The relation between classroom management skills and empathic tendencies of high school teachers high school teachers' classroom management skills and empathic tendencies

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Abstract

This research was conducted to investigate the relation between the empathic tendencies and classroom management skills of high school teachers. The study aims   to examine whether there is a relation between the classroom management skills and empathic tendencies of high school teachers. The participants of this study include teachers who worked at high schools in Northern Cyprus during the academic year 2015-2016. 30 teachers participated in this research. The research data was collected with "Empathic Tendency Scale" and "Classroom Management Skills Scale". The scale consisted of three parts. The first part of the scale consisted of personal information the second part included 20 attitude statements to measure the empathic tendency, and in the third part, 40 evaluation statements were used to measure classroom management skills. The data obtained from the scales were coded and analyzed in computer environment by using statistical package program. In the analysis of the data obtained, arithmetic mean, standard deviation and correlation analysis were used. As a result of the analysis, there was no significant difference between high school teachers' classroom management skills and empathic tendencies. Therefore, no study supporting this result was found. Therefore, more studies needs to be done. Due to the small number of the participants, the connection between variables such as gender, age, and marital status and the variables dealt with in this study could not be evaluated.

Keywords: Empathy, Classroom Management, Education, Education Management, Management Skills

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1. Introduction

Teaching profession is a very sacred profession. Teachers are people who facilitate the acquisition of required knowledge and prepare the available environment. Teachers make many sacrifices and always shed light on their students while they are raising their students. Teachers have a great contribution to achieve advanced levels of society. The teachers play an important role in the development of people who are honest, hardworking and competent in their work (Ulku Kan, 2015).

These people are the ones who will provide peace in the society and move their countries forward. Therefore, the importance of education for teachers in educational institutions is very important. Education is the process of developing individuals within the society by realizing their behavioral changes from birth to death, from their physical, emotional and social aspects. In addition to teaching and management services in educational institutions, student personality services are offered to support the development of all aspects of the students (Yesilyaprak, 2015). Individuals learn how to learn and live with the students personality services; they also construct their own identities (Kepceoglu, 2001) including aggression, bullying, depression, anxiety, adjustment disorder etc. (Alikasifoglu, Ercan, Erginoz, Uysal and Kaymak, 2004; Kapcı 2004; Quay & Hogan, 1999).

The negative dimension contains risks for the educational environment and adversely affects students' learning (Davis, Kruczek & McIntosh, 2006). As a result, individuals cause academic failures (Blackman, Ostrander & Herman, 2005). The most important factor in these failures is the negative feelings experienced by the individuals. According to Seligman (2002), who has done researches about the learned helplessness, negative emotions hinder the development of individuals. When the behaviors of children studying at educational institutions are examined, two important elements emerge. One a as   a negative dimension and the second one as a positive dimension. Negative dimension includes aggression, bullying, depression, anxiety, adjustment disorder etc. (Alikasifoglu, 2004). The negative dimension is one of the most important risks for the educational environment and adversely affects the academic achievement of students. (Davis, Kruczek and McIntosh, 2006). The factors underlying these failures are the negative emotions that individuals have experienced (Oznacar, Kan Guldal, Sensoy, 2018).

The success of educational institutions is closely related with the knowledge, experience and classroom management skills of teachers working at that institution. Therefore, effective classroom management, empathic approaches and communication concepts have become increasingly important. Classroom is a common area where students and teachers meet. The aim of education is to change the permanent behavior of the student in the desired way. (Sánchez-Escobedo, Linley & Rivera Morales, 2018).

The primary sources required for education; students, teachers, programs and other elements are in the classroom. The main aim of education management and school management is to improve the educational activities and the quality of education (Coban, & Atasoy, 2019). At the cognitive level, there is a wrong approach that school management is not directly related to classroom management. It is considered that the management takes as a basis for the development of the physical equipment of the school, the provision of the necessary equipment and materials, and the provision of educational facilities (Cetinkaya, 2019). Classroom management is accepted as the dominance of teachers. However, in order to increase the level of success in education, the development of classroom management should be considered as an objective of cognitive processes (Basar, 2004; Al-Jarrah and others, 2019; Atabek, 2020).

