroom Management Competency	Female	86	4.04	.417	-.568	127	.571
	Male	43	4.08	.369			

\* $p < .005$

Classroom management competencies presented no significant differences according to the genders of primary school teachers both in the whole scale and in its sub-dimensions. Results also show that



relationship management competency ( $t_{[127]}=.780$ ;  $p>.05$ ), management of instruction competency ( $t_{[127]}=.737$ ;  $p>.05$ ), behaviour management competency ( $t_{[127]}=.952$ ;  $p>.05$ ), physical order management competency ( $t_{[127]}=.185$ ;  $p>.05$ ), time management competency ( $t_{[127]}=.696$ ;  $p>.05$ ) and classroom management competencies ( $t_{[127]}=.571$ ;  $p>.05$ ) had no significant differences in terms of genders of primary school teachers.

### The Third Sub-problem

The third sub-problem is expressed as “Is there a statistically significant difference in the classroom management concerns and competencies of primary school teachers based on their professional seniorities” and the results are given below.

**Table 6.** One-way ANOVA analysis of classroom management concerns according to the professional seniorities of primary school teachers.

Dimensions / Scale	Professional Seniorities	n	Mean	Std.Dev.	F	p
Time management concern	5 years and below	24	3.43	.850	.370	.829
	6-10 years	14	3.53	.758		
	11-15 years	31	3.60	.952		
	16-20 years	27	3.37	1.125		
	21 years and above	33	3.31	1.300		
Motivation concern	5 years and below	24	3.73	.736	.911	.460
	6-10 years	14	3.46	.846		
	11-15 years	31	3.88	1.003		
	16-20 years	27	3.68	1.096		
	21 years and above	33	3.45	1.106		
Communication concern	5 years and below	24	3.93	.850	1.479	.212
	6-10 years	14	3.50	1.215		
	11-15 years	31	3.86	1.119		
	16-20 years	27	3.78	1.270		
	21 years and above	33	3.26	1.509		
Classroom Management Concerns	5 years and below	24	3.78	.693	1.132	.345
	6-10 years	14	3.49	.885		
	11-15 years	31	3.82	.956		
	16-20 years	27	3.68	1.087		
	21 years and above	33	3.34	1.276		

\* $p<.005$

Classroom management concerns presented no significant differences according to the professional seniorities of primary school teachers both for the whole scale and its sub-dimensions. Results show that time management concerns ( $F=.370$ ,  $p>.05$ ), motivation concerns ( $F=.911$ ,  $p>.05$ ), communication concerns ( $F=1.479$ ,  $p>.05$ ) and classroom management concerns ( $F=1.132$ ,  $p>.05$ ) had no significant differences according to the professional seniorities of primary school teachers.

**Table 7.** One-way ANOVA analysis of classroom management competencies according to the professional seniorities of primary school teachers.

Dimensions / Scale	Professional Seniorities	n	Mean	Std.Dev.	F	p
Relationship management competency	5 years and below	24	3.96	.497	.4650	.002
	6-10 years	14	4.00	.442		
	11-15 years	31	4.31	.400		
	16-20 years	27	4.36	.428		
	21 years and above	33	4.40	.537		
Management of instruction competency	5 years and below	24	3.75	.508	.4367	.002
	6-10 years	14	3.91	.248		
	11-15 years	31	4.15	.417		
	16-20 years	27	4.18	.442		
	21 years and above	33	4.16	.502		





**Table 7** (Continued). One-way ANOVA analysis of classroom management competencies according to the professional seniorities of primary school teachers.

Dimensions / Scale	Professional Seniorities	n	Mean	Std.Dev.	F	p
Behavior management competency	(1) 5 years and below	24	3.57	.483	1.280	.282
	(2) 6-10 years	14	3.73	.373		
	(3) 11-15 years	31	3.69	.498		
	(4) 16-20 years	27	3.66	.546		
	(5) 21 years and above	33	3.86	.544		
Physical order management competency	(1) 5 years and below	24	3.83	.617	1.932	.109
	(2) 6-10 years	14	4.10	.569		
	(3) 11-15 years	31	4.09	.505		
	(4) 16-20 years	27	4.22	.377		
	(5) 21 years and above	33	4.17	.624		
Time management competency	(1) 5 years and below	24	3.79	.527	6.958	.000
	(2) 6-10 years	14	3.90	.331		
	(3) 11-15 years	31	4.04	.514		
	(4) 16-20 years	27	4.29	.541		
	(5) 21 years and above	33	4.38	.425		
Classroom Management Competency	(1) 5 years and below	24	3.79	.436	4.775	.001
	(2) 6-10 years	14	3.93	.282		
	(3) 11-15 years	31	4.09	.338		
	(4) 16-20 years	27	4.15	.330		
	(5) 21 years and above	33	4.19	.437		

