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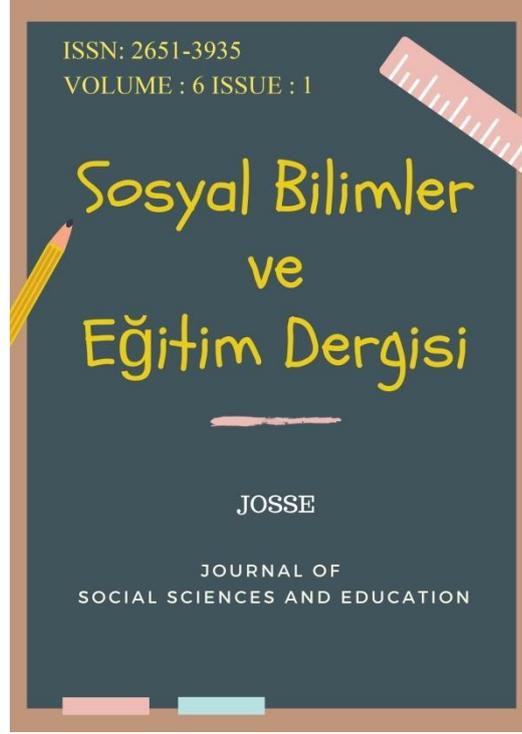VOLUME : 6 ISSUE : 1

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The Relationship Between Classroom Management Skills and Organizational Identification

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The Relationship Between Classroom Management Skills and Organizational Identification

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Abstract	Research Article
The aim of this research is to determine the relationship between classroom management skills and organizational identification levels of classroom teachers working in primary schools. The study was designed according to the relational survey model, one of the quantitative research methods. The study group of the research consists of 120 teachers selected by using random sampling method among the primary school teachers working in the official primary schools in Gaziantep province Nizip district. In the research, data were collected through the "Classroom Management Scale" and the "Organizational Identification Scale". Classroom management skills and organizational identification levels of classroom teachers were determined according to the variables of gender, marital status, age, professional seniority and educational status according to the perceptions of the participants, and the relationship between the variables was tried to be revealed. Classroom management skills of classroom teachers were found at the level of "often", while their organizational identification perceptions were at the level of "agree". The findings were discussed on the basis of the relevant literature and recommendations were made. **Keywords:** Classroom management skills, organizational identification, teacher.	

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Introduction

Education is an interactive process that aims to make a positive difference in people's behavior (Sönmez, 2005). In this process, education directly affects the individual, and the individual directly affects the society with its developing characteristics. The realization of the determined goals of the education process depends on the existence of effective organizational structures.

Identification is a good way to explain the relationship between individuals and the organization they belong to. Freud first defined identification in sociology as the emotional bond between individuals, but later on, many researchers have made different definitions of this term. Identification, "the individual's perception of being in a social category", "all of the emotional attitudes towards the group or social category that the individual sees as a member", "the individual's preference for a party, ideology or a political leader", "the individual's effort to fit into the unit model he has chosen" is "the individual's conviction that he is not someone else" (Webber, 2011).

The fact that an individual feels included in an organization is a sign that identification has begun. In this process, the individual adopts the values and goals of the organization and associates it with his own goals. When an individual internalizes organizational membership as a self, he or she feels a sense of commitment and meaning. Therefore, the concept of identification can be used as a guide in explaining the behavior of individuals working in the organizational environment (Karabey, 2005).

Organizational identification is an important concept for both the organization and its members due to its contextual relations, mutual effects and meaningful results. Individuals want to feel a sense of security in order to reduce their sense of uncertainty about their social world and their place in it, to meet their belongingness needs, and to plan an effective action. Identification helps the individual to remove these ambiguities, to position himself appropriately in the social world and to make his place in it relatively predictable. Organizational identification is the process of integration and harmonization of the goals of the organization with the goals of the individual. A member's level of organizational identification indicates the extent to which his or herself is tied to organizational membership. If the membership of the organization has acquired a central place in the individual's self and has become more important for the individual than the

membership in other social groups, this person is highly identified with the organization (Karabey & İşcan, 2007).

