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CLASSROOM MANAGEMENT COMPETENCIES OF CLASSROOM TEACHERS

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ABSTRACT

The purpose of this research is to examine classroom teachers' perceptions of classroom management competence in terms of some variables. According to the results of the application made with 170 classroom teachers; There is a significant relationship between teachers' education status, classroom management skill levels, age status and self-efficacy level scores, seniority status and self-efficacy level scores, and seniority status and classroom management skills scores. It has been concluded that there is a very weak relationship between teachers' classroom management competencies level.

Keywords: *classroom teachers, classroom management, skill levels*

INTRODUCTION

From past to present, various training programs have been developed for teachers to be successful in terms of instruction and it is aimed for teachers to have various competencies in this sense. The Ministry of National Education has determined the competencies that teachers should have during the undergraduate education process as six main competency areas, 31 sub-competencies and 233 performance indicators. The competencies determined by the Ministry of National Education can be listed as follows (Ministry of National Education, 2017).

- Personal and Professional values
- Getting to know the student
- Learning and teaching process
- Monitoring and evaluating learning and development

- School, family and community relations
- Program and content information

Considering these determined competencies, teachers are expected to be able to plan the teaching process of students in the most effective and efficient way and evaluate the learning outcomes (Kahyaoğlu and Yangın, 2007).

Teachers are expected to make the teaching process of students more effective and efficient by making plans regarding the education and training process in order to increase student success (Pajares, 1996). In this case, the methods and techniques used by teachers in the classroom can positively or negatively affect the teacher's skills in the educational process (Karademir, 2012).

TEACHERS' SELF-EFFICACY JUDGMENTS

Self-efficacy is the individual's judgment that he or she will be successful in organizing activities to achieve a specific goal (Bandura, 1994). It is stated that teachers can use their classroom management skills effectively when the goals they set in instructional processes are high (Özerkan, 2019). Teacher self-efficacy can be expressed as teachers' beliefs about issues such as coping with problem situations they encounter in the classroom, classroom management and student communication (Eker, 2014). The high self-efficacy belief that teachers have can also affect students' self-efficacy beliefs in the classroom by acting as a role model (Güngör, 2019). This helps students develop both their academic and personality characteristics (Dönmez, 2011).

It is seen that studies on teacher self-efficacy beliefs first started with Gibson and Dembo (1984) and continued with Tschannen-Moran and Hoy (2001) in the following years. Considering the scales developed by these two researchers, in examining teachers' self-efficacy beliefs; It is seen that they take into account factors such as personal competence, instructional competence, environmental factors and competence in ensuring student participation (Telef, 2011).

It has been stated that a scale developed to measure self-efficacy belief should take certain concepts into account (Bandura, 2001). Bandura (2006) basic concepts for measuring self-efficacy belief; They are listed as instructional competence, classroom discipline competence, competence in providing parental support, competence in providing environmental support, competence in creating in-school culture and student persuasion competence. Studies conducted in our country have mostly tried to determine teachers' instructional competence, classroom management competence and competence in ensuring student participation (Akar, 2008; Koç, 2013; Ocak et al., 2017).

However, in the education and training process, which includes many different variables, teachers' social and intellectual self-efficacy as well as their self-efficacy towards the teaching process can be considered among the areas that need to be examined (Çolak et al., 2017). It should not be forgotten that the teacher is a part of education both in and outside the classroom. It is reported that the teacher can ensure student success during the educational process by receiving family and environmental support (Gordon, 2013). For this reason, teachers' social self-efficacy beliefs were taken as the subject of examination. With the belief in social self-efficacy, teachers are expected to be able to express themselves in the social environments they exist in and develop positive social relationships inside and outside the school (Gülşen, 2013).

Social self-efficacy belief will also contribute to increasing the efficiency of the teaching process by increasing teachers' motivation (Bandura, 1997). Changes occur in the educational process in various periods in educational environments. Teachers are also expected to be able to correctly interpret and make sense of these changes that occur in the process (Özsoy, 2017). Intellectual self-efficacy belief refers to teachers' self-efficacy belief in their ability to understand and interpret existing knowledge (Alemdağ, 2013).

It is stated that teachers' belief in intellectual self-efficacy means that they can better understand the changes occurring in the education system and interpret them accurately and understandably (Çolak et al., 2017). It is thought that the teacher's personal and professional qualities are effective in increasing learning efficiency, the ability to use time effectively, and the correct planning of instructional activities and good transitions between activities. In addition, it can be said that the teacher's communication with the student and his approach to the student are effective in achieving educational goals (Öztürk et al., 2002).

It has been stated that the teacher's attitudes and behaviors regarding classroom management also affect the learning process (Sezgin, 2013). For this reason, in order to determine the effect of the teacher's gender in the classroom, teachers' self-efficacy behaviors were examined in terms of gender variable and it was stated that male teachers exhibited more self-efficacy behavior than female teachers (Demirtaş et al., 2011; Say, 2005). Contrary to this statement, there are studies in the literature reporting that male teachers' self-efficacy beliefs are higher than female teachers' self-efficacy beliefs (Korkut and Babaoğlan, 2012; Toptemir, 2013).

There are also studies reporting that there is no significant difference between teachers' self-efficacy beliefs and the gender variable (Uğurlugelen, 2019; Akçaalan,2018; Alnaas,2017; Tilegi; 2014; Koç, 2013; Zararsız; 2012; Özerkan, 2007). Considering these different results in the literature, it is thought that it is necessary to examine the relationship between teachers' self-efficacy beliefs and

their gender. The development of teachers' self-efficacy beliefs is closely related to the time a teacher spends in the teaching process, that is, the years of professional service (Zararsız, 2012).

Each year that teachers spend in the profession determines their attitudes towards the problems they will encounter with students and directs their behavior in the education and training process (Benzer, 2011). When the studies on the effects of teachers' self-efficacy beliefs on the variable of years of professional service were examined, it was found that as teachers' years of professional service increased, teachers' self-efficacy beliefs increased (Kandemir, 2018; Karademir, 2012; Zirve, 2011; Say, 2005; Ekin, 2018).

Similarly, there are studies in the literature stating that teachers with 1-5 years of professional experience have higher self-efficacy beliefs than teachers with other years of professional service (Altunbaş, 2011). Contrary to these studies, there are studies stating that teachers' self-efficacy beliefs increase depending on their professional seniority (Taç, 2019; Koç, 2013). Again, when the literature is examined, there are studies stating that there is no significant difference between teachers' professional seniority and self-efficacy beliefs (Özata, 2007; Korkut and Babaoğlan, 2012; Ersoy, 2018).

Considering these different results in the literature, it is understood that there is a need for studies on this subject. It is thought that another dimension that determines the self-efficacy belief of classroom teachers is the grade level that teachers teach (Özdemir and Erdoğan, 2017; Altunbaş, 2011; Kahyaoğlu and Yang, 2007). Teachers are expected to take student characteristics into account in the classroom and enrich the learning environment by including different activities in the teaching process (Senemoğlu, 2009). Especially in studies examining the self-efficacy beliefs of 1st grade teachers in teaching primary reading and writing, teachers' self-efficacy beliefs in teaching primary reading and writing increased over the years, thus strengthening the idea that self-efficacy beliefs are related to the grade levels and number of grades taught by teachers (Akar, 2008).

In addition, it is considered important for teachers to diversify the activities they use, taking into account the grade level taught, and to ensure student motivation (Truscott; 1996; Linnenbrink & Pintrich, 2003). It has been stated that a high teacher self-efficacy belief affects the teacher's ability to take student needs into account in the learning process and direct the educational process in line with student characteristics (Çınar, Teyfur, & Teyfur, 2006). With constructivist education, student learning has been prioritized and student activity in the learning process has been given importance (Astington, 1998).

It is thought that students' readiness levels and past experiences have a significant impact on the self-efficacy belief of teachers, who are both planners and implementers of the education and training process (Dündar, 2008; Büyükikiz,

2011). When the literature is examined, there are studies stating that class size is related to teachers' student-centered education practices (Ekinci, 2007; Karakuş, 2003; Özmen, 2003).

Today, with the increasing wave of immigration to our country, the situation of foreign students in almost every geography of our country within our education system makes it necessary to closely examine their effects on teachers' self-efficacy beliefs. It is thought that whether teachers have foreign students in their classes will affect the communication language they use and the methods and techniques they will use in the teaching process. It is stated that teachers' ability to respond to student needs more easily and direct the learning process in line with student needs during the process of students learning Turkish has an impact on teacher self-efficacy beliefs (Erdem, 2016).

METHODOLOGY

Model of the Research

Descriptive scanning model was used in this study. The research aimed to examine classroom teachers' self-efficacy perceptions towards classroom management according to variables. Therefore, the study is a descriptive research. In descriptive research, it is aimed to describe an existing situation as fully and carefully as possible and to describe certain characteristics of a group. It is carried out only to reveal the results, without looking for a relationship or comparison (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz, & Demirel, 2014; Erkuş, 2013).

Universe sample

In this research, a convenient sampling method was used for participants in the 2021-2022 academic year. This sampling method adds speed and practicality to the research because the researcher selects the situation that is close and easy to access (Büyüköztürk et al., 2014). While the sample of my survey study is teachers, the population of the study is classroom teachers working in public schools affiliated with the Ministry of National Education in Balçova district of Izmir. 170 teachers participated in the research. Teachers were determined by random sampling method.

Data Collection Tools

In the study, a personal information form prepared by the researcher and the "Examination of classroom teachers' competencies in classroom management in terms of various variables" scale were used. Research data was collected by contacting classroom teachers working in schools in Balçova district of Izmir. For

this purpose, due to the current epidemic process, the application was carried out by sharing links with teachers via Google Forms.

"Personal Information Form" developed by the researcher to collect data in the study, "Teacher self-efficacy" scale developed by Çolak, Yorulmaz and Altınkurt, (2017) and "In-class teacher behaviors" developed by Büyüköztürk, Kılıç, Karadeniz and Karataş, (2004). scale was used. The forms and scales used in the research are explained below.

Personal Information Form: A personal information form developed by the researcher was used to obtain basic information about the people participating in the research. In this form, teachers' gender, age, seniority, in-service training and graduation information are included.

Teacher Self-Efficacy Scale: "Teacher self-efficacy scale" developed by Çolak, Yorulmaz, and Altınkurt (2017) consists of 27 items. The evaluation of the scale, which is scored on a five-point Likert type scale ranging from disagree (1) to agree (5), is evaluated according to the highest score received on the scale. The lowest score that can be obtained from the teacher self-efficacy scale is 27 and the highest score is 135. There are no reverse items in the scale. An increase in the score for each factor or the score for the entire scale is interpreted as an increase in teachers' self-efficacy belief for that sub-factor. Reliability analysis of the teacher self-efficacy scale was conducted and the reliability analysis of the scale was conducted again and the Cronbach alpha value for the entire scale was calculated as .93. According to these results, it can be said that the reliability of the scale is acceptable.

Classroom Teacher Behavior Scale: The classroom behavior scale developed by Büyüköztürk, Kılıç, Karadeniz and Karataş (2004) was created in a five-point Likert type and the entire scale consists of positive items. The scale consists of the options "almost never (1)", "rarely (2)", "sometimes (3)", "usually (4)", "almost always (5)". Additionally, the score that can be obtained from the scale The score range was determined as 1.00-1.80 almost never, 1.81-2.60 rarely, 2.61 - 3.40 sometimes, 3.41-4.20 usually, 4.21-5.00 almost never. The value of 0.80 was obtained by dividing this score range between the number of options and the range. Score ranges were created with the help of values (Çakır, 2015). The lowest score that can be obtained from the scale is 27 and the highest score is 135. The highest score that can be obtained from the scale indicates that activities for student-centered education are frequently shown (Büyüköztürk, Kılıç, Karadeniz and Karataş, 2004). According to the exploratory factor analysis conducted to test the construct validity of the scale, the item load values of the 27-item unidimensional scale varied between .361 and .684. In order to determine the reliability of the scale, Cronbach's alpha value was calculated as .904.

Analysis of Data

The data collected through surveys were evaluated using the SPSS 22.0 package program. Teachers' opinions were evaluated based on the arithmetic mean and standard deviation values of the scores given by the teachers to the items of the surveys. In order to determine whether the values obtained from the data collection tools met the parametric test assumptions, it was examined. For this purpose, central tendency measures of the scores obtained for all variables to be used in data analysis were calculated and skewness and kurtosis values were examined. Since the values did not show a normal distribution, T test was performed with gender, graduation status and in-service training variables, and ANOVA test was performed with seniority and age variables.

In the research, Pearson correlation test was applied between the responses between the self-efficacy scale and in-class teacher behaviors. Pearson correlation test is used to determine whether there is a linear relationship between two numerical units. Pearson correlation test is used when the data is normally distributed. As a result of the Pearson correlation test, the correlation coefficient range of ±0.00 - ±0.29 was interpreted as low correlation, ±0.30 - 0.69 as medium correlation, and ±0.70 - 1.00 as high correlation (Büyüköztürk et al., 2012).

RESULTS

Table 1. *Gender Distribution of Teachers*

	n	%
Woman	110	64,7
Male	60	35,3
Total	170	100,0

As seen in Table 1, 170 teachers participated in the research. When the gender distribution of the teachers was examined, it was seen that 110 teachers (64.7%) were female and 60 teachers (35.3%) were male.

Table 2. *Age Distribution of Teachers*

	n	%
25-30 years old	20	11,8
31-40 years old	115	67,6
41-50 years old	35	20,6
Total	170	100,0

As seen in Table 2, when the age distribution of the participants is examined, 20 teachers (11.8%) are between the ages of 25-30, 115 teachers (67.6%) are between the ages of 31-40, and 35 teachers (20.6%) are between the ages of 41-50. can be seen.

Table 3. *Seniority Distribution of Teachers*

	n	%
0-5 Years	15	8,8
6-10 Years	30	17,6
11- 15 Years	55	32,4
16-20 years	60	35,3
21 Years and Above	10	5,9
Total	170	100,0

As seen in Table 3, when the seniority distribution of the teachers participating in the research is examined; 15 teachers (8.8%) have 1-5 years of experience, 30 teachers (17.6%) have 6-10 years of experience, 55 teachers (32.4%) have 11-15 years of experience, 60 teachers (35.3%) have 16-20 years of experience. It is seen that 10 teachers (5.9%) have a seniority of 21 years or more.

Table 4. *Graduation Status Distribution of Teachers*

	n	%
Licence	165	97,1
Degree	5	2,9
Total	170	100,0

As seen in Table 4, when the distribution of educational backgrounds of the teachers participating in the research is examined; It is seen that 165 teachers (97.1%) have a bachelor's degree and 5 teachers (2.9%) have a master's degree.

Table 5. *Distribution of Teachers' Status of Receiving In-Service Training*

	n	%
Yes	53	30,1
No	123	69,9
Total	176	100,0

As seen in Table 5, when the distribution of the participating teachers in in-service training is examined; It is seen that 53 teachers (30.1%) said yes, and 123 teachers (69.9%) said no.

Table 6. *T test results of teachers' classroom management competency level and gender variable*

		N	$\overline{X}$	Ss.	t	df	p
Classroom management qualification	Woman	110	3,56	,23	-,137	168	,892
	Male	60	3,57	,17			

As seen in Table 6, there is no significant difference between teachers' gender status and classroom management competence levels [t(168)=,137,p>.01] (p=,892). In other words, teachers' gender status is a significant determinant in terms of their classroom management competence levels.

Table 7. *T-test results of teachers' classroom management competency level and educational background variable*

		N	$\overline{X}$	Ss.	t	df	p
Classroom management qualification	Licence	165	3,57	,21	3,479	168	,001
	Master's degree	5	3,25	,00			

As seen in Table 7, there is a significant difference between teachers' educational background and classroom management competence levels [t(168)=3.479,p<.01] (p=.001). In other words, teachers' education level is a significant determinant in terms of their classroom management competence levels.

Table 8. Descriptive statistics and ANOVA results of teachers' classroom management competency level and age variable

		N	$\overline{X}$	Ss.	p	
Classroom management qualification	25-30 years old	20	3,50	,15	,297	p>,05
	31-40 years old	115	3,58	,21		
	41-50 years old	35	3,57	,23		

As seen in Table 8, there is no significant difference between teachers' age and classroom management competence scores [F(2,167)=,297, p>.05]. When looking at the differences between age groups, it was seen that those in the 31-40 age group (=3.58) thought more positively than other categories. According to the F test result; The significance value of teachers' age status and classroom management competency scores was found to be p=.297 >0.05. Accordingly, there is no significant relationship between the variables.

Table 9. *Descriptive statistics and ANOVA results of teachers' classroom management competency level and seniority variable*

		N	$\overline{X}$	Ss.	p	
Classroom management qualification	0-5 years	15	3,45	,16	,002	p<,05
	6-10 years	30	3,68	,14		
	11-15 years	55	3,55	,23		
	16-20 years	60	3,57	,22		
	21 years and above	10	3,43	,06		

As seen in Table 9, there is no significant difference between teachers' seniority status and classroom management competency scores [F(4,165)=,297, p<.05]. When the differences in seniority groups are examined, it is seen that those in the 6-10 year group (=3.68) think more positively than other categories. According to the F test result; The significance value of teachers' seniority status and classroom management competence scores was found to be p=.002 <0.05. Accordingly, there is a significant relationship between the variables.

DISCUSSION AND CONCLUSION

Descriptive scanning model was used in this study. The research aimed to examine classroom teachers' self-efficacy perceptions towards classroom management according to variables. In this research, a convenient sampling method was used for participants in the 2021-2022 academic year. 170 teachers participated. When the gender distribution of the teachers was examined, it was seen that 110 teachers (64.7%) were female and 60 teachers (35.3%) were male. When the age distribution of the participants is examined, 20 teachers (11.8%) are between the ages of 25-30, 115 teachers (67.6%) are between the ages of 31-40, and 35 teachers (20.6%) are between the ages of 41-50; When the seniority distribution of teachers is examined; 15 teachers (8.8%) have 1-5 years of experience, 30 teachers (17.6%) have 6-10 years of experience, 55 teachers (32.4%) have 11-15 years of experience, 60 teachers (35.3%) have 16-20 years of

experience. year, 10 teachers (5.9%) had 21 years or more of seniority; When the distribution of teachers' educational backgrounds is examined; 165 teachers (97.1%) had a bachelor's degree and 5 teachers (2.9%) had a master's degree; When the distribution of teachers' participation in in-service training is examined; It is seen that 53 teachers (30.1%) said yes, and 123 teachers (69.9%) said no.

Within the scope of the research purpose, it was examined whether classroom teachers' perceptions of classroom management competence differ significantly in terms of some variables, and the following findings were obtained according to the results of the application.

- Teachers' educational background is a significant determinant in terms of their classroom management competence levels.
- There is a significant relationship between teachers' age and proficiency level scores.
- There is a significant relationship between teachers' seniority status and proficiency level scores.
- There is a significant relationship between teachers' seniority and classroom management competency scores.

Other studies on teacher self-efficacy have also shown that teachers' gender does not have any effect on teacher self-efficacy beliefs (Uğurlugelen, 2019; Akçaalan, 2018; Alnaas, 2017; Tilegi, 2014; Koç, 2013; Zararsız; 2012; Özerkan, 2007). . In their study on teachers' job stress and self-efficacy, Klassen and Chiu (2010) concluded that the self-efficacy of female teachers was higher than the self-efficacy of male teachers. Berkant (2017) stated that being a classroom teacher is seen as a social advantage in favor of female teachers, but gender is not an important variable affecting teacher self-efficacy. Although there are studies that support this view (Romi and Leyser, 2007; Ekici, 2006; Özdemir, 2008; Kuru, 2018; Ermiş, 2019), there are also studies indicating that male classroom teachers have higher self-efficacy beliefs than female classroom teachers (Korkut and Babaoğlan, 2012; Toptemir, 2013). Oğuz (2009) stated that the reason why male teachers have more self-efficacy beliefs than female teachers are due to the confidence male teachers have in themselves.

Academic self-efficacy is related to teachers' beliefs about their profession. The teacher's ability to introduce original methods and techniques for the field and to follow new developments is also considered within academic self-efficacy (Tschannen-Moran and Hoy, 2001). The academic self-efficacy level of teachers with 1-5 years of professional service was lower than other groups. This may be due to the fact that teachers are new to their jobs and do not have practice on what and how to apply them. Similar results were obtained in another study examining the relationship between secondary school teachers' self-efficacy

belief and professional seniority variable (Küpeli, 2019). Koç (2013) stated that he found the self-efficacy perceptions of classroom teachers with 21-25 years of professional experience to be higher than those of classroom teachers with 16-20 years of professional seniority, and reported that teachers' efficacy beliefs increased with professional seniority. In the study examining the efficacy beliefs of preschool teachers, it was concluded that increasing the age and professional seniority of teachers also increases their self-efficacy beliefs (Taç, 2019). Guo et al. (2011) stated that increasing teachers' professional seniority positively affects teachers' self-efficacy beliefs.

In the studies conducted by Büyük Öztürk et al., (2004) and Çakır (2015), it was found that female teachers exhibited a more student-centered approach in the classroom than male teachers. Dündar (2008) reported that female teachers demonstrated more student-centered education than male teachers. Öztürk et al. (2002) stated that female teachers communicate more with students than male teachers and create a more positive environment in the classroom, which increases students' active participation in the teaching process and this supports student success. In the study conducted by Çınar et al. (2006), they stated that female teachers had positive views on the constructivist learning approach, that is, the student-centered approach, compared to male teachers. These findings support the findings of the research. It can be thought that the reason why female classroom teachers prefer a more student-centered education than male classroom teachers is influenced by the communication language female teachers use with students and their approach to classroom problems. When the literature is examined, there are studies where there is no significant difference between teachers' gender and student- or teacher-centered approach preferences (Maden et al., 2011; Polat, 2018, Karakuş, 2003; Ocak, 2010; Yıldırım, 2011). Aybek and Ağlagül (2011) reported that the gender of teachers had no relationship with their classroom behavior and attributed this situation to the fact that male and female teachers received the same training.

There was no significant difference between the classroom teachers' answers to the in-class teacher behavior scale and the professional seniority variable. This result shows that teachers' professional seniority does not affect their preference for a teacher- or student-centered education in the classroom. However, Çakır (2015) examined the relationship between teachers' professional seniority and classroom teacher behavior and found that teachers with more than 21 years of professional seniority showed more student-centered behaviors. There are studies in the literature where similar results were obtained (Dündar, 2008; Ocak et al., 2010; Yıldırım, 2011; Topdemir, 2013; Güneş, 2016; Ünsal and Korkmaz, 2017). Teachers' adoption of a student-centered education approach over the years, better management of student relations, more effective use of teaching strategies

and materials, and improving themselves in the problem-solving process over time can be counted among the factors affecting this situation (Uğurlugelen, 2019).

In addition to these findings in the literature, there are studies that state the exact opposite. Maden et al. (2011) reported that teachers with 1-5 years of experience and 6-10 years of experience prefer the student-centered approach more, and the reason for this is that teachers adopt the student-centered approach more easily. Similarly, Polat (2018) reported that young teachers were more willing to implement the student-centered approach than teachers with higher professional seniority. He stated that the reason for this is that teachers are trained based on student-centered education. In parallel with the results of this research, Aybek and Ağlagül (2011) stated that teachers' professional seniority does not affect teachers' in-class behavior. Although it is expected that teachers' student-centered educational behaviors will increase with the increase in years of professional service, such a relationship was not obtained as a result of the research.

When classroom teachers' in-class teacher behaviors and self-efficacy beliefs were examined, a moderate and significant relationship was found between teachers' social self-efficacy beliefs and in-class teacher behaviors. Connolly (1989) reported social self-efficacy belief as being successful in interpersonal relationships and participating in social activities. Coleman (2003) stated that as the belief in social self-efficacy increases, the harmony between the individual's behaviors in the social environment increases. Palancı (2004) stated that as teachers' social self-efficacy beliefs increase, their beliefs about the positive or negative consequences of an individual's behavior will change and that teachers' adaptation to the social process will increase. Gülşen (2013) stated that an individual's high belief in social self-efficacy means the individual's ability to act in harmony with where and how to perform the right behaviors. In this sense, it can be said that social self-efficacy is important for teachers to control the relationship between students, school and parents. In the study where classroom teachers' in-class teacher behaviors and self-efficacy beliefs were examined, a moderate and significant relationship was found between the teachers' intellectual self-efficacy sub-dimension and in-class teacher behaviors. Demir (2019) expressed the concept of intellectual as a broad concept that includes the individual's thinking, evaluation and criticism skills. Duman (2008) defined the characteristics of an intellectual person as a person who focuses only on the solution of problems without having a certain opinion or thought, and who has the ability to explain and interpret important events and facts for society. It is expressed as teachers' ability to interpret the changes and developments occurring within the education system with their belief in intellectual self-efficacy and to make evaluations from a scientific perspective (Çolak et al., 2017).

As a result of the research, it was concluded that there is a very weak relationship between teachers' classroom management competency levels. In this study, the following suggestions can be developed within the scope of theoretical information and practical results obtained:

- Teachers who are new to the profession can be encouraged to actively participate in in-service training activities in order to increase academic proficiency.
- Institutional studies and group collaborations can be carried out to increase teachers' classroom management competencies.

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