\*p<.005

Classroom management competencies presented no significant differences according to the professional seniorities of primary school teachers in the behaviour management competency sub-dimension (F=1.280, p>.05) and physical order management competency sub-dimension (F=1.932, p>.05). Significant differences were found in the relationship management competency (F=4.650, p<.05), management of instruction competency (F=4.367, p<.05), and time management competency sub-dimensions (F=6.958, p<.05) in addition to the classroom management competency whole scale (F=4.775, p<.05).

**Table 8.** Scheffe test results of classroom management competencies according to the professional seniorities of primary school teachers.

Dimensions / Scale	Variance	Sum of Squares	df	Mean Square	F	p	Meaningful differences (Scheffe Test)
Relationship management competency	Between Groups	328.686	4	82.172	.4650	.002*	1 – 5
	Within Groups	2191.236	124	17.671			
	Total	2519.922	128				
Management of instruction competency	Between Groups	173.573	4	43.393	.4367	.002*	1 – 3 1 – 4 1 – 5
	Within Groups	1232.241	124	9.937			
	Total	1405.814	128				
Time management competency	Between Groups	59.001	4	14.750	6.958	.000*	1 – 4 1 – 5
	Within Groups	262.875	124	2.120			
	Total	321.876	128				
Classroom Management Competency	Between Groups	2474.849	4	618.712	4.775	.001*	1 – 4 1 – 5
	Within Groups	16065.910	124	129.564			
	Total	18540.760	128				

\*p<.005

As is seen in Table 8, according to the Scheffe test results, the meaningful difference was in favour of the 21 years and above professional seniority group (Mean=39.61) when compared to the 5 years and below professional seniority group (Mean=35.67) in the relationship management competency sub-dimension. In the management of instruction competency sub-dimension, the significant difference was in favour of the 21 years and above professional seniority group (Mean=29.12), the 16



and 20 years professional seniority group (Mean=29.30) and the 11 years and 15 years professional seniority group (Mean=29.10) when compared to the 5 years and below professional seniority group (Mean=26.29). In the time management competency sub-dimension, the significant difference was in favour of the 21 years and above professional seniority group (Mean=13.15), the 16 and 20 years professional seniority group (Mean=12.89) compared to the 5 years and below professional seniority group (Mean=11.38). Lastly, the significant difference was in favour of the 21 years and above professional seniority group (Mean=125.97) and the 16 and 20 years professional seniority group (Mean=124.56) in the classroom management competency whole scale when compared to 5 years and below professional seniority group (Mean=113.96).

### The Fourth Sub-Problem

The fourth sub-problem was expressed as “Are there statistically significant variations in the classroom management concerns and competencies of primary school teachers based on their fields of graduation?” and the results are given below.

**Table 9.** Independent sample t-test of classroom management concerns according to the graduation fields of primary school teachers.

Dimensions / Scale	Graduation Fields	n	Mean	Std.Dev.	Independent sample t-test		
					t	df	p
Time management concern	Primary school teaching field	113	3.41	1.070	-.875	127	.383
	Other fields	16	3.65	.850			
Motivation concern	Primary school teaching field	113	3.65	1.022	-.144	127	.886
	Other fields	16	3.69	.766			
Communication concern	Primary school teaching field	113	3.63	1.276	-.802	127	.424
	Other fields	16	3.90	.957			
Classroom Management Concerns	Primary school teaching field	113	3.60	1.060	-.663	127	.509
	Other fields	16	3.78	.812			

\*p<.005

Classroom management concerns did not present significant differences according to the graduation fields of primary school teachers both in the whole scale and in its sub-dimensions. Results show that time management concerns ( $t_{[127]}=.383$ ;  $p>.05$ ), motivation concerns ( $t_{[127]}=.886$ ;  $p>.05$ ), communication concerns ( $t_{[127]}=.424$ ;  $p>.05$ ) and classroom management concerns ( $t_{[127]}=.509$ ;  $p>.05$ ) did not have significant differences in terms of graduation fields of primary school teachers.