Employees' identification with the organization increases their motivation by making their work meaningful. It decreases the possibility of alienation by increasing the desire to stay in the organization. Employees who identify with their organizations will tend towards supportive behaviors and will voluntarily make an effort for the benefit of the organization (Karabey, 2005).

As in every organization, identification has an important place in educational organizations. A teacher with a high level of organizational identification in the school he works is more likely to see student and school success as his own success and try to find solutions to failure. In addition, many decisions are taken by the organization due to the unique organizational climate of educational organizations (Tortop,1999). For this reason, teachers' organizational identification levels gain importance in the implementation of organizational decisions by organizational employees. From this point of view, it is possible to interpret that teachers who identify with their organization see the goals and values of the organization as their own goals and values, feel that they belong to the school they work at, see themselves as a representative of their school, and develop a sense of unity with the school organization.

Classrooms where educational activities take place are the areas where students spend the most time in the school. Classrooms, which shape the personality and behavior of students to a large extent and are accepted as one of the primary sources where knowledge acquisition takes place at the highest level, are at the heart of educational activities, although they are the smallest unit of the education system (Başar, 2005). An effective classroom management is needed in order to create a classroom environment in which students are prepared for life by carrying out learning activities within the framework of a specific content, program and purpose. The success of classroom management affects the quality of the school and the education provided, which indirectly affects our social life.

Looking at the variables that make up the classroom environment; students' personality traits, home life, physical abilities or disabilities, motivation, cultural background, educational background, attitude towards school and course, psychological state, study skills and habits, relationships with friends and teachers, social skills, socioeconomic status of the family, physical and financial opportunities, the opportunities

it provides, the environment of the school, the physical conditions of the classroom, the classroom layout, the materials used in education, the syllabus, the content of the curriculum, the practical opportunities, the methods, techniques and strategies used in education, technical and technological opportunities and course hours. It is seen that it is a factor (Yılmaz, 2008).

This multi-factor structure in classroom management creates an environment for the development of classroom management skills and requires some approaches. While traditional approaches show a teacher-centered approach, contemporary approaches put the child in the center. In the traditional approach, the child is the learner and the teacher is the teacher. There is an understanding based on authoritarian methods, in which the classroom rules are determined by the teacher and that the children must obey the rules. According to the traditional approach, the teacher imparts the information and the children memorize the information without questioning it. Teacher-child and peer relations are structured and it is accepted that the authority is entirely with the teacher (Aydın, 2017; Meriç, 2019). Contemporary approaches are the one in which the child is centered. The teacher is in the position of guide and should be a model. The child is a learner, researcher and questioner of knowledge. The learning environment is flexible and participatory. There are various model suggestions on how effective classroom management should be. When we look at the literature, it is seen that classrooms are considered as the lowest level of social institutions and that they should have a management approach that prepares students for life, presents real-life examples, and gains socio-cultural skills (Kanten, 2012).

When the literature is examined, the relationship between organizational identification and organizational image and organizational citizenship (Karabey & İşcan, 2007), its relationship with organizational trust (Tokgöz & Seymen, 2013), its relationship with organizational support (Kerse & Karabey, 2017; Sezgin Nartgün & Kalay, 2014; Turunç & Çelik, 2010), its relationship with presenteeism (Öztürk Çiftci, Meriç & Meriç, 2018), and its relationship with organizational commitment (Demirel et al., 2011; Polat & Meyda, 2011) can be found. Similarly, research on classroom management skills (Adıgüzel & İpek, 2016; Akın & Koçak, 2007; Çubukçu & Girmen, 2008; Ekici et al., 2016; İlgar, 2007; Korkut & Babaoğlan, 2010; Meriç, 2023; Sucuoğlu et al., 2004) can be found. However, studies revealing the relationship between classroom management skills and organizational identification have not been found in the literature. For this reason,

conducting this research is considered important as it will contribute to both filling this gap in the literature and improving classroom management skills.

Purpose of the research

"The main purpose of this research is to determine the relationship between classroom management skills and organizational identification levels of classroom teachers working in primary schools. In order to achieve this aim, answers to the following questions were sought;

1. What is the level of classroom management skills and organizational identification of classroom teachers?

2. Do classroom teachers' classroom management skills make a significant difference according to gender, marital status, age, professional seniority and educational status?