There are variables that affect classroom management. These variables are plan-program activities and the arrangement of physical hardware, organization of teacher-student relations and time usage and the organization of classroom interaction and behavior (Basar, 2004). According to Celik (2008,

s.58), factors affecting classroom management are classified as in-class and out of class. Classroom factors affecting classroom management are students, teachers and classroom environment. Out of class factors affecting classroom management are divided into two parts: the near environment and the distant environment. Near environment includes students, family, school and peer groups and the distant environment is composed of the student's education management, the general management of the country and the developments in the world. Although a good education is provided by qualified teachers, effective classroom management is required for effective training

The teacher gets the information s/he needs to perform an effective learning, to prepare a better classroom environment, to get to know his/her students better and to develop better solutions to the problems in the classroom. Gaining the desired permanent behavior which is the main target of the education system can only be realized by effective class management. Learning takes place mostly at school but student and teacher interaction occurs in the classroom. In short, the teacher is responsible for the management of the classes defined as ''the living space where educational activities take place'' (Aydın, 2004). The teacher directs the training processes for necessary effective classroom management. Today, the necessity of teachers to be effective in classroom management and the management of students' unwanted behaviors are an important aspect (Karadag, 2018). Research on classroom management has shown that teachers may face difficulties while managing unwanted behaviors. While solving the difficulties they face, teachers' approaches are not often sufficient, so teachers are required to have knowledge of scientific methodology.

One of the basic problems of people, perhaps the most important, is not being well understood by others. The feeling of being understood makes the individuals relaxed. The most effective way against communication problems, loneliness and alienation brought by the contemporary world is that people try to understand each other (Topaloglu, 2017). The most effective way to understand a person is by putting himself in someone's shoes, and by trying to understand his feelings and thoughts through empathy. Empathic understanding has the ability to bring people closer to each other and facilitate communication in almost every part of daily life. When people empathize with themselves, they feel that they are understood and given importance. To be understood and given importance by other people, make the individuals relieve (Dokmen, 2009).

A person's understanding of communication with another human being is extremely important in terms of the quality of communication. In order to develop understanding in bilateral relations and communication, one should also have the ability to develop empathy (Rahbar, Oroji and Hedayatnejad, 2015). A teacher who accomplishes this creates healthier and happier relations with his/her students. Emphatic sensitivity, emphatic understanding developed by the teacher towards his/her students will increase the quality of the communication with the student and will minimize the conflicts (Okray and Eren, 2015).

In addition, with the empathic understanding in a classroom environment, the teacher can have the effect of increasing respect for his/her students as human beings (Elikesik, 2013). Studies both in Northern Cyprus and abroad   show that empathy is a vital element of interpersonal interaction in everyday life, but people often do not strive as hard as they can to build empathy. It's very important for teachers to be empathetic especially in the classroom, seeing the relationship between class management and empathic tendencies reveals the necessity of doing research.

This research will attempt to determine the relation between high school teachers' empathy tendencies and classroom management skills, and the effects of many variables will be examined. Classroom management skills will affect the quality of education. According to Baloglu (2001), the teacher who wants to gain effective classroom management skills in teaching should work on this subject and improve him/herself. As you can play the role of an influential teacher in the future, either in the state, private schools or education centers; it seems possible to have good class management

knowledge and skills. One of the personality traits required   for high school teachers is the ability of empathy.

Empathy provides the foundation for a healthy establishment of interpersonal communication. The empathy with students, teachers, friends and social environment can create more tolerant and respectful environments. Thus, through the relevant teachers, the student's social life standards will improve slightly and perhaps be a model for other teachers. Considering that education is a communication process, the trainer is expected to have high empathy skills. An educator with empathic skills can get into the private world of children and young people to understand and help them better. Considering these explanations, determining the relationship between classroom management skills and empathic tendencies in high school teachers is important for shedding light on all kinds of studies.

The main purpose of this study is to examine whether there is a relationship between the classroom management skills and empathic tendencies of high school teachers.

2. Method

2.1. Research Method

This research is a quantitative study examining the relationship between high school teachers' empathic tendencies and classroom management skills. Relational screening model, which is one of the quantitative research methods, was used in the study. According to Karasar (2006), relational screening models are research models aiming to determine the presence and/or degree of coexistence between two and more variables. The nested pattern is preferred because of majority of qualitative data and to increase the objectivity of the study with quantitative data (Gulen, 2019).

In arrangement, the variables to be searched are symbolized separately as in the single scan. However, this symbolization (giving values, measurement) must be done in a way that allows a relational analysis. In the correlation type relationship searches, it is tried to acknowledge if the variables change together. In the research, the relationship between the empathic tendencies of high school teachers and classroom management skills was examined within the framework of relational screening model.

2.2. Working Group and Sample

The study group consists of high school teachers. In this way, the sample of the study consists of teachers working at a high school in Northern Cyprus.

2.3. Data Collection Tools

In order to collect data, 'Empathic Tendency Scale'' and ''Class Management Skills Scale''.

2.4. Empathic Tendency Scale (ETS)

The Empathic Tendency Scale (ETS) was developed by Dökmen (1988) in order to measure the individuals' potential of empathy in daily life. It's a Likert type scale and consists of 20 questions and each question is given a score of 1 to 5. When collecting points, 3, 6, 7, 8, 11, 12, 13, 15 questions are collected in reverse. The minimum score is 20 and the maximum score is 100. The total score refers to the empathic tendency scores of the subjects. The high score indicates a high empathic tendency while the low score indicates a low empathic tendency.

2.5. Classroom Management Skills Scale (CMSS)

In order to determine teachers' perceptions of classroom management skills, the validity and reliability study of the Classroom Management Skill Scale which was developed by Delson (1982) and adapted to Turkish by Yalcınkaya and Tonbul, was conducted by Yalcınkaya and Tonbul (2002) a new scale of 40 items was created by Güven and Cevher considering 25 items. For the items of the Classroom Management Skills Level Scale, grading from 4 to 1 was made as ''always'', ''often'', ''rarely'', ''never''. Classroom Management Skill Scale has been used to measure teacher's skills and classroom management skills related to the different stages of the classroom management process by adhering to the original state. The alpha reliability coefficient of the Classroom Management Skills Scale is .88 (Yalcınkaya and Tonbul, 2002). The factor structure of the scale was analyzed by principal-components analysis and the obtained eigen value showed that the scale could be assumed as one-dimensional (Gelbal, 1994). Thus, the total number of items in the scale was 40 and the range was between 40 and 160 (Denizel Güven and Cevher, 2005).

2.6. Personal Information Form

It's a form which is formed by the researcher and contains questions about the demographic characteristics of the teacher (gender, branch, level of education and getting an education related to communication or empathy). Through this form, the requested personal information was obtained.

2.7. Data Collection and Analysis

The statistical analysis of the Empathic Tendency Scale and the Classroom Management Skills Scale applied to teachers were performed in Statistical Package for the Social Sciences (SPSS) 23 environment. At this stage, reliability, average, standard deviation and Pearson Product- Moment Correlation Coefficient were used in the analysis of the data obtained from the Empathic Tendency Scale and the Classroom Management Skills Scale.

3. Findings

The findings of the data gathered by the application of data collection tools were tabulated and interpreted in this section based on the purpose of the study. The tables showing the relationship between 30 high school teachers' classroom management and empathy skills are given below.

1. The Mean of Classroom Management and Empathy Skills and Standard Deviation

Findings on the mean and standard deviation of high school teachers' empathic tendencies and classroom management skills are given below in Table 1 below.

Table 1. Meaning of classroom management and empathy skills and standard deviation

Dimensions	N	x̄	SD
Classroom Management	30	2,0783	.27
Empathy	30	3,7283	.42

According to the data in Table 1, the classroom management skills were found to be x̄=2.07, while the empathic tendencies were found to be x̄=3.72. In terms of classroom management skills, the standard deviation was found to be 0.27, while the empathic tendencies were 0.42.

2. Relation between Classroom Management Skills and Empathic Trend Levels

Pearson Moment Product Correlation analysis was performed to determine the relation between high school teachers' classroom management skills and empathic tendency levels and these data are given in Table 2.

Table 2. The relation between high school teachers' classroom management skills and empathic tendency levels

	Classroom management	Empathy
Classroom management	1	-,278
Pearson Correlation	30	**,137**
Sig.(2-tailed)		30
N		
Empathy	-,278	1
Pearson Correlation	**,137**	
Sig.(2-tailed)	30	30
N		

*(p>0.5)

When we look at the data in Table 2, the value of p is 0, 137. These data were analyzed according to a 0.5 significance level. In the light of these data, no significant difference was found between class management skills and empathy tendency level. In this aspect, it can be said that high school teachers' empathic tendencies do not affect classroom management. It may not be associated with empathic tendencies of classroom management skills.

3. Matter analysis between class management skills and empathic tendency levels

The item analysis of the high school teachers' classroom management skills and empathic tendency levels is given in Table 3 below.

Table 3. Findings related to substance analysis between class management skills and tendency levels

NO		N	x̄	SD
M12	I have difficulty determining the class rules	30	3.3000	.83666
M16	I think I have a lack of classroom management	30	1.667	.94989
M25	I have difficulty in adopting class rules for children	30	3.1000	.71197
M18	I listen patiently to all students' speeches	30	1.9000	.71197
M19	I encourage all students to participate in events	30	1.6000	.62146
M22	I pay attention to organize the class so that the students can move freely	30	1.8000	.71438

M1	I prepare the necessary material before starting the activities	30	1.4333	.50401
M26	As a teacher, I pay attention to follow class rules	30	1.4000	.62146
M28	I always try to direct the questions to different students	30	1.4483	.57235
E20	I am usually cheerful	30	4.0000	.87099
E19	My relatives usually tell me their problems	30	3.9000	.75886
E16	I'm an intruder	30	4.0667	.82768
E8	When I'm discussing with someone, my attention sometimes focuses on the answers I will give rather than what they say	30	2.2000	1.24291
E13	I'm an aggressive person	30	2.1667	1.011992
E15	People misunderstand me	30	2.5333	1,04166
E6	I have difficulty in expressing my feelings to others	30	1.7000	1.17884
E7	It's weird when people cry while watching movies	30	1.6000	.85501
E11	I have difficulty in conveying my thoughts to others	30	1.93333	.94443

In Table 3, the distribution of high school teachers' views on classroom management skills and empathic tendency levels; the skills they consider least important is ''As a teacher, I pay attention to follow class rules''($\bar{x}$:1,4000), '' I prepare the necessary material before starting the activities'' ($\bar{x}$:1,4333), ''I always try to direct the questions to different students'' ($\bar{x}$:1,44483). When the distribution of high school teachers' opinions on classroom management skills and empathic tendency levels; the most important skills they see; ''I am an intrusive person''($\bar{x}$: 4,0667), ''I am usually cheerful'' ($\bar{x}$:4,0000), ''My relatives often tell me about their problems'' ($\bar{x}$: 3,9000). In general, it is seen that the distribution of the arithmetic averages of high school teachers' opinions on classroom management strategies and empathic tendency levels vary between these two values.

4. Discussion, Conclusion and Recommendation

As a result of the analysis conducted for the purpose determined in the research, there was no significant difference between the classroom management skills and empathic tendencies of high school teachers. In this aspect, it can be said that high school teachers' empathic tendencies do not affect classroom management skills. In the same way, classroom management skills were not associated with empathic tendencies. In general, the empathic tendencies of high school teachers were high. The results obtained from the studies indicate that teachers have high empathic tendencies (Alcay, 2009; Ercoskun and Nalcacı, 2008; Alper, 2007; Yavas, 2007; Ercoskun, 2005). In this study, there was no significant difference between the classroom management skills and empathic tendencies of high school teachers. Therefore, no study supporting this result was found. Therefore, more studies have to be done. Due to the small number of the participants, the connection between variables such as gender, age, and marital status and the variables dealt with in this study could not be evaluated.

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