**Table 10.** Independent sample t-test of classroom management competencies according to the graduation fields of primary school teachers.

Dimensions / Scale	Graduation Fields	n	Mean	Std.Dev.	Independent sample t-test		
					t	df	p
Relationship management competency	Primary school teaching field	113	4.28	.494	2.103	127	.037*
	Other fields	16	4.00	.426			
Management of instruction competency	Primary school teaching field	113	4.84	.465	1.381	127	.170
	Other fields	16	3.91	.518			
Behavior management competency	Primary school teaching field	113	3.73	.519	1.299	127	.196
	Other fields	16	3.56	.416			
Physical order management competency	Primary school teaching field	113	4.09	.541	.054	127	.957
	Other fields	16	4.08	.648			
Time management competency	Primary school teaching field	113	4.12	.538	.307	127	.759
	Other fields	16	4.08	.463			
Classroom Management Competency	Primary school teaching field	113	4.08	.395	1.534	127	.127
	Other fields	16	3.91	.423			

\*p<.005



Classroom management competencies had no significant differences in terms of graduation fields of primary school teachers both in the whole scale and in its sub-dimensions except relationship management competency ( $t_{[127]}=.037$ ;  $p<.05$ ) which is in favour of primary school teaching field (Mean=38,52) than other graduation fields (Mean=36,06). Results show that management of instruction competency ( $t_{[127]}=.170$ ;  $p>.05$ ), behaviour management competency ( $t_{[127]}=.196$ ;  $p>.05$ ), physical order management competency ( $t_{[127]}=.957$ ;  $p>.05$ ), time management competency ( $t_{[127]}=.759$ ;  $p>.05$ ) and classroom management competencies ( $t_{[127]}=.127$ ;  $p>.05$ ) presented no significant differences in terms of graduation fields of primary school teachers.

### The Fifth Sub-Problem

The fifth sub-problem was expressed as “Is there a statistically significant difference in the classroom management concerns and competencies of primary school teachers based on their teaching grade levels?” and the results are given below.

**Table 11.** One-way ANOVA analysis of classroom management concerns according to the primary school teachers’ grade levels of teaching.

Dimensions / Scale	Grade Levels of Teaching	n	Mean	Std.Dev.	F	p
Time management concern	1st Grades	39	3.50	1.112	.492	.688
	2nd Grades	24	3.33	1.134		
	3rd Grades	29	3.59	1.035		
	4th Grades	37	3.32	.938		
Motivation concern	1st Grades	39	3.77	.960	1.056	.371
	2nd Grades	24	3.84	.956		
	3rd Grades	29	3.63	.945		
	4th Grades	37	3.44	1.076		
Communication concern	1st Grades	39	3.74	1.256	1.827	.146
	2nd Grades	24	3.98	1.138		
	3rd Grades	29	3.78	1.125		
	4th Grades	37	3.29	1.331		
Classroom Management Concerns	1st Grades	39	3.71	1.068	1.334	.266
	2nd Grades	24	3.82	.995		
	3rd Grades	29	3.70	.954		
	4th Grades	37	3.35	1.060		

\* $p<.005$

Classroom management concerns presented no significant differences according to the primary school teachers’ grade levels of teaching both in the whole scale and in its sub-dimensions. Results show that time management concerns ( $F=.492$ ,  $p>.05$ ), motivation concerns ( $F=1.056$ ,  $p>.05$ ), communication concerns ( $F=1.827$ ,  $p>.05$ ) and classroom management concerns ( $F=1.334$ ,  $p>.05$ ) had no significant differences in terms of primary school teachers’ grade levels of teaching.

**Table 12.** One-way ANOVA analysis of classroom management competencies according to the primary school teachers’ grade levels of teaching.

Dimensions / Scale	Grade Levels of Teaching	n	Mean	Std.Dev.	F	p
Relationship management competency	(1) 1st Grades	39	4.05	.483	3.171	.027*
	(2) 2nd Grades	24	4.31	.596		
	(3) 3rd Grades	29	4.40	.421		
	(4) 4th Grades	37	4.27	.436		
Management of instruction competency	(1) 1st Grades	39	3.93	.480	1.690	.173
	(2) 2nd Grades	24	4.17	.551		
	(3) 3rd Grades	29	4.14	.438		
	(4) 4th Grades	37	4.05	.422		
Behavior management competency	(1) 1st Grades	39	3.64	.497	1.430	.237
	(2) 2nd Grades	24	3.61	.478		
	(3) 3rd Grades	29	3.73	.435		
	(4) 4th Grades	37	3.84	.581		

**Table 12** (Continued). One-way ANOVA analysis of classroom management competencies according to the primary school teachers' grade levels of teaching.

Dimensions / Scale	Grade Levels of Teaching	n	Mean	Std.Dev.	F	p
Physical order management competency	(1) 1st Grades	39	3.95	.603	1.679	.175
	(2) 2nd Grades	24	4.27	.600		
	(3) 3rd Grades	29	4.11	.533		
	(4) 4th Grades	37	4.10	.456		
Time management competency	(1) 1st Grades	39	4.05	.521	.609	.611
	(2) 2nd Grades	24	4.19	.572		
	(3) 3rd Grades	29	4.19	.530		
	(4) 4th Grades	37	4.09	.513		
Classroom Management Competency	(1) 1st Grades	39	3.93	.428	2.060	.109
	(2) 2nd Grades	24	4.12	.473		
	(3) 3rd Grades	29	4.14	.331		
	(4) 4th Grades	37	4.09	.350		

\*p&lt;.005

Classroom management competencies presented no significant differences according to the primary school teachers' grade levels of teaching in the management of instruction competency sub-dimension ( $F=1.690$ ,  $p>.05$ ), in behaviour management competency sub-dimension ( $F=1.430$ ,  $p>.05$ ), in physical order management competency sub-dimension ( $F=1.679$ ,  $p>.05$ ), in time management competency sub-dimension ( $F=.609$ ,  $p>.05$ ) and classroom management competency whole scale ( $F=2.060$ ,  $p>.05$ ). According to the primary school teachers' grade levels of teaching, a significant difference was observed in relationship management competency sub-dimension ( $F=3.171$ ,  $p<.05$ ).

**Table 13.** Scheffe test results of classroom management competencies according to the primary school teachers' grade levels of teaching.

Dimensions / Scale	Variance	Sum of Squares	df	Mean Square	F	p	Meaningful differences (Scheffe Test)
Relationship management competency	Between Groups	178.201	3	59.400	3.171	.027*	1 – 3
	Within Groups	2341.721	125	18.734			
	Total	2519.922	128				

\*p&lt;.005

According to the Scheffe test results in the relationship management competency sub-dimension, the significant difference was in favour of primary school teachers' grade levels teaching at 3rd Grades (Mean=39.62) when compared to Grades (Mean=36.54).

### The Sixth Sub-Problem

The sixth sub-problem was expressed as "To what extent is there a correlation between the classroom management concerns and competencies of primary school teachers?" and the results are given below.

**Table 14.** Study group Pearson Correlation Coefficient Interval

Relations between Communication Concerns and Behavior Management Competency	n	r <sub>s</sub>	p
Communication concern – Behavior management competency	129	-.187	.034

As is seen in Table 14, a negative low relationship has been found ( $r_s = -.187$ ,  $p = .034$ ) between communication concerns and behaviour management competency of primary school teachers according to the Pearson Correlation Coefficient Interval.

## DISCUSSION, CONCLUSION, and RECOMMENDATIONS

This study aimed to determine how classroom management concerns have an effect on classroom management competencies within the scope of the problem statement "What is the relationship between classroom management concerns of primary school teachers and their competencies?". The



results related to the sub-problems analyzed respectively depending on the problem statement are discussed in this section.