3. Do classroom teachers' organizational identification levels make a significant difference according to gender, marital status, age, professional seniority and educational status?

4. Is there a significant relationship between classroom management skills and organizational identification levels of classroom teachers?"

Method

In this section, the model of the research, the study group, the collection of data and the analysis of the data are included.

Model of the Research

The model of the research is the relational survey model, one of the quantitative research methods. According to Karasar (2017), relational screening model; These are the studies conducted to determine the co-change between two or more variables and the degree of this change.

Study Group

The study group of the research consists of 120 teachers selected by using random sampling method among the primary school teachers working in the official primary

schools in Gaziantep province Nizip district. Descriptive information about the participants is presented in Table 1."

Table 1. *Descriptive Statistics of Participants*

Group	Category	Frequency(n)	Percentage(%)
Gender	Female	66	51.8
	Male	54	48.2
Marital status	Married	88	73.7
	Single	32	26.3
Age	18- 25 years old	6	5.0
	26- 35 Years	59	48.7
	Ages 36- 45	34	28.7
	Ages 46- 55	19	15.8
	Ages 56 and Over	2	1.8
Professional Seniority	0-5 Years	20	16.8
	6- 10 Years	34	28.7
	11- 20 Years	25	20.6
	21- 30 Years	31	26.2
	31 Years and above	10	7.7
Educational Status	Bachelor	81	67.5
	Master	34	28.3
	PhD	5	4.2
	TOTAL	120	one hundred

"According to Table 1, while the rate of male participants is 48.2% (n=54), the rate of female participants is 51.8% (n=66). Likewise, while the rate of the married participants is 73.7% (n=88), the rate of the single participants is 26.3% (n=32). 5% (n=6) of the participants were in the 18-25 age range, 48.7% (n=59) were in the 26-35 age range, 28.7% (n=34) were in the 36-45 age range, 15.8% (n=19) were in the age range of 46-55 and only 1.8% (n=2) were in the age range of 56 years and over. In terms of professional seniority, 16.8% (n=20) of the participants had a professional seniority between 0-5 years, while

28.7% (n=34) had 6-10 years and 20.6% (n=25) 11-20 years, 26.2% (n=31) 21-30 years and 7.7% (n=10) 31 years and above. While 67.5% (n=81) of the participants had bachelor, 28.3% (n=34) had master level, 4.2% (n=5) had PhD level education is seen."

Data Collection Tools

"Classroom Management Scale "and" Organizational Identification Scale" for which the necessary permissions were obtained.

"In the personal information form developed by the researcher, firstly, an explanation about the aim of the research and the points to be considered in the application was included. Classroom management scale is a 46-item scale developed by Yüksel (2013) to measure classroom management skills of classroom teachers. The grading items of the scale developed according to the five-point Likert type; "Never (1)", "Rarely (2)", "Sometimes (3)", "Often (4)", "Always (5)". When the scale is applied, the resulting scores have a width of 5.00-1.00= 4.00. The intervals were determined by dividing the width by 5 (4:5=0.8). According to this; 4.21-5.00 Always), 4.20-3.41 (Frequently), 3.40-2.61 (Sometimes), 2.60-1.81 (Rarely), 1.80-1.00 (Never)."

The "Teacher Classroom Management Scale" developed by Yüksel (2013) is the physical organization of the classroom (6 items), the learning-teaching process (9 items), time management (5 items), communication (11 items), behavior management (8 items) and motivation. It consists of 6 dimensions (7 items) and 46 items. The Cronbach alpha value calculated for internal consistency in the original study of the scale was .92.

"In this study, the Cronbach Alpha reliability coefficient of the classroom management scale was found to be .91. In addition, split-half analyzes were performed for reliability. The findings showed that the Spearman Brown correlation coefficient between the two halves of the test was 0.90. It was determined that these results measured the same feature in both parts of the test. These values show that the measurement tool has high reliability.

In order to measure organizational identification, the 6-item "Organizational Identification Scale" developed by Mael and Ashforth (1992) and adapted into Turkish by Tüzün (2006) was used. The items of the scale were prepared in a 5-point Likert type structure and the views of the participants were determined as 'Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4), and Strongly Agree (5)', respectively. When the scale is applied, the resulting scores have a width of 5.00-1.00= 4.00. The intervals were

determined by dividing the width by 5 (4:5=0.8). According to this; It was evaluated as 4.21-5.00 (strongly agree), 4.20-3.41 (agree), 3.40-2.61 (undecided), 2.60-1.81 (disagree), 1.80-1.00 (strongly disagree).

The organizational identification scale consists of 6 items and one dimension, and the original internal consistency coefficient of the scale was measured as .90. The Cronbach's alpha value was measured as .92 in the analysis performed to determine the reliability of the scale for use in this study. As a result of all these analyzes, it was concluded that the scale is a reliable scale for this research."

Data Collection and Analysis

The research started with a comprehensive literature review. The variables of the study were determined based on the literature findings. Necessary permissions were obtained for the implementation of the data collection tools. Within the scope of the research, all of the 255 classroom teachers who formed the study universe were reached, but 120 teachers were able to get feedback. The data were collected according to the questionnaire application schedule created for each unit by the researchers. During the implementation process, the necessary information was explained to the participants and their questions were answered. The data were analyzed with the SPSS package program. The distribution characteristics of the data were taken into account in the analysis.

The data were analyzed with the help of pairwise and multiple comparison techniques. Before the analysis, the distribution characteristics of the data sets were examined. It was investigated whether the data showed normal distribution according to the variables to be compared. The Kolmogorov-Smirnov test was used to determine the distribution characteristics of the data sets and it was seen that the data were normally distributed. Since it was determined that the distribution of the data was normally distributed according to our dependent and independent variables, it was decided to use parametric tests for the analysis of the data. It was also checked whether there was missing data in the data set and values at the mean level were assigned instead of missing values so that they do not affect the mean. Then, the condition of breaking the normal distribution of extreme values was checked and it was determined that there were no extreme values in the data sets."

"In the scope of the research, the t-test, which is one of the parametric tests, was preferred in the test of the differences between the means, and the Kruskal Wallis H test,

which is one of the non-parametric tests, was preferred because there were large differences between the groups compared for the multiple groups. The correlational relationship between was determined by Pearson Product Moments Correlation Analysis. In the statistical analyzes used in the research, the level of significance was accepted as 0.05 for the t-test and Kruskal Wallis H Test, and 0.01 for the Pearson Product Moments Correlation analysis."

Findings

In this section, the results of the analyzes made for the sub-problems of the research are mentioned. The results of the analyzes are presented and explained in tables.

Findings on teachers' classroom management skills and organizational identification levels

"In order to determine the classroom management skills and organizational identification levels of the participants, the lowest, highest, average and standard deviation values of the scores obtained from the teacher classroom management scale and organizational identification scale were calculated. The result of the analysis is shown in Table 2."

Table 2. *Classroom Management Skills and Organizational Identification Levels of Participants*

Points	N	Lowest Score	Highest Score	$\bar{X}$	ss	Level
Classroom Management Skills	120	1.60	5.00	3.67	.88	Often
Organizational Identification	120	1.40	5.00	3.53	1.03	I agree

"When the data in Table 2 are examined, it is seen that the classroom teachers' perceptions of classroom management skills are at the *"often"* level, and their organizational identification levels are at the *"I agree"* level."

Findings Related to Differences

Findings Related to Gender Variable

"In order to determine whether the classroom management levels of classroom teachers differ according to the gender variable, t-test analysis was performed. The results of the analysis are presented in Table 3."

Table 3. *T-Test Results of Classroom Management Skills Level Scores by Gender Variable*

Dimension	Category	N	$\bar{X}$	sd	t	p
Classroom Management Skills	Female	66	2.74	1.25	1.28	.04
	Male	54	3.25			

When the data in Table 3 are analyzed, it is seen that the participants in the survey differ in their classroom management levels by gender ($p<.05$). When the averages are taken into account, the classroom management level of the male participants participating in the survey is higher than the female participants' level of classroom management ($3.25>2.74$). According to these findings, according to the gender variable, it can be said that the classroom management levels of male participants are higher than female participants."

