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THE EFFECT OF EMOTIONAL INTELLIGENCE COMPETENCIES OF CLASSROOM TEACHERS ON CLASSROOM MANAGEMENT SKILLS¹

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ABSTRACT

Humans are beings created with emotional and logical thinking skills. Since people are mostly seen as machines in business life, it can be said that the feelings of employees are not taken into consideration or even neglected in these environments. In recent years, it has been realized that emotions play an important role in solving problems encountered in education. Keeping teachers in constant contact with students can enable students to use their emotions and thoughts at the highest level, increase their academic success, and even make them happier in life. In this research, the effect of emotional intelligence competencies of classroom teachers working in private primary schools on classroom management skills was tried to be determined. The research was carried out with quantitative method and stratified sampling method was used to determine the participants. The research was carried out with a total of 366 primary school teachers working in private primary schools in 14 cities from 7 regions of Turkey in the 2013-2014 academic year. In the research, it was concluded that the emotional intelligence competencies and classroom management skills of the primary school teachers working in private primary schools were at a high level and that the emotional intelligence competencies of the teachers significantly predicted their classroom management skills.

Keywords: Emotional intelligence, classroom management, privacy primary school teacher.

¹ This study was produced from the master thesis titled "The effect of emotional intelligence competencies of the teachers who work in private primary schools on their classroom management skills" (Thesis Advisor: Dr. Tuba YAVAS).

INTRODUCTION

All societies have been constantly changing and developing since the first human being. It is possible to see the effects of these changes and developments in every field today, from technological developments to economic developments, from social life to family life. However, depending on all these developments, in some societies, the damage of family ties and weakening of intra-family communication may cause problematic or troubled generations to grow over time. It can be said that the group most affected by this process, in which social ties are weakened and the emotions of individuals are not taken into account, are school-age children. According to Polat and Yavas (2012), schools, which are one of the institutions that mediate education and the most important one, serve the purposes of education in many ways with various elements such as administrators, teachers, students and other assistants. Teachers, who are the most important elements of education, provide students with the desired behaviors if they have emotional skills and use these skills effectively. Emotional intelligence, which is very important for every teacher, includes emotional abilities such as being able to describe and express emotions correctly, integrating emotions into cognitive processes, understanding emotions and understanding the effects of emotions on various situations (Law, Wong & Song, 2004, p. 485; as cited in Gurbuz & Yuksel, 2008). Teachers who have emotional intelligence skills and can use this skill effectively prevent students from acquiring undesirable behaviors, contribute to the training of more qualified students, and these teachers are often taken as role-models by students. According to Sartorius, (1999, p. 14), especially in the field of education, when emotions and emotional intelligence are left aside, cold digital brains and controlled robots that only refer to reason emerge and more heartless individuals may emerge day by day.

The concept of emotional intelligence was first defined by Salovey and Mayer in the 1990s as the ability to understand the emotions and feelings of others. According to these authors, emotional intelligence is not just a single ability or natural trait, but rather an organized form of emotional reasoning abilities, the ability to understand and control emotions (Cumming, 2005, p. 3). According to Salovey and Mayer, emotional intelligence consists of three dimensions. These are appraisal and expression of emotion, regulation of emotion, and utilization of emotion as intelligence (Salovey & Mayer, 1990). According to Goleman, the author of the book 'Emotional Intelligence', which has attracted worldwide attention after Mayer and Salovey, emotional intelligence is defined as to be able to continue its way despite problems, to be able to take action, to delay gratification by controlling impulses, not allowing troubles to interfere with thinking, regulating mood, fostering hope, and being able to put oneself in someone else's shoes (Goleman, 2011, p. 62).

Emotional-social intelligence is the combination of introverted and social competencies, skills and supporting elements that determine our effectiveness in expressing ourselves, understanding others and our relationship with them and overcoming daily needs, pressures and difficulties (Bar-On, 2006, p. 3). Thanks to emotional vitality, it is very important for us to understand our basic personal values, character and emotions that keep them alive and direct them (Cooper & Sawaf, 2003, p. 85).

One of the environments in which emotional intelligence is important is the classroom, where students and teachers spend most of their time together. Therefore, it is important for teachers to use their own emotional intelligence to manage students' emotions in the classroom environment. The first study on classroom management is the book "classroom management" written by William Chandler Bagley in 1907 by observing successful teachers in their profession. Classroom management, which has gained importance in education over time, has taken its place in the field of educational sciences since 1980. Classroom management is the process of taking action by coordinating students with the teaching resources in the classroom in order to achieve the purpose of the classroom (Celep, 2011, p. 1). Classroom management is the management of classroom like an orchestra (Lemlech, 1988). Classroom management, in general, is the activities related to the systematic and conscious application of principles, concepts, theories, models and techniques related to the planning, organization, application and evaluation functions for the realization of the determined educational objectives (Cubukcu & Girmen, 2008).

While planning the education, it is important to make programs that will allow students' emotional development as well as their academic success. Since emotional intelligence can be developed with education and its development is important and possible at every educational level, the most appropriate places where emotional intelligence can be applied are schools and classrooms (Titrek, 2007, p. 115). There are constant changes in education programs, systems, teaching methods and techniques. It is extremely important for teachers, who are in the position of classroom managers and leaders, to develop common goals as well as develop strategies according to the conditions. Teachers, who have the ability to work with students in line with common goals, collaborate with students by sharing plans, information and resources, and create opportunities thanks to their collaboration in friendly and collaborative classroom environments (Goleman, 2019, pp. 254-271).

Positive behaviors by teachers can increase the probability of students displaying positive behaviors. If teachers' behaviors reflect their discourses and show compatibility with students, the teacher can be a role model for students. Otherwise, the inconsistencies between discourses and actions may not have a positive effect on the addressees (Sisman, 2013, p. 152). It can be said that teachers who can use emotional intelligence skills are more democratic and more adaptable, so that students who can express themselves easily in the classroom environment also find effective learning opportunities. Appropriate learning environments provide learners with empathy, understanding, respect and the ability to understand correctly. Learning environments always aim to do or create the best (Dwyer, 2002; Holt & Jones, 2005). The manner used in classroom management can contribute to both academic success and emotional development of students. A calm, soft and sweet tone of voice can make it easy to learn even hard-to-understand subjects. An atmosphere of mutual trust and warm communication can be a small start to great success.

The main purpose of this research is to determine the effect of emotional intelligence competencies of primary school teachers working in private primary schools on classroom management skills. In line with this aim, answers to the following questions were sought in the research:

1- What is the level of emotional intelligence competencies and classroom management skills of private primary school teachers participating in the research?

2- Is there a significant relationship between the emotional intelligence competencies of primary school teachers working in private primary schools and their classroom management skills?

3. Do the emotional intelligence competencies of primary school teachers working in private primary schools significantly predict their classroom management skills?

There are some studies on the intensity of use of emotional intelligence skills in classroom management by teachers. However, there are not many studies on teachers working in private schools. Hence, it was decided to carry out this research in order to close this gap in the field and to give an idea to educators and those interested in education.

METHOD

Research Model

In line with the purpose of this research, the correlational research was preferred. Accordingly, it was tried to determine whether the emotional intelligence competencies of the primary school teachers working in private primary schools predict their classroom management skills.

Research Universe

This research was conducted throughout Turkey in the 2013-2014 academic year. The research universe consists of primary school teachers working in private primary schools in 14 provinces selected from 7 regions of Turkey. The number of private primary schools and teachers in the provinces included in the research universe is shown in Table 1.

Table 1. Number of Private Primary Schools and Teachers in the Provinces in the Research Universe

City Names	Number of Private Primary Schools (N)	Number of Teachers (N)
Gaziantep	13	300
Sanliurfa	10	104
Bingol	1	33
Malatya	8	258
Giresun	2	34
Corum	3	38
Eskisehir	6	162
Sivas	3	55
Bursa	39	943
Kocaeli	32	462
Izmir	59	1441
Uzak	2	94
Osmaniye	6	127
Kahramanmaras	11	145
Total	195	4196

Source: (MEB, 2014).

When Table 1 is examined, the number of private primary schools in some provinces of Turkey and the number of primary school teachers working in these private primary schools can be seen. It is seen that the highest number of private primary schools is in Izmir (59 primary schools), and the least number of private primary schools is in Bingol (1 primary school).

Sample

In this research, it was tried to determine the number of classroom teachers working in private primary schools in the provinces with the stratified sampling method, which is one of the random sampling methods. While selecting the private primary schools in the provinces forming the sample, the principle of easy accessibility to private primary schools was taken into account. Stratified sampling is a sampling method that aims to determine the subgroups in the universe and to represent them in the sample with their proportions in the universe (Buyukozturk et al., 2012, p. 86).

Table 2. Number of Private Primary School and Classroom Teachers Included in the Sample

City Names	Number of Private Primary Schools (N)	Number of Teachers (N)
Gaziantep	4	56
Sanliurfa	5	39
Bingol	1	18
Malatya	2	24
Giresun	1	20
Corum	1	15
Eskisehir	2	34
Sivas	1	18
Bursa	6	64
Kocaeli	3	40
Izmir	8	133
Uzak	1	18
Osmaniye	2	31
Kahramanmaras	2	27
Total	39	537

Data Collection Tools

Classroom Management Scale, developed by Delson (1982), adapted to Turkish by Yalcinkaya and Tonbul (2002) and whose validity and reliability studies were conducted, was used in the research. This scale was prepared in likert type and five-point rating type. The items of the scale were graded from 4 to 0 as 'very good', 'good', 'moderate', 'poor' and 'very poor'. The highest score on the scale is 4. The scoring range in the measurement tool is 0-0.79 not observed, 0.80-1.59 poor, 1.60-2.39 moderate, 2.40-3.19 good, and 3.20-4.0 very good. Yalcinkaya and Tonbul (2002) calculated the reliability (Cronbach Alpha) coefficient as 0.88 as a result of the reliability analysis for this scale. As a result of the reliability analysis for this scale, the Cronbach alpha coefficient was calculated as 0.836. The factor analysis of the scale was analyzed with the Kaiser-Meyer-Olkin (KMO) coefficient and the Barlett Sphericity test, and the Kaiser-Meyer-Olkin (KMO) coefficient of the scale was

calculated as ,864. For factor analysis, two statistics that the KMO value is higher than .60 (KMO=.92) and Barlett Sphericity (Sig=.00, $p<.05$) indicates that the scale is significant (Buyukozturk, 2014, p. 136). Since the values obtained in this study met both of these conditions, factor analysis was started. A factor loading value higher than .45 is a good criterion for selecting items. However, this limit value can be reduced to .30 when there are few items in practice (Buyukozturk, 2014, p. 134). In this research, the limit value for the factor load value was evaluated as .40. In the analysis, the residual values of the items were checked in the first step, and since the factor loads of the 4th, 6th, 12th, 13th, 20th and 21st items were below .40, the items were removed from the scale. In the second step, since the 3rd, 8th and 14th items were overlapped, they were removed from the scale again and the analyzes were made on the remaining 16 items. It was determined by calculating that of the remaining 16 items in the scale the 10th, 11th, 9th, 18th, 17th and 19th items in the first factor (Plan-Program Activities) and the 24th, 23rd, 25th and 22nd items in the second factor (In-Class interaction) 1st, 2nd and 7th items in the third factor (Physical Arrangement and Use of Time), 16th, 15th and 5th items in the fourth factor (Asking Questions) gave higher values. Accordingly, it was determined that the 1st factor of the scale consisted of 6 items, the 2nd factor consisted of 4 items, and the 3rd and 4th factors consisted of 3 items each. According to Principal Component Analysis, the total variance explained by these 4 factors is 52.47%.

Emotional Intelligence Scale, which was developed by Wong and Law (2002) and adapted to Turkish by Karakus (2013) and whose validity and reliability studies were conducted, was used as the second scale. The scale consists of 4 dimensions and 16 questions. In factor analysis, the lower limit for factor loading was determined as .40. The reliability coefficients of the scale and its sub-dimensions (Cronbach Alpha) were examined. The average scores of the items under each factor that emerged as a result of the factor analysis were calculated. As a result of the basic components analysis of the 4 sub-dimensions of the emotional intelligence scale applied to the primary school teachers working in private primary schools was determined as self-emotion appraisal, others' emotion appraisal, use of emotion, regulation of emotion.

The 16-item short form of the Emotional Intelligence Scale was used in some studies (Karim, 2010; Libbrecht et al., 2012; Karakus, 2013) before, and its validity and reliability were calculated. As a result of the reliability analysis performed by Karakus (2013), the reliability (Cronbach Alpha) coefficient was calculated as 0.869, the Kaiser-Meyer-Olkin (KMO) coefficient as .878, and the Cronbach alpha coefficient as 0.885. It can be said that the reliability of the scale is high from the results of these calculations. The items of the scale were graded from 5 to 1 as "Always", "Often", "Sometimes", "Rarely" and "Never" in a 5-likert type. The highest score on the scale is 5. In the factor analysis of the Emotional Intelligence Scale, the load values were taken into account as .40. No items below this value were found in the scale items. According to Principal Component Analysis, the total variance explained by the four factors is 66.00%.

Data Collection

The scales were sent to the private primary schools included in sample in each province by post, together with the official permission letter² obtained from the General Directorate of Private Education Institutions. The names of the schools and how many primary school teachers the scales will be applied to are written on these letters. The scales were collected and distributed by the researcher in some places and by the school principals in some places. In order to have a 95% confidence level and $d = 0.10$, the sample size of the primary school teachers should be at least 351, while the number of returned scales was 366. Thus, a sufficient number of scales were obtained for analysis.

Analysis of Data

Before starting the analysis of the data, the data were examined in terms of missing values, outliers and normality. The data collected from the participants were examined in terms of incorrect coding. 5 scales that were randomly filled in the scales and left largely blank were not included in the evaluation. Missing value analysis was carried out and the assignment was made with the SPSS program to replace the items left blank. In the outlier analysis, both the Mahalanobis distance value was checked and the outlier data were removed by looking at the Z scores of the participants.

All of the data obtained from primary school teachers working in private primary schools, with demographic characteristics, Emotional Intelligence Scale and Classroom Management Skills Scale, were analyzed with SPSS 21.0 (Statistics Program for Social Sciences). The frequency (N) and percentages (%) of the variables were calculated in order to summarize the personal characteristics of the primary school teachers forming the sample. The mean scores (X) and standard deviations (SD) of the sub-dimensions and items of the Emotional Intelligence and Classroom Management Skills Scales used in the research were also calculated. The relationship between the emotional intelligence levels of private primary school classroom teachers and their classroom management skills was calculated by correlation test, and whether their emotional intelligence competencies predicted classroom management skills was calculated by regression analysis.

FINDINGS

In this section, the research problem, sub-problems, collected data, findings obtained as a result of statistical analysis, and statistical analyzes and comments are included.

Personal Characteristics of Private Primary School Teachers Participating in the Research

In this section, there are introductory frequencies and percentage distributions for the general structure of the sample group, emotional intelligence competencies and classroom management skills.

² (*Ministry of National Education, General Directorate of Private Education Institutions* letter dated 15/05/2014 and numbered 95178074/405.99/1954485).

Table 3. Distribution of Demographic Variables of the Participants

Variables	N	%
Gender		
Male	172	43
Female	194	57
Marital status		
Married	290	79,2
Single	76	20,8
Age		
29 years and younger	123	33,6
30-39 years old	192	52,5
40 years and older	51	13,9
Professional Seniority		
1-5 years	106	29
6-10 years	94	25,7
11-19 years	150	41
20 years or more	16	4,4
School Seniority		
1-4 years	225	61,5
5-8 years	108	29, 5
9-12 years	27	7,4
13 years or more	6	1,6
Educational status		
Bachelor's degree	326	89,1
Master's Degree	40	10,9

Table 3 shows the frequency and percentage distributions obtained with the personal information form from the primary school teachers working in private primary schools participating in the research. Accordingly, it has been determined that 57% of 366 primary school teachers working in private primary schools are female teachers and 43% are male teachers. In terms of marital status, 79.2% of the primary school teachers working in private primary schools are married teachers and 20.8% are single teachers. Considering the age distribution of classroom teachers, it is seen that 52.5% of the primary school teachers are in the age group of 30-39, 33.6% are in the age group of 29 and younger, and 13.9% are in the age group of 40 and older. It is seen that the number of primary school teachers working in the age group of 40 and older in private primary schools is very low. Considering the educational status, it is seen that 89.1% of the four-year education faculties and 10.9% of the primary school teachers have master's degree. It can be stated that private primary school administrators are selective in the selection of primary school teachers who will work in private primary schools, as there are no Education High School graduates, Teachers School (High School) graduates and Education Institute graduates. The distribution of their professional seniority is as follows: 41% of them are between 11-19 years, 29% between 1-5 years, 25.7% between 6-10 years and finally 4.4% between 20 years or more. When the professional seniority of the primary school teachers is considered, it can be said that older and experienced classroom teachers are in the majority and are preferred. Their seniority at the schools they work in is as follows: 61.5% between 1-4 years, 29.5% between 5-8 years, 7.4% between 9-12 years and 1.6% between 13 years or more. Looking at the distributions, it can be said that private primary school teachers are contracted and do not work in the same

institution for a long time. In addition, considering the possibility of reasons such as inefficiency, lack of self-renewal and reluctance to be caused by working in the same institution for many years, it can be said that school changes are due to this reason.

Descriptive Statistics on Emotional Intelligence Competencies of Private Primary School Teachers

The expressions of the Emotional Intelligence Scale were evaluated between ‘Never’ and ‘Always’ by the private primary school teachers participating in the research. The mean score and standard deviation values of the perception levels of the scale and its sub-dimensions are shown in Table 4.

Table 4. Distribution of Descriptive Statistics on Emotional Intelligence Levels of Private Primary School Teachers

Emotional Intelligence Scale/Sub-Dimensions	N	Min.	Max.	X	Std. Error	Std. Deviation
Regulation of emotion	366	1,75	5	3,82	0,03	0,7
Self- Emotion appraisal	366	2,75	5	4,18	0,02	0,53
Others’ emotion appraisal	366	2	5	3,92	0,02	0,56
Use of emotion	366	1,75	5	3,79	0,03	0,63
Emotional Intelligence Overall	366	2,5	4,813	3,93	0,02	0,45

It was determined that the Self-Emotion appraisal levels of emotional intelligence of private primary school teachers participating in the research were quite high ($X_{\text{Self-Emotion appraisal}}= 4,18$). Others' emotion appraisal, Use of emotion and Regulation of emotion levels were found to be close to each other. ($X_{\text{Others' emotion appraisal}}= 3,92$; $X_{\text{Regulation of emotion}}= 3,82$; $X_{\text{Use of emotion}}= 3,79$). It was determined that the overall emotional intelligence levels of private primary school teachers were close to high. ($X_{\text{Emotional intelligence}}=3,93$). Accordingly, from the results of the analysis, it can be said that the emotional intelligence competencies of private primary school teachers are often at a sufficient level in all dimensions.

Descriptive Statistics on Classroom Management Levels of Private Primary School Teachers

The items of the Classroom Management Skills Scale were evaluated between ‘very poor’ and ‘very good’ by the teachers participating in the research. The mean score and standard deviation values of private primary school teachers' perception levels of the scale are given in Table 5. It was determined that the classroom management skills of the private primary school classroom teachers participating in the research were at a very high (Very Good) level ($X_{\text{Classroom M.S.}}=3,40$).

Table 5. Descriptive Statistics on Classroom Management Skills of Private Primary School Teachers

Classroom Management Scale/Dimensions	N	Min.	Max.	X	Std. Error	Std. Deviation
Plan-Program Activities	366	2,17	4	3,36	0,02	0,4
In-Class interaction	366	2,75	4	3,63	0,01	0,37
Physical Arrangement and Use of Time.	366	2	4	3,22	0,02	0,48
Asking Questions	366	2	4	3,37	0,02	0,42
Classroom Management Overall	366	2,44	3,94	3,40	0,01	0,31

It is seen that the levels of all sub-dimensions of classroom management skills of private primary school teachers participating in the research are quite high. In particular, it was determined that the in-class interaction dimension was higher than the other dimensions ($X_{\text{In-class int.}}=3,63$, $X_{\text{Plan- Program Act}}=3,36$, $X_{\text{Asking Qs}}=3,37$ and $X_{\text{Physical Arr. and Use of Time}}=3,22$). Based on the results of the analysis, it can be said that the communication and interaction of private primary school teachers with students is very good and it has positive effects on students' emotional and cognitive intelligence.

Findings on the Relationship Between Emotional Intelligence Competencies and Classroom Management Skills of Private Primary School Teachers

It was found that there is a positive and significant relationship between the levels of private primary school teachers about regulation of emotion, self- emotion appraisal, others' emotion appraisal and use of emotion and classroom management skills.

Table 6. Correlation Test Results on the Relationship Between Emotional Intelligence Competencies and Classroom Management Skills of Private Primary School Teachers

Emotional Intelligence Scale/Dimensions	Correlation Coefficient	Classroom Management Skills
Regulation of emotion	r	,357
	p	,000**
Self- Emotion appraisal	r	,412
	p	,000**
Others' emotion appraisal	r	,466
	p	,000**
Use of emotion	r	,445
	p	,000**
Emotional Intelligence Level Overall	r	,554
	p	,000**

** The correlation is significant at the 0.01 level.

It has been found that there is a positive and significant relationship between the levels of emotional management and classroom management skills of private primary school teachers ($r=.357$; $p<0.01$). According to this, it can be said that the classroom management skills of private primary school teachers who have a high level of emotion management are also positively affected by this situation. It has been determined that there is a positive and significant relationship between private primary school teachers' self-recognition levels and classroom management skills ($r=.412$; $p<0.01$). According to the perceptions of private primary school classroom teachers participating in the research, it can be said that as the level of recognizing their own emotions increases, their classroom management skills will also increase. It has also been determined that there is a positive and significant relationship between the level of understanding the emotions of others and classroom management skills of private primary school teachers ($r=.466$; $p<0.01$). According to the perceptions of private primary school teachers participating in the research, it can be stated that as the level of understanding the emotions of others increases, classroom management skills will also increase. When we look at the variance explained, 16% of classroom management skills are covered by the dimension of understanding others' emotions. It has been determined that there is a positive and significant relationship between the levels of using emotions and

classroom management skills of private primary school teachers ($r=.445$; $p<0.01$). According to the perceptions of private primary school teachers, it can be said that as the level of using emotions increases, classroom management skills will also increase. It has been determined that there is a positive and significant relationship between the emotional intelligence levels of private primary school teachers and their classroom management skills ($r=.554$; $p<0.01$). Accordingly, it can be said that as the emotional intelligence level of private primary school teachers participating in the research increases, their classroom management skills will increase positively. When we look at the explained variance, it is seen that 25% of classroom management skills are covered by emotional intelligence.

Findings Regarding the Emotional Intelligence Competencies of Primary School Teachers Working in Private Primary Schools to Predict Their Classroom Management Skills

Table 7 contains the findings of the hierarchical multiple linear regression analysis conducted on whether the emotional intelligence competencies of private primary school teachers predict their classroom management skills.

Table 7. Results of Regression Analysis on whether Emotional Intelligence Competencies Predict Classroom Management Skills

Variable	B	T	p
Regulation of Emotion	,069	1,337	,182
Self-Emotion Appraisal	,176	3,605	,000***
Others' Emotion Appraisal	,248	4,917	,000***
Use of Emotion	,215	4,006	,000***

*** $p<.001$, The Dependent Variable: Classroom Management Skills

When Table 7 is examined, it is seen that except from the first sub-dimension, the other three dimensions can be used to predict classroom management skills at a significance level of 0.001. When beta values are examined, it is seen that the dimension of others' emotion appraisal ($\beta=.248$) is the most important variable in explaining classroom management skills. It has been determined that use of emotion is the second ($\beta=.215$), and self-emotion appraisal is the third most important ($\beta=.176$). From these explanations, it has been determined that emotional intelligence competencies of primary school teachers working in private primary schools predict their classroom management skills.

Table 8. Multiple Linear Regression Analysis Results Regarding the Prediction of Classroom Management Skills of Primary School Teachers Working in Private Primary Schools by Emotional Intelligence Competencies

Model		Dependent Variable: Class Management Skills						
Independent Variable	B	Std. Error	B	T	p	F	R ²	ΔR^2
1st step	Constant	2,684	,312	-	8,603	,000	10,117	,070
	Gender	,107	,032	,169	3,342	,001		
	Age	,023	,013	,378	1,721	,086		
	Seniority	-,009	,013	-,154	-,702	,483		
2nd step	Constant	1,315	,285	-	4,607	,000***	48,173	,341
	Gender	,076	,027	,120	2,807	,005		
	Age	,023	,011	,377	2,041	,042		
	Seniority	-,013	,011	-,219	-,184	,237		
	Emotional intelligence	,363	,030	,526	12,242	,000***		

* $p<.05$, *** $p<.001$

As a result of hierarchical multiple linear regression analysis, emotional intelligence competencies of private primary school teachers significantly predict their classroom management skills levels ($\beta=.526$, $p<.001$). 27.1% of the variance in classroom management skills of private primary school teachers is explained by the emotional intelligence of private primary school teachers ($\Delta R^2=.271$, $p<.001$). When we look at whether the personal variables have a significant contribution to the variance, it has been determined that the personal variables do not have a significant contribution to the variance ($R^2=.070$, $p>.05$). In terms of personal variables (gender, age and seniority), it is seen that the emotional intelligence levels of private primary school teachers positively and significantly affect their classroom management skills ($\beta=.120$, $p<.001$). Accordingly, in the research, it has been determined that the classroom management skills of private primary school teachers who have high emotional intelligence competencies are also at a high level.

CONCLUSION and DISCUSSION

When the responses of the private primary school teachers participating in the research regarding their emotional intelligence proficiency levels were examined, they stated that they were 'mostly' sufficient in the dimensions of self-emotion appraisal, others' emotion appraisal, use of emotion and regulation of emotion. It was concluded that the levels of all sub-dimensions of classroom management skills of private primary school teachers participating in the research were at the 'very good' level. In addition, in the research, it was determined that the dimension of in-class interaction was higher than the other dimensions. The findings of the research are consistent with the research conducted by Yalcinkaya and Tonbul (2002). Yalcinkaya and Tonbul (2002) also found in their research that classroom teachers have good classroom management skills. Guven and Cevher (2005), who reached similar findings, also concluded in their research that the classroom management skills of preschool teachers are sufficient. From the interviews and conversations with the teachers participating in the research, it was concluded that the quality of in-class communication would positively increase the quality of learning and teaching. The teacher-student relationship is a protective bond for children at risk in terms of school success (Schiff & BarGil, 2004). Thus, the results obtained in studies on teacher and student emotions in classrooms (Bernier et al., 2022; Kang, 2022; Oplatka & El-Kuran, 2022; Poulou et al., 2018; Ruiz et al., 2020; Skura & Świdarska, 2022) confirms the conclusion in this research that teachers' use of emotional intelligence is important and meaningful in terms of classroom management.

In the research, it was found that there is a positive and significant relationship between the levels of private primary school classroom teachers about self-emotion appraisal, others' emotion appraisal, use of emotion and regulation of emotion and their classroom management skill levels. Supporting the research, Ciarrochi and Mayer (2007) also concluded in their research that the frequent application of emotion management skills is invaluable for effective classroom management approaches. Likewise, Tok et al., (2013) found a positive significant relationship between primary school teachers' emotional intelligence levels and teacher and student-centered classroom management approaches. So, as a result, an individual with high emotional intelligence can be

expected to turn her/his positive thoughts into high performance and increase her/his performance by getting rid of the negative effects of negative thoughts (Gurbuz & Yuksel, 2008).

In the research, it was found that there is a positive and significant relationship between the emotional intelligence levels of private primary school teachers and their classroom management skills ($r=0.554$; $p<0.001$). In their research, Polat and Ozten (2009) concluded that the high level of emotional intelligence of teachers also plays a positive role in students' learning. Thus, the high level of emotional intelligence of private primary school teachers reveals that their classroom management skills may also be high. According to a study conducted in England, it was concluded that there is a low but significant relationship between EQ and academic achievement and cognitive abilities (Petrides et al., 2004). In the research, a significant relationship was found between classroom management skills and all sub-dimensions of emotional intelligence. Likewise, in the research, it was concluded that the level of understanding the emotions of others has the most effect on classroom management skills. In the research, it was concluded that as the level of understanding the emotions of others of private primary school teachers increases, they are more effective in classroom management skills. In other words, it is possible for primary school teachers who have developed empathy skills to establish high-level and quality communication with their students. There are studies that show that emotions and emotional intelligence helps teachers understand their students better (Dolev & Leshem, 2017; Keller & Becker, 2021; Meirovich, 2012; Seema, 2012). According to the results of the research, emotional intelligence levels of private primary school teachers significantly predict teachers' classroom management skill levels.

This research, which examines the effects of emotional intelligence competencies, which are gaining importance in the field of education, on classroom management skills, was carried out with 366 classroom teachers working in private primary schools, and the results were sufficient to generalize to classroom teachers of all private primary schools. To sum up, it was concluded that the emotional intelligence levels of private primary school classroom teachers significantly predicted their classroom management skills.

RECOMMENDATIONS

In the research, it was determined that emotional intelligence competencies have a significant effect on classroom management skills. For this reason, education administrators and teachers who feel inadequate should receive in-service training, both theoretically and practically, by the necessary institutions and organizations in order to complete these deficiencies.

In order for classroom teachers to use emotional intelligence more effectively in classroom management skills, necessary courses should be given to prospective primary school teachers in education faculties, and these courses should be taught with activities that provide these skills. In addition, teaching an emotional intelligence course in education faculties may be beneficial for teacher candidates in increasing the quality of classroom management skills.

This research can be carried out again in order to compare the emotional intelligence and classroom management skills of teachers working in public and private schools. In addition, qualitative research on the results of emotions in classroom management can both give ideas and offer solutions to teachers and those interested in education regarding some educational problems.

ETHICAL TEXT

“In this article, journal writing rules, publication principles, research and publication ethics rules, journal ethics rules have been followed. All responsibility for plagiarism and unauthorized data use in the study belongs to the author(s) of the study. Before the data collection process an application permission was taken (*Ministry of National Education, General Directorate of Private Education Institutions* letter dated 15/05/2014 and numbered 95178074/405.99/1954485). Since the data for this article were collected in the 2013-2014 academic year, it does not require an ethics committee certificate of approval.

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