Regarding the first sub-problem determined as "To what extent do primary school teachers exhibit classroom management concerns and competencies?", the averages of "Classroom Management Concerns" were found to be high. High averages were also obtained for "Time Management Concerns", "Motivation Concerns", and "Communication Concerns", which are the sub-dimensions of the same scale. The high level of classroom management concerns of primary school teachers can lead to many positive results (Kendirci, 2019; Kevser, 2022; Lazarides & Buchholz, 2019). Teachers may tend to manage their classes in an orderly and disciplined manner due to their classroom management concerns (Wolff et al., 2021; Weinstein et al., 2004). This allows students to have a better working environment and helps them focus on the learning process (Aküzüm & Nazlı, 2017; Hawken et al., 2007; Sadık & Aslan, 2015). Teachers with classroom management concerns tend to use various teaching strategies to transfer knowledge to students effectively (Hoy & Weinstein, 2013; Marzano et al., 2003; Süral, 2013). This enables a variety of methods to be used to attract students' attention, stimulate learning and increase their participation. Teachers with high classroom management concerns are better prepared to prevent and manage negative behaviours. Students have fewer discipline problems and a more positive atmosphere is provided in the classroom environment (Gaias et al., 2019; Reupert & Woodcock, 2010). Teachers with these qualities are more careful about student safety. Applying rules and maintaining order in the classroom is important to protect the safety of students (Curran, 2019; Keyik, 2014). In addition, primary school teachers' classroom management concerns can help them communicate better with students and parents. Interacting with students to recognise and solve problems in advance is important to support their academic and social development (Graham-Clay, 2005; Hatipoğlu & Kavas, 2016).

Likewise, the arithmetic mean scores of primary school teachers' "Classroom Management Competencies" and the sub-dimensions "Relationship Management Competency", "Instructional Management Competency", "Behaviour Management Competency", "Physical Order Management Competency" and "Time Management Competency" were found to be high. High classroom management competencies of primary school teachers can lead to many positive results. Teachers with high classroom management competencies are effective in keeping students' motivation and interest alive. By providing interesting and interactive lessons for students with, they ensure their active participation in the learning process. This makes students more willing, curious and motivated (Anwer, 2019; Bayrakçeken et al., 2021; Yılmaz et al., 2020). However, primary school teachers with high classroom management skills are successful in creating a positive classroom climate. They encourage positive relationships between students and provide an environment based on respect and tolerance. This environment makes students feel safe and supported (Barr, 2016; Wang, 2020; Yalçın, 2020). Primary school teachers with high classroom management competencies have the ability to manage and prevent behaviour problems effectively. They can resolve conflicts among students, redirect negative behaviours and encourage appropriate behaviours quickly in the classroom. This provides a more peaceful environment in the classroom (Doğan et al., 2014; Korkut & Babaoğlu, 2010).

The second sub-problem was determined as "Do statistically significant disparities exist in the classroom management concerns and competencies of primary school teachers based on their genders?" and the results were given. Classroom management concerns and competencies did not show a significant difference according to the gender of primary school teachers both in the whole scale and in its sub-dimensions. The study revealed that this result was interpreted in a different way. Oktan and Çağanağa (2015) examined the relationship between teachers' classroom management competencies and their gender. The findings showed that female teachers generally had higher classroom management concerns than male teachers. The reasons for this difference may include social expectations, teachers' role perception and teaching experiences. Ahmed et al. (2018), examined the effect of teachers' gender on classroom management strategies. The findings revealed



that female teachers generally set more rules and limitations, showed more empathy, and used more cooperation-oriented strategies. Male teachers, on the other hand, exhibited a more authoritarian approach. However, these generalizations may vary with individual differences and personal preferences of the teacher. In another study, Sarfo et al. (2015) supported the findings of our study. In this study, the effect of teachers' gender on classroom management effectiveness was analysed. The findings showed that gender did not have a direct effect on classroom management effectiveness. However, it was concluded that factors such as improving teachers' classroom management skills, training and experience can affect classroom management effectiveness more.

The third sub-problem of the study was determined as "Is there a statistically significant difference in the classroom management concerns and competencies of primary school teachers based on their professional seniorities?". While classroom management concerns did not present a significant difference in both the whole scale and its sub-dimensions according to the professional seniority of primary school teachers, significant differences were observed in classroom management competencies, relationship management competencies, teaching management competencies, time management competencies sub-dimensions and the whole scale according to the professional seniority of primary school teachers. These findings revealed that professional seniority had a positive effect on primary school teachers' classroom management competencies. Other studies also support these findings (Akar et al., 2010; Berger et al., 2018; Martin et al., 2006; Wolf et al., 2021). It has been observed that experienced teachers generally have better classroom management skills, and as professional seniority increases, teachers develop competencies such as maintaining classroom discipline, motivating students and using effective teaching strategies.

The fourth sub-problem of the study was determined as " Are there statistically significant variations in the classroom management concerns and competencies of primary school teachers based on their fields of graduation?" and it is seen that relationship management competency among classroom management competencies was higher in favour of classroom teaching department compared to other graduation departments. Classroom management competencies depend on many factors such as teachers' individual abilities, experiences, education and personal characteristics. Therefore, differences in classroom management skills can be seen both among primary school teachers and among teachers in different fields. However, primary school teachers usually pay special attention to classroom management skills as they are usually at the beginning of students' educational journey. Primary school-age students often need more guidance, discipline management and emotional support. Therefore, it is common for primary school teachers to benefit from resources such as training programmes, seminars and teaching experiences to improve their classroom management skills (Çelik, 2019; Kendirci, 2019; Özen & Yıldırım, 2020;).

The fifth sub-problem of the study was determined as " Is there a statistically significant difference in the classroom management concerns and competencies of primary school teachers based on their teaching grade levels?" and it was concluded that the average of the teachers teaching in the 3rd grade was higher in the relationship management dimension of classroom management competencies. Each grade level differs in terms of students' age, developmental level and learning needs. Therefore, primary school teachers may develop different skills to apply classroom management strategies at different grade levels and approach students' needs appropriately (Aracı, 2021; Ergen & Elma, 2020; Kendirci, 2019; Zembat & İlçi Küsmüş, 2020). In the lower levels of primary school (1st and 2nd grades), students often need more direction and guidance. Teachers may use strategies such as communicating classroom rules and expectations clearly and planning more interactive and game-based learning activities to sustain students' attention. At higher grade levels (3rd and 4th grades), students' sense of independence and responsibility may increase. In this case, teachers may provide students more autonomy and opportunity, encourage student participation and lead them to co-create classroom rules.



In the study, the sixth sub-problem was determined as "To what extent is there a correlation between the classroom management concerns and competencies of primary school teachers?" and it was seen that there was a low-level negative relationship between the communication anxiety dimension of the classroom management anxiety scale and the behaviour management competencies dimension of the classroom management competencies scale. Relationship anxiety can be defined as worrying, anxiety or lack of self-confidence in the teacher's relationships with students (Fernández-Batanero et al., 2021). Behaviour management is the ability to manage students' behaviour in the classroom and provide a positive classroom environment (Sciuchetti & Yssel, 2019). A teacher with relationship anxiety may have difficulties in his/her relationships with students, may have difficulty in coping with his/her concerns, and may give negative emotional reactions. In this case, the teacher's classroom management skills may be affected and difficulties in behaviour management may occur. Teachers with relationship anxiety may tend to interact less in the classroom, have difficulty in maintaining classroom discipline and have difficulty in establishing authority over students. Studies supporting this view have been conducted (Morris-Rothschild & Brassard, 2006).

It is recommended that the scales used in this study be administered to sample groups belonging to different cultures, as this will provide data on the comparability of the topic. The variables used in this study are generally demographic. It is believed that studies examining teachers' personality traits, parents' status and characteristics, and teacher-student relationships will provide more detailed information on the subject and strengthen the findings of this study. Practical training in classroom management for this age group should be planned for classroom teachers in teacher training and in-service programmes.

### **Ethics and Conflict of Interest**

Manisa Celal Bayar University (MCBU) Ethics Committee and the ethics permission procedure has been completed with the formal permission (MCBU Ethics Committee-14.12.2022-E-050.01.04-447005), before it was put into practice in the data collection process. There are no potential conflicts of interest related to the research, writing and/or publication of this article.

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