"In order to determine whether the organizational identification levels of classroom teachers differ according to the gender variable, t-test analysis was conducted. The results of the analysis are presented in Table 4."

Table 4. *T-Test Results of Organizational Identification Level Scores by Gender Variable*

Dimension	Category	N	$\bar{X}$	sd	t	p
Organizational Identification	Female	66	2.93	1.03	1.18	.19
	Male	54	3.11			

"When the data in Table 4 are analyzed, it is seen that the organizational identification levels of the respondents do not differ according to gender ($p>.05$). Accordingly, there was no significant difference between the organizational identification level of the female participants participating in the survey and the organizational identification level of the male participants."

Findings Related to the Marital Status Variable

In order to determine whether the classroom management levels of the classroom teachers differ according to the marital status variable, t-test analysis was conducted. The results of the analysis are presented in Table 5.

Table 5. *T-Test Results of Classroom Management Skills Level Scores by Marital Status Variable*

Dimension	Category	N	$\bar{X}$	sd	t	p
Classroom Management Skills	Married	36	3.15	1.15	1.23	.13
	Single	84	3.45			

When the data in Table 5 are analyzed, it is seen that there is no difference in the level of classroom management according to the marital status of the respondents (p>.05). There was no significant difference between the classroom management level of the single participants participating in the survey and the classroom management level of the married participants.

In order to determine whether the organizational identification levels of classroom teachers differ according to the marital status variable, t-test analysis was conducted. The results of the analysis are presented in Table 6."

Table 6. *T-Test Results of Organizational Identification Level Scores by Marital Status Variable*

Dimension	Category	N	$\bar{X}$	sd	t	p
Organizational Identification	Married	36	3.41	1.04	1.13	.02
	Single	84	3.67			

When the data in Table 6 are analyzed, it is seen that the organizational identification levels of the respondents differ according to their marital status (p<.05). Accordingly, when the averages are taken into account, it can be said that the organizational identification level of the single participants participating in the survey is higher than the married participants."

Findings Related to Age Variable

"In order to determine whether the classroom management levels of the participants differ significantly according to the age variable, Kruskal Wallis H test analysis was performed and the analysis results are presented in Table 7."

Table 7. *Kruskal Wallis H Test Results of Classroom Management Skills Level Scores by Age Variable*

Dimensions	Category	N	Rank Avg.	x^2	sd	p	Significant Difference
Classroom Management Skills	Ages 18-25 (1)	6	127.96	2.15	4	.02	3-5
	Age 26-35 (2)	59	135.42	2.23			
	Ages 36-45 (3)	34	133.11	2.35			
	Ages 46-55 (4)	19	130.89	2.10			
	56 Years and Over (5)	2	128.75	2.34			

"When the data in Table 7 are analyzed, it is seen that there is a difference in the level of classroom management according to the age of the respondents (p<.05). According to the results of the Post Hoc LSD test analysis conducted to determine between which age groups the classroom management levels differ, it can be said that the classroom management level of the participants aged between 36-45 years is higher than the level of classroom management of the participants aged 56 and over."

In order to determine whether the organizational identification levels of the participants differ significantly according to the age variable, Kruskal Wallis H test analysis was performed and the analysis results are presented in Table 8."

Table 8. *Kruskal Wallis H Test Results of Organizational Identification Level Scores by Age Variable*

Dimensions	Category	N	Rank Avg.	x^2	sd	p	Significant Difference
Organizational Identification	Ages 18-25 (1)	6	122.79	2.42	4	.03	4-5
	Age 26-35 (2)	59	115.20	2.04			
	Ages 36-45 (3)	34	117.15	3.25			
	Ages 46-55 (4)	19	120.05	2.55			
	56 Years and Over (5)	2	110.01	2.44			

"When the data in Table 8 are analyzed, it is seen that the respondents differ in the level of organizational identification according to their age (p<.05). According to the results of the Post Hoc LSD test analysis conducted to determine between which age groups the levels of organizational identification differ, it is seen that the organizational identification level of the participants aged between 46-55 years is higher than the level of organizational identification of the participants aged 56 and over."

Findings Related to Professional Seniority Variable

"In order to determine whether the classroom management levels of the participants differ significantly according to the variable of professional seniority, Kruskal Wallis H test analysis was performed and the results of the analysis are presented in Table 9."

Table 9. *Kruskal Wallis H Test Results of Classroom Management Skills Level Scores by Professional Seniority Variable*

Dimensions	Category	N	Rank Avg.	x^2	sd	p	Significant Difference
Classroom Management Skills	0-5 Years (1)	20	108.05	2.16	4	.02	4-1
	6-10 Years (2)	34	111.02	2.54			
	11-20 Years (3)	25	113.14	2.32			
	21-30 Years (4)	31	110.08	2.17			
	31 Years and Over (5)	10	112.15	2.28			

"When the data in Table 9 is analyzed, it is seen that the level of classroom management differs according to the professional seniority of the respondents (p<.05).

According to the results of the Post Hoc LSD test analysis, which was conducted to determine in which professional seniority category the classroom management levels differ, it was seen that the classroom management level of the participants in the 21-30 years range was higher than the classroom management level of the participants in the 0-5 years range.

In order to determine whether the organizational identification levels of the participants differ significantly according to the variable of professional seniority, Kruskal Wallis H test analysis was performed and the results of the analysis are presented in Table 10."

Table 10. *Kruskal Wallis H Test Results of Organizational Identification Level Scores by Professional Seniority Variable*

Dimensions	Category	N	Rank Avg.	x^2	sd	p	Significant Difference
Organizational Identification	0-5 Years (1)	20	120.08	2.26	4	.01	4-5
	6-10 Years (2)	34	121.05	2.07			
	11-20 Years (3)	25	119.75	2.16			
	21-30 Years (4)	31	118.25	2.22			
	31 Years and Over (5)	10	117.42	2.19			

"When the data in Table 10 are analyzed, it is seen that the respondents differ in the level of organizational identification according to the variable of professional seniority (p<.05). According to the results of the Post Hoc LSD test analysis, which was conducted to determine between which professional seniority groups the levels of organizational identification differ, it is seen that the organizational identification level of the participants in the 21-30 years range is higher than the organizational identification level of the participants who are 31 years and above."

Findings Related to Educational Status Variable

"In order to determine whether the classroom management levels of the participants differ significantly according to the educational status variable, Kruskal Wallis H test analysis was performed and the analysis results are presented in Table 11."

Table 11. *Kruskal Wallis H Test Results of Classroom Management Skills Level Scores by Educational Status Variable*

Dimensions	Category	N	Rank Avg.	x^2	sd	p	Significant Difference
Classroom	Bachelor (1)	81	132.58	2.21	4	.28	--
Management	Master (2)	34	128.46	2.15			
Skills	PhD (3)	5	125.45	2.12			

"When the data in Table 11 are analyzed, it is seen that the level of classroom management does not differ according to the education level of the respondents (p>.05).

In order to determine whether the organizational identification levels of the participants differ significantly according to the educational status variable, Kruskal Wallis H test analysis was performed and the analysis results are presented in Table 12."

Table 12. *Kruskal Wallis H Test Results of Organizational Identification Level Scores by Educational Status Variable*

Dimensions	Category	N	Rank Avg.	x^2	sd	p	Significant Difference
Organizational	Bachelor (1)	81	125.48	2.31	4	.14	--
Identification	Master (2)	34	122.89	2.10			
	PhD (3)	5	117.96	2.17			

"When the data in Table 12 are analyzed, it is seen that the respondents do not differ in the level of organizational identification according to the educational status variable (p>.05)."

Findings Regarding the Relationship Level between Classroom Management Level and Organizational Identification

"At this stage of the research, an analysis was made on the relationship between the level of classroom management perceived by the participants and the level of organizational identification. While conducting this analysis, the relationships between the total scores obtained from the classroom management and organizational identification

scales were analyzed by calculating the Pearson Product Moments Correlation technique and the results are shown in Table 13."

Table 13. *Correlation Coefficients of the Relationship Between Classroom Management Skills and Organizational Identification*

Points	1	2
1. Classroom Management Skills	1	
2. Organizational Identification	.737**	1

N=120, **p<0.01

"Looking at the correlation analysis in Table 13, it is seen that there is a positive and strong relationship between classroom management and organizational identification (p>0.5). Based on this relationship, as the level of classroom management skills increases, the level of organizational identification of individuals also increases."

Discussion and Result

"In this study, which was conducted to determine the relationship between classroom management skills and organizational identification levels of classroom teachers working in primary schools, it was determined that classroom teachers' classroom management skills were at the level of "often" and their organizational identification levels were at the rate of *"agree"*."

According to the gender variable, the perceptions of the male participants of the classroom management skills of the classroom teachers are higher than the perceptions of the female participants, there is no significant difference according to the marital status variable. It was concluded that the perceptions of the participants who have a seniority between 21-30 years according to the professional seniority variable are higher than the perceptions of the participants who have a seniority between 0-5 years, and there is no significant difference according to the education level variable.

Classroom teachers' organizational identification levels are not significantly different according to the gender variable, according to the marital status variable, the perceptions of the single participants are higher than the perceptions of the married participants. It was concluded that the perceptions of the participants who are in the range

of 21-30 years according to the professional seniority variable are at a higher level than the perceptions of the participants who are 31 years and above, and there is no significant difference according to the educational status variable.

"It was determined by the correlation analysis that there was a strong positive relationship between classroom management skills and organizational identification levels of classroom teachers (p=.73). Accordingly, it can be said that as classroom teachers' classroom management skills increase, their organizational identification levels increase.

Organizations continue to exist through the behaviors of their members and the interactions of these behaviors. The better the behavior relations in question, the better the development of the organization, and the worse the behavior relations, the existence of the organization is in danger and even faces the threat of extinction (Erçetin, 2000). In all kinds of organizations, people's attitudes, behaviors and relationships change them, direct their behavior, increase their willingness to work and make them perform their duties successfully. In this respect, the attitudes, behaviors and relations of the employees are the subjects that managers are interested in (Tortop, 1999)."

Aküzüm & Özdemir Gültekin (2017) and Meriç (2023), teachers' perceptions of classroom management skills were found to be "very high". In this study, it was found at the level of "often". It is seen that these results partially overlap.

Korkut and Babaoğlan (2010), it was determined that the classroom management skills of classroom teachers differed significantly according to the gender variable, while in the research conducted by Terzi (2002) they did not. In this study, it was concluded that the classroom teachers' perceptions of classroom management skills did not differ according to the gender variable. This result coincides with the result of the research conducted by Terzi (2002).

"In this study, it was concluded that classroom management skills differ according to the variable of professional seniority. A similar conclusion was reached as a result of the research conducted by Korkut and Babaoğlan (2010). Likewise, as a result of the research conducted by Meriç (2023), it was determined that there is a significant difference between teachers' classroom management skills in the physical arrangement of the classroom in terms of professional seniority. Therefore, perceptions of classroom management skills may show a significant difference according to the duration of experience.

In the study conducted by Ekici, Günhan & Anılan (2016), it was found that the perception of teachers' classroom management skills did not show a significant difference

according to the variables of age, marital status and educational status. In this study, it was found that there is a significant difference between classroom management skills according to age change, but there is no significant difference according to marital status and educational status variables."

Organizational identification is important in terms of contributing to understanding the attitudes and behaviors of employees towards the organization (Karabey & İşcan, 2007). As a result of this research, the organizational identification perceptions of classroom teachers at the level of "agree" should be evaluated in this respect, and organizational identification levels are important for teachers to love their school and profession. Similarly, in the study conducted by Sezgin Nartgün & Kalay (2014), teachers' perceptions of organizational identification were found at the level of "agree". It shows that the results of this research overlap with the results of the research conducted by Sezgin Nartgün & Kalay (2014).

"In the study conducted by Sezgin Nartgün & Kalay (2014), in terms of organizational identification levels, female teachers' organizational identification levels were found to be lower than male teachers. It was found that there was no significant difference in terms of educational status and professional seniority. In this study, it was found that there was no significant difference in terms of gender and educational status variables, but there was a significant difference in terms of professional seniority. In line with this result, in the study conducted by Öztürk Çiftci, