

## EXAMINING THE RELATIONSHIP BETWEEN CLASSROOM MANAGEMENT SKILLS AND EMOTIONAL INTELLIGENCE CHARACTERISTICS OF TURKISH TEACHERS

### TÜRKÇE ÖĞRETMENLERİNİN SINIF YÖNETİMİ BECERİLERİ İLE DUYGUSAL ZEKÂ ÖZELLİKLERİ ARASINDAKİ İLİŞKİNİN İNCELENMESİ

Associate Professor Dr. Bahadır GÜLBAHAR

Kırşehir Ahi Evran University Faculty of Education, Department of Turkish and Social Sciences Education, Kırşehir, Turkey  
ORCID ID: 0000-0002-7040-1593

Tuba DOĞAN

Şehit Teğmen Ertuğrul Pilatin Primary School, Ankara, Turkey  
ORCID ID: 0000-0002-5071-0292

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#### ABSTRACT

In this study, it was aimed to determine the relationship between Turkish teachers' perceptions of classroom management skills and their perceptions of emotional intelligence. Another aim of the study is to reveal whether Turkish teachers' classroom management competencies and perceptions of emotional intelligence show statistically significant differences according to some demographic characteristics. The research is a relational screening model study with these features. The population of the research consists of 215 Turkish teachers working in Kırşehir province. Sampling was not used, and the entire population of the research was reached. "Classroom Management Competence Scale" was used to measure teachers' perceptions of classroom management competencies, and "Schutte Emotional Intelligence Scale" was used to determine their perceptions of emotional intelligence. As a result of the research, the average scores of the sub-dimensions of the "Classroom Management Skills Scale" ranged from "often" to "always". While the teachers got the highest average score from the "communication" sub-dimension, they got the lowest average score from the "physical layout of the classroom" sub-dimension. The average scores of the teachers on the "Classroom Management Skills Scale" are at the "always" level. The mean scores of the "Emotional Intelligence Scale" sub-dimensions range from "I have no idea" to "I agree". While the teachers got the highest average score from the "optimism/mood regulation" sub-dimension, they got the lowest average score from the "evaluation of emotions" sub-dimension. The teachers' average scores on the "Emotional Intelligence Scale" are at the level of "agree". As the main result of the research, it was concluded that there is a moderate and significant relationship between teachers' classroom management skills and emotional intelligence.

**Keywords:** Classroom Management Skills, Emotional Intelligence, Turkish Teachers.

#### ÖZET

Bu araştırmada, Türkçe öğretmenlerinin sınıf yönetimi becerilerine ilişkin algıları ile duygusal zekâ algıları arasındaki ilişkiyi tespit etmek amaçlanmıştır. Araştırmanın bir diğer amacı da Türkçe öğretmenlerinin sınıf yönetimi yeterlikleri ile duygusal zekâ algılarının demografik özelliklere göre istatistiksel açıdan anlamlı farklılık gösterip göstermediğini ortaya çıkarmaktır. Araştırma, bu özellikleriyle ilişkisel tarama modeli bir çalışmadır. Araştırmanın evrenini Kırşehir il genelinde görev yapan toplam 215 Türkçe öğretmeni oluşturmaktadır. Örneklem belirlemeye başvurulmamış, araştırma evreninin tamamına ulaşılmıştır. Öğretmenlerin sınıf yönetimi yeterliklerine ilişkin algılarını ölçmek için "Sınıf Yönetimi Yeterlik Ölçeği" ve kişilik özelliklerine ilişkin algılarını belirlemek için de "Schutte Duygusal Zekâ Ölçeği" kullanılmıştır. Araştırma sonucunda, "Sınıf Yönetimi Becerileri Ölçeği"nin alt boyutlarına ilişkin ortalama puanları "sık sık" ile "her zaman" düzeyleri arasında değişmektedir. Öğretmenler, en yüksek ortalama puanı "iletişim" alt boyutundayken en düşük ortalama puanı "sınıfın fiziksel düzeni" alt boyutundadır. Öğretmenlerin "Sınıf Yönetimi Becerileri Ölçeği" ortalama puanları ise "her zaman" düzeyindedir. "Duygusal Zekâ Ölçeği" alt boyutlarına ilişkin ortalama puanları "Fikrim yok" ile "Katılıyorum" düzeyleri arasında değişmektedir. En yüksek ortalama puan "iyimserlik/ruh hâlinin düzenlenmesi" alt boyutundayken en düşük ortalama puan "duyguların değerlendirilmesi" alt boyutundadır. Öğretmenlerin "Duygusal Zekâ Ölçeği" ortalama puanları ise "Katılıyorum" düzeyindedir. Araştırmada temel sonuç olarak öğretmenlerin sınıf yönetimi becerileri ve duygusal zekâları arasında orta düzeyde ve anlamlı bir ilişki olduğu sonucuna ulaşılmıştır.

**Anahtar Kelimeler:** Sınıf Yönetimi Becerileri, Duygusal Zekâ, Türkçe Öğretmenleri.

#### 1. INTRODUCTION

Education is the process of creating desired changes in an individual's behavior through their own experiences. Education systems aim at the development of all characteristics of the individual such as knowledge, emotion, attitude and behavior (Somuncuoğlu, 2005). Education is affected by the changes in the society and needs to rearrange itself according to these changes, and education also leads the renewal of the society (Ozdemir, 2000). As in all fields, new approaches are being put forward in the field of educational sciences, some values lose their popularity and new paradigms take their place. One of the last links of this process in education is related to the concept of intelligence, which is directly related to the learning process. Intelligence is the ability to respond harmoniously to one's environment. Until the 20th century, the driving force in the management and business world was intelligence quotient (IQ), known as the intelligence

coefficient (Toytok, 2013). However, the concept of intelligence is no longer evaluated only on IQ. At first, scientists who based the concept of intelligence only on cognitive abilities, evaluated the results they obtained from the researches and included the dimension of the individual's adaptation to the environment and the relationship with the people around him in the definition of intelligence (Öner, 1994). In this process, the concept of emotional intelligence came to the fore and gained importance.

Emotional intelligence includes the ability to observe one's own and others' emotions, to distinguish them, and to use this information as a guide to their thoughts and behaviors (Sahbaz & Cekici, 2012). Because of this feature, it has become important to develop emotional intelligence and emotional intelligence in education, learning-teaching process, teacher-student relations. It has been understood that it is necessary for teachers to use emotional intelligence skills in terms of effective and efficient education and training, especially in communicating with their students in the classroom and managing the classroom effectively. It is especially important for teachers to use their emotional intelligence in communicating with their students in the classroom and in managing the classroom effectively. Some researchers suggest that teachers with more academic formation (eg, PhD) are the ones who pay the most attention to their feelings (Fernandes, 2015; Sousa, 2011). Gregorio (2008) confirms these data and states that teachers with more academic qualifications also have more capacity for "management of emotions in groups".

Teaching is not about controlling, but working with students to learn, grow, and succeed. By establishing strong student-teacher relationships, the classroom will be a place where each individual expresses their feelings and works together. Academic success depends on the close relationships between teachers and students and on the teacher's guidance.

Classroom management aims to achieve student self-control through the process of promoting positive student achievement and behavior. Therefore, academic success, teacher competence, and teacher and student behavior are directly related to the concept of classroom management. Teachers have always considered discipline as one of the most serious obstacles to effective teaching. Successful classroom management provides classroom control and a favorable teaching-learning environment (Chandra, 2015). Classroom management is defined as providing and maintaining a suitable environment for learning, eliminating teachers and students' work barriers, using teaching time appropriately, ensuring students' participation in activities, managing resources, people and time in the classroom (Toytok, 2013). Classroom management is the first and basic step of the educational management sequence. Classroom management is not the task of disciplining the student, making him sit quietly, subduing him and making him listen meekly. The concepts of class and discipline are contradictory to each other in contemporary classroom management. What is necessary for the classroom is not discipline, but the creation of order (Başar, 2003). The classroom is handled as an interactive system in contemporary education strategies, in which the student is placed at the center of the learning-teaching process and an education approach sensitive to individual differences is at the forefront. The role of the teacher in this system is to be a guide who can direct the interaction and a leader who can be a role model for the student (Kansizoglu & Sama, 2015). It can be said that teachers who do not have competence in classroom management will not have a high quality of education in their classrooms.

The variables of classroom management can be listed as teacher, student, school program, educational environment, educational administration, family and environment. However, among these variables, the most strategic one is teachers (Ozel & Bayındır, 2010). Traditionally, the teacher is the most important source of knowledge. The task of the teacher is to convey this knowledge to the students in a classroom environment that he/she prepares and manages. Today, the teacher is the person who teaches learning, not the leader of the classroom, but the leader in the classroom. The teacher's fulfillment of this role also depends on his skills in the field of classroom management. For this reason, teachers need to demonstrate good classroom management and improve themselves in the field of classroom management. The success of our education system, which has to increase the speed of change with the new millennium and train qualified manpower to keep up with this speed, depends on qualified teachers (Terzi, 2002). In terms of managing the classroom and creating the environment, the teacher should have the skills to show how to behave in the classroom, to raise learner awareness, to prepare an encouraging space, to ask questions that enable thinking and to wait for answers patiently, to be impartial, to care about student ideas, and to act in a planned manner without haste (Ozel & Bayındır, 2010). Classroom management was mentioned within the scope of the National Education Development Project created by YÖK (Council of Higher Education of The Republic of Turkey) on the classroom management process, and the competence areas that teachers should have in this regard are listed as follows (Gunes, 2007: 28):

✓ Area dominance

- ✓ Managing the teaching-learning process
- ✓ Planning and lesson preparation
- ✓ Teaching methods
- ✓ Communication
- ✓ Good relations with students
- ✓ Evaluating students and keeping records
- ✓ Student guidance services
- ✓ Personal characteristics
- ✓ Professional features

A teacher with classroom management skills will be able to manage the classroom more effectively. It is emphasized that an effective classroom management means minimizing the tension in the classroom, softening the behavior of students, listening to students' ideas, encouraging students to do better and paying attention to their needs (Al-Hamdan, 2007).

It is thought that teachers with emotional intelligence are more successful in classroom management. There are studies emphasizing the importance of developing teachers' emotional intelligence skills in terms of teaching (Extremera & Fernández- Berrocal, 2004; Hen & Sharabi-Nov, 2014; Ruiz-Aranda et al., 2010). Considering these studies, it is understood that it is important to examine the relationship between teachers' classroom management skills and their emotional intelligence.

Turkish teachers should also have sufficient emotional intelligence levels and be able to use it in classroom management. Turkish teachers with sufficient emotional intelligence will make Turkish lessons more productive and high quality, establish good relations with students and prevent the emergence of undesirable student behaviors. In well-managed classrooms with the help of emotional intelligence, students' academic success will increase and students will also develop socially and psychologically. The fact that there are few studies in the literature examining the relationship between the classroom management competencies of Turkish teachers or teachers and their emotional intelligence makes the study important for researchers and practitioners. In this study, it was aimed to examine the relationship between Turkish teachers' perceptions of classroom management skills and their perceptions of emotional intelligence. Based on this purpose, the hypothesis of the research was formed as follows: "There is a statistically significant relationship between Turkish teachers' classroom management skills and their emotional intelligence characteristics.". The main problem statement of the research is as follows: "Is there a statistically significant relationship between the classroom management skills of Turkish teachers and their emotional intelligence characteristics?". The sub-purpose of the study is to reveal whether Turkish teachers' classroom management competencies and emotional intelligence characteristics differ significantly according to some demographic variables. The sub-problem sentence of the study is as follows: "Do Turkish teachers' classroom management skills and emotional intelligence characteristics differ according to some demographic variables?"

## **2. METHOD**

### **2.1. Model of the Research**

In this study, it was aimed to determine the relationship between Turkish teachers' perceptions of classroom management skills and their perceptions of emotional intelligence. The sub-purpose of the study is to reveal whether Turkish teachers' classroom management competencies and perceptions of emotional intelligence differ significantly according to some demographic variables. With these features, the research shows the nature of the relational survey model, which is one of the quantitative research methods.

### **2.2. Population and Sample of the Research**

215 Turkish teachers working in secondary schools affiliated to Kırşehir National Education Directorate in the 2019-2020 academic year constitute the universe of the research. Sampling was not used, and the entire population of the research was reached. The data collection tool obtained from 206 of the teachers was found suitable to be included in the analysis process.

### **2.3. Data Collection Tool**

"Personal Information Form", "Classroom Management Skills Scale" and "Schutte Emotional Intelligence Scale" were used as data collection tools in the study.

*Personal Information Form:* The personal information form prepared by the researcher to determine the demographic characteristics of the participants consists of seven questions (age, gender, seniority, education

level, management experience, emotional intelligence training, marital status). Expert opinion was consulted on whether the questions in the personal information form prepared in line with the research problem and the data thought to be obtained from the sub-problems were appropriate, and the form was given its final form.

*Classroom Management Skills Scale:* The “Classroom Management Teacher Questionnaire”, which was developed by Yüksel (2013) and aims to measure teachers' classroom management skills and consists of 46 items and five factors (physical organization of the classroom, learning-teaching process, communication, behavior management and motivation), was administered by Ergen (2020) with the permission of the author. Adapted by Ergen (2020), the name of the scale was changed to “Classroom Management Skills Scale”. The scale is a five-point Likert-type scale with 36 items gathered under 5 sub-dimensions. The “physical organization of the classroom” sub-dimension consists of 3 items, the “learning-teaching process” sub-dimension consists of 10 items, the “communication” sub-dimension consists of 10 items, the “behavior management” sub-dimension consists of 6 items and the “motivation” sub-dimension consists of 7 items. The contribution of the sub-factors to the total variance was 16.88% for the first factor (Communication); 11.39% for the second factor (Learning-Teaching Process); 9.84% for the third factor (Motivation), 7.22% for the fourth factor (Behavior Management), and 7.03% for the fifth factor (Physical Organization of the Classroom). It was understood that the total contribution of the five determined factors to the variance was 52.37%. It was determined that the internal consistency coefficient of the scale was .90 and the two-half reliability coefficient was .82.

The Cronbach's Alpha coefficients of the scale in this study were calculated as 0.90 for the scale, 0.76 for the “physical organization of the classroom” sub-dimension, 0.86 for the “learning-teaching process” sub-dimension, 0.88 for the “communication” sub-dimension, 0.82 for the “behavior management” sub-dimension and 0.84 for the “motivation” sub-dimension.

*Schutte Emotional Intelligence Scale:* “Schutte Emotional Intelligence Scale”, which was adapted into Turkish by Tatar et al. (2011) and whose validity and reliability studies were conducted, was applied to a total of 1743 people. In order to determine the construct validity of the scale, exploratory and confirmatory factor analysis was performed. The KMO value of the scale, which consists of 41 items and five factors, was determined as 0.90. After the exploratory factor analysis, confirmatory factor analysis was performed and these results were obtained:  $\chi^2/df=2.35$ ; SRMR=0.50; RMSEA=0.51; NFI=0.95; AGFI=0.89; GFI=0.91; CFI=0.95. Apart from this, the Cronbach's Alpha coefficient of the scale was determined as 0.89. The Cronbach's Alpha coefficient of the sub-dimensions of the scale was calculated as 0.82 for the “optimism/mood regulation” sub-dimension, 0.78 for the “use of emotions” sub-dimension and 0.85 for the “evaluation of emotions” sub-dimension.

The Cronbach's Alpha coefficients of the scale in this study were calculated as 0.88 for the scale, 0.82 for the “optimism/mood regulation” sub-dimension, 0.77 for the “use of emotions” sub-dimension, and 0.86 for the “evaluation of emotions” sub-dimension.

## 2.4. Analysis of Data

The IBM SPSS 20 program was used to analyze the data, the LISREL 8.80 program was used in the confirmatory factor analysis of the “Classroom Management Skills Scale” and the “Schutte Emotional Intelligence Scale”, and a significance level of 0.05 was sought in the interpretation of the data. Data collected from a total of 206 participants were analyzed.

In order to summarize the personal characteristics of the participating teachers, the frequency (N) and percentages (%) of the variables were calculated. The mean scores and standard deviations of the sub-dimensions and items of the “Schutte Emotional Intelligence Scale” and “Classroom Management Skills Scale” used in the study were calculated. In order to investigate whether there is a significant difference in the perception of emotional intelligence characteristics and classroom management skills of the teachers participating in the research, according to gender, marital status, management experience, receiving pre-service or in-service training on management, and receiving training on emotional intelligence issues groups t-test was performed. One-way analysis of variance (ANOVA) was applied to investigate whether there is a significant difference in perceptions of teachers' emotional intelligence levels and classroom management skills according to their professional seniority. The relationship between the scores of Turkish teachers from the scales was examined with Pearson Correlation analysis. Descriptive statistics (mean, standard deviation, minimum value and maximum value) regarding the distribution of scores of Turkish teachers from the scales were examined.

### 3. FINDINGS

In this section, the findings related to the research problems are given.

Table 1 shows the findings related to the scores teachers got from the “Classroom Management Skills Scale”.

Table 1: The arithmetic mean and standard deviation values of the teachers' scores from the classroom management skills scale

Factors	N	x	ss
Physical organization of the classroom	206	4,09	,695
Learning-teaching process	206	4,33	,475
Communication	206	4,53	,426
Behaviour management	206	4,28	,545
Motivation	206	4,43	454
Classroom Management Skills Scale	206	4,38	,404

As can be seen in Table 1, the average scores of the teachers regarding the “Classroom Management Skills Scale” sub-dimensions range from  $x = 4.09$  (often) to 4.53 (always). While the teachers got the highest average score from the “Communication” sub-dimension, they got the lowest average score from the “Physical organization of the classroom” sub-dimension. The average score of the teachers on the “Classroom Management Skills Scale” is 4.38 (always).

Table 2 shows the findings related to the scores the teachers got from the Schutte Emotional Intelligence Scale

Table 2: The arithmetic mean and standard deviation values of the teachers' scores from the Schutte emotional intelligence scale

Factors	N	x	ss
Optimism/Mood regulation	206	4,00	,440
Use of emotions	206	3,78	,709
Evaluation of emotions	206	3,31	,767
Schutte Emotional Intelligence Scale	206	3,82	,445

As seen in Table 2, the average scores of the teachers regarding the “Schutte Emotional Intelligence Scale” sub-dimensions ranged from  $x = 3.31$  (I have no idea) to 4.00 (I agree). While the teachers got the highest average score from the “Optimism/mood regulation” sub-dimension, they got the lowest average score from the “Evaluation of emotions” sub-dimension. The teachers' average scores on the “Schutte Emotional Intelligence Scale” are at the level of 3.82 (I agree).

Table 3 shows the findings related to the results of the independent t-test analysis between the classroom management skills and emotional intelligence characteristics of the teachers according to their gender.

Table 3: Results of the independent t-test analysis between the classroom management skills and the emotional intelligence characteristics of the teachers according to their gender

	Gender	N	x	ss	t	P
Classroom management skills	Female	113	4,40	,356	,977	,330
	Male	93	4,35	,455		
Emotional intelligence characteristics	Female	113	3,90	,483	2,767	,006**
	Male	93	3,73	,375		

Table 3 shows the results of the independent t-test analysis of the differentiation of teachers' genders according to their classroom management skills and emotional intelligence characteristics. It is seen that the classroom management skills of the teachers do not differ significantly according to their gender ( $t=.977$ ;  $p=.330>.05$ ). On the other hand, it is seen that the emotional intelligence characteristics of the teachers differ significantly in favor of the female teachers ( $t=2.767$ ;  $p=.006<.05$ ) according to the genders of the teachers.

Table 4 shows the findings related to the results of the independent t-test analysis between the classroom management skills and the averages of emotional intelligence characteristics according to the marital status of the teachers.

Table 4: Independent t-test analysis between the average of classroom management skills and emotional intelligence characteristics of teachers according to their marital status sonuçları

	Marial status	N	x	ss	t	P
Classroom Management Skills (CMS)	Married	113	4,39	,417	,531	,596
	Single	93	4,36	,389		
Emotional Intelligence Characteristics (EIC)	Married	113	3,89	,445	2,357	,019**
	Single	93	3,74	,434		

When Table 4 is examined, it is seen that classroom management skills of teachers do not differ significantly according to their marital status ( $t=.531$ ;  $p=0.596>.05$ ). On the other hand, it is seen that emotional intelligence characteristics of teachers differ significantly in favor of married teachers ( $t=2.357$ ;  $p=0.019<.05$ ) according to marital status.

Table 5 shows the findings related to the results of the Classroom Management Skills mean variance analysis according to the professional seniority of the teachers.

Table 5: The variance analysis results of the scores of the teachers from the Classroom Management Skills Scale according to their professional seniority

Pro. S.	N	x	ss	Source of Variance	Sum of Squares	sd	Sum of Squares	F	p	Sig. Dif.
1-5 years	90	4,41	,392	Between groups	,258	3	,333	2,080	,085	-
6-10 years	45	4,29	,409	in group	34,133	193	,160			
11-15 years	20	4,54	,271	Total	34,390	196				
16-20 years	17	4,24	,540							
20+	34	4,39	389							

In Table 5, it was seen that the difference was not significant as a result of the single-factor ANOVA performed to determine whether the professional seniority of the teachers differed significantly according to their classroom management skills ( $F=2.080$ ;  $p=.085>.05$ ). Accordingly, it can be said that the professional seniority of the teachers does not create a significant difference in Classroom Management Skills.

Table 6 shows the findings related to the results of the Emotional Intelligence Characteristics mean variance analysis according to the professional seniority of the teachers.

Table 6. The results of the analysis of variance of the scores of the teachers from the emotional intelligence scale according to their professional seniority

Pro. S.	n	x	ss	Source of Variance	Sum of Squares	sd	Sum of Squares	F	P	Sig. Dif.
1-5 years	90	3,74	,421	between groups	,258	3	,464	2,404	,280	-
6-10 years	45	3,85	,407	in group	34,133	193	,193			
11-15 years	20	4,06	,582	Total	34,390	196				
16-20 years	17	3,91	,490							
20+	34	3,81	,404							

In Table 6, it was seen that the difference was not significant as a result of the single-factor ANOVA performed to determine whether the professional seniority of the teachers differed significantly according to their emotional intelligence characteristics ( $F=2,404$ ;  $p=.280>.05$ ). Accordingly, it can be said that the professional seniority of the teachers does not make a significant difference in the Emotional Intelligence Characteristics.

Table 7 shows the findings regarding the results of the independent t-test analysis between the Classroom Management Skills and Emotional Intelligence Characteristics averages according to the education levels of the teachers.

Table 7: Independent t-test analysis results between classroom management skills and emotional intelligence characteristics averages according to teachers' education levels

	Education Level	n	x	ss	t	P
CMS	undergraduate	179	4,40	,379	2,003	,047
	graduate	27	4,23	,529		
EIC	undergraduate	179	3,80	,431	-1,684	,094
	graduate	27	3,96	,513		

Looking at Table 7, it is seen that classroom management skills of teachers differ significantly in favor of undergraduate teachers ( $t=2,0003$ ;  $p=0.47<.05$ ) according to their education levels. On the other hand, it is seen that emotional intelligence characteristics of teachers do not differ significantly according to their education levels ( $t=-1.684$ ;  $p=0.094>.05$ ).

Table 8 shows the findings regarding the independent t-test analysis results between Classroom Management Skills and Emotional Intelligence Characteristics averages, on the status of teachers receiving pre-service or in-service training on management.

Table 8: Results of independent t-test analysis between classroom management skills and emotional intelligence characteristics averages according to teachers' pre-service or in-service training on management

	Management Tra.	N	x	ss	t	P
Classroom Management Skills	Yes	71	4,43	,417	1,465	,144
	No	135	4,35	,395		
Emotional Intelligence Characteristics	Yes	71	3,88	,461	1,349	,179
	No	135	3,79	,435		

Looking at Table 8, it is understood that teachers' classroom management skills ( $t=1.465$ ;  $p=.144>.05$ ) and emotional intelligence characteristics ( $t=1.349$ ;  $p=.179>.05$ ) do not differ significantly.

Table 9 shows the findings related to the results of the independent t-test analysis between Classroom Management Skills and Emotional Intelligence Characteristics averages according to whether the teachers have managerial experience or not.

Table 9: Independent t-test analysis results between classroom management skills and emotional intelligence characteristics averages according to teachers' management experience

	Managerial Ex.	N	x	ss	t	P
CMS	Evet	65	4,38	,421	,099	,921
	Hayır	141	4,37	,397		
EIC	Evet	65	3,86	,441	,801	,424
	Hayır	141	3,80	,447		

When Table 9 is examined, it is seen that classroom management skills ( $t=.099$ ;  $p=.921>.05$ ) and emotional intelligence characteristics ( $t=.801$ ;  $p=.424>.05$ ) regarding teachers' managerial experience do not differ significantly.

Table 10 shows the findings regarding the results of the independent t-test analysis between Classroom Management Skills and Emotional Intelligence Characteristics averages, according to whether the teachers received training to develop their emotional intelligence skills.

Table 10: Results of independent t-test analysis between Classroom Management Skills Scale and Emotional Intelligence Characteristics scale averages according to whether teachers received training to improve their emotional intelligence skills

	EI Training	N	x	ss	t	P
CMS	Yes	28	4,53	,420	2,230	,027*
	No	172	4,35	,401		
EIC	Yes	28	4,03	,658	2,665	,008**
	No	172	3,79	,399		

Looking at Table 10, it is seen that teachers' classroom management skills ( $t=2.230$ ;  $p=.027<.05$ ) and emotional intelligence characteristics ( $t=2.665$ ;  $p=.008<.05$ ) differ significantly in favor of the trained teachers.

In Table 11, the results of Pearson correlation analysis performed to determine the relationship between teachers' Classroom Management Skills and Emotional Intelligence Characteristics are given.

Table 11: The relationship between teachers' classroom management skills and emotional intelligence characteristics

Variables	1	2	3	4	5	6	7	8	9	10
Phys. or. class.	-	,552**	,498**	,591**	,457**	703**	,174	-,006	-,026	,078
Lear.- teach. process			,720**	,512**	,639**	,872**	,345**	,264**	,081	,339**
Communication				,623**	,670**	,886*	,273**	,273**	,186**	,334**
Beh. Man.					,564**	,783**	,176*	,033	,035	,116
Mot.						,816**	,321**	,163*	,110	,279**
Classroom Management Skills Scale							,328**	,208**	,109	,307**
Opt./Mood R.								,376**	,115**	,740**
Use of emo.									535**	,870**
Eva. of emo.										,601**
Schutte Emo. Int. Scale										

As seen in Table 11, it was concluded that there is a positive and close to medium level significant relationship between teachers' Classroom Management Skills and Emotional Intelligence Characteristics ( $r=.307$ ;  $p=.000>.05$ ). It has been understood that there are positive high and very high correlations between the overall Classroom Management Skills Scale and the sub-factors of the scale. On the other hand, it was determined that there were high and very high positive correlations between the Schutte Emotional Intelligence Scale and the sub-factors of the scale. It was determined that there was no relationship between the Schutte Emotional Intelligence Scale and the "Physical organization of the classroom" sub-dimension of the Classroom Management Skills Scale.

#### 4. CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this study, it was aimed to determine whether there is a statistically significant relationship between the classroom management skills of Turkish teachers and their emotional intelligence characteristics. Based on this purpose, the hypothesis of the research is as follows: "There is a statistically significant relationship between Turkish teachers' classroom management skills and their emotional intelligence characteristics." The main problem statement of the research is as follows: "Is there a statistical relationship between the classroom management skills of Turkish teachers and their emotional intelligence characteristics?". The sub-purpose of the study is to reveal whether Turkish teachers' classroom management competencies and emotional intelligence characteristics differ significantly according to some demographic variables. The sub-problem sentence of the study is "Do the classroom management skills and emotional intelligence characteristics of Turkish teachers differ according to some demographic variables?".

215 Turkish teachers working in secondary schools affiliated to Kırşehir National Education Directorate in the 2019-2020 academic year constitute the universe of the research. In the study, "Personal Information Form", "Classroom Management Skills Scale" and "Schutte Emotional Intelligence Scale" were used.

In order to summarize the personal characteristics of the participating teachers, the frequency (N) and percentages (%) of their variables were calculated.

In this study, when the findings obtained from the perceptions of Turkish teachers regarding classroom management skills were examined, it was determined that the highest average score was obtained from the communication sub-dimension, and the lowest average score from the Physical organization of the classroom sub-dimension. The teachers' average scores on the "Classroom Management Skills Scale" are at the "always" level. This is a result that can be considered quite positive. Teachers' classroom management skills at this level will increase the efficiency of learning-teaching activities and will contribute to good relations between students and teachers in the classroom. In the study conducted by Tunca (2010), in parallel with this result of the research, it was concluded that the classroom management skills of the teachers were at a "very good" level. In Bedir's (2011) study, it was understood that the perceptions of mathematics teachers' classroom management skills were at a "good" level. In the study conducted by Yalcinkaya and Tombul (2002) it was concluded that the classroom management skills of classroom teachers are at "moderate" level.

When the average values obtained from the teachers' perceptions of emotional intelligence characteristics are examined, it is seen that the levels of optimism / mood regulation of the emotional intelligence of the teachers are quite high, the levels of benefiting from emotions and the expression of emotions are low, and the general emotional intelligence levels are at an average (I agree). This is a result that can be considered quite positive. Because emotional intelligence not only enables individuals to recognize and evaluate their own or other people's emotions, but also contributes to respond appropriately by effectively reflecting information and energy about emotions in daily life and business life (Yesilyaprak, 2001). Emotions should not be hindered in managing emotional intelligence, but should be managed appropriately. Emotional intelligence can thus guide personal preferences (Yaylaci, 2006). Individuals who can use their emotional intelligence effectively can be successful both in their education and business life and throughout their lives, develop a positive belief that a job can be done, and increase their quality of life by reducing negative emotions such as anxiety and anxiety (Dutoglu & Tuncel, 2008).

When the findings regarding whether the perceptions of the Turkish teachers in the study regarding classroom management and emotional intelligence differ according to various variables are examined, it is seen that the classroom management skills of the teachers do not differ significantly according to their gender. When the studies on classroom management skills are examined, it is seen that there are many studies supporting the finding obtained in this research (Bedir, 2011; Gulunay Sivri, 2012; Korkut, 2009; Ozay Kose, 2010; Sahin and Altunay 2011; Tunca, 2010; Zengin Bagci, 2010). On the other hand, it is seen that emotional intelligence characteristics differ significantly according to the gender of the teachers. In the study, it was understood that the emotional intelligence of female teachers was higher than that of male teachers. In the studies of Acar (2001), Adiyaman (2010), Gocet (2006), Gurbuz and Yuksel (2008), Guvenç (2012), Kizil (2014), Kose (2009), Titrek (2004), and Kilic Ozmen (2012) same conclusion is reached. On the other hand, in the studies of Güvenç (2012), Tunca (2010), Sari and Bayrakci (2018), and Toytok (2013), it was concluded that the gender variable is not a variable that differentiates emotional intelligence characteristics.

It has been determined that the classroom management skills of Turkish teachers do not differ significantly according to their marital status. There are studies in the literature that contain results that support this result.



When the literature was reviewed, it was found that similar results were reached in the studies of Adiguzel (2016), Bozgeyikli and Gozler (2016), Durgun (2010), Kocoglu (2013), Komitoglu (2009), Soylemez (2013) and Zengin Bagci (2010). It was determined that the emotional intelligence characteristics of the teachers differed significantly according to their marital status. In Toytok's (2013) study, it was understood that the emotional intelligence dimensions of teachers, such as managing emotions, motivating emotions, empathy and social skills, showed a significant difference according to the variable of marital status, but the characteristics of self-consciousness did not differ significantly according to marital status. Kilic Ozmen (2012) did not find a significant difference between the emotional intelligence levels of teachers according to their marital status.

In the study, it was determined that the professional seniority of Turkish teachers is not a variable that creates a significant difference in their perceptions of classroom management skills. Similarly, Bedir (2011) concluded that there is no significant difference between the professional seniority of mathematics teachers and their beliefs in classroom management skills. Similarly, Yalcinkaya and Tonbul (2002) concluded that classroom management skills do not differ according to the duration of experience. In the study, it was determined that the professional seniority of Turkish teachers is not a variable that creates a significant difference in their perceptions of emotional intelligence. Toytok (2013), on the other hand, found a significant difference in all dimensions of emotional intelligence according to the variable of professional seniority.

In the study, it was understood that the classroom management skills of the teachers differed significantly according to their education levels. This difference is in favor of undergraduate teachers. Sari and Bayrakci (2018) concluded that the classroom management skill perception levels of teachers from different educational backgrounds are similar. Bagci (2010), on the other hand, concluded in his study that there is no significant relationship between educational status and classroom management skills. When the literature is examined, it has been determined that there are studies that have a significant relationship between classroom management and educational status (Guner, 2011; Ilgar, 2007; Toran & Gencgel Akkus, 2016; Tunca, 2010). It was determined that emotional intelligence characteristics did not differ significantly according to the education levels of the teachers. Similarly, Kızıl (2014) did not find a significant difference between the education level of teachers and their emotional intelligence. Toytok (2013), on the other hand, determined that there was a significant difference in the sub-dimensions of emotional intelligence, motivating emotions and empathy, according to the variable of educational status.

In the research, it is seen that the classroom management skills and emotional intelligence characteristics of the teachers regarding the management-related pre-service or in-service training did not differ significantly. The results obtained from the researches of Denizel Guven and Cevher (2008), Kocoglu (2013), Tunca (2010), Kaya (2008) and Durgun (2010) support this result.

It has been understood that the experience of management is not a variable that makes a significant difference on the classroom management skills and emotional intelligence characteristics of Turkish teachers. Similarly, Babaoglan (2010) concluded that there is no significant difference in emotional intelligence scores of school administrators in terms of seniority of management. Arslan, Mazan, and Aydın (2013), on the other hand, concluded that as the level of emotional intelligence increases, there is an increase in the level of management and managerial competence.

In the study, it was understood that Turkish teachers' having received emotional intelligence training made a significant difference on their classroom management skills and emotional intelligence characteristics. Tunca (2010) concluded that the scores of teachers trained in emotional intelligence in the optimism/mood regulation sub-dimension were higher than those of teachers who were not trained in this subject. Pilis (2014), in his study, concluded that teachers and administrators who did not attend a course, lecture or seminar on emotional intelligence were more likely to evaluate the level of using their emotional intelligence skills in school management than the teachers who participated.

When the results of the analysis conducted to determine the relationship between classroom management skills and emotional intelligence characteristics in the study were examined, it was concluded that there was a positive and moderately significant relationship between classroom management skills and emotional intelligence characteristics. It has been understood that there are high and very high positive correlations between the overall Classroom Management Skills Scale and the sub-factors of the scale. On the other hand, it was determined that there were high and very high positive correlations between the Emotional Intelligence Scale and the sub-factors of the scale. Similarly, Tunca (2010) concluded that teachers'

emotional intelligence levels have a significant effect on their classroom management skills. In the studies of Gulbahar and Sivaci (2019), it was determined that there is a moderately significant positive correlation between the emotional intelligence perceptions of secondary school teachers and their classroom leader teaching skills. However, Pinarçik, Sali, and Altindis (2016) concluded that pre-school teacher candidates' emotional intelligence levels are not effective in predicting communication skills, which is one of the sub-dimensions of classroom management skills in this study. It was determined that there was no relationship between the Schutte Emotional Intelligence Scale and the "Physical organization of the classroom" sub-dimension of the Classroom Management Skills Scale.

#### 4.1. Recommendations

- ✓ Studies can be conducted to examine the relationship between teachers' perceptions of emotional intelligence and classroom management skills in terms of demographic variables.
- ✓ Studies can be conducted to examine the effects of classroom management skills and emotional intelligence on each other.
- ✓ The number of studies on emotional intelligence in teachers can be increased.
- ✓ The study can be repeated with more Turkish teachers in order to generalize the current results.
- ✓ Researches examining the relationship between classroom management skills and emotional intelligence of teachers and classroom teachers in different branches can be conducted.
- ✓ Emotional intelligence skills training for teachers can be organized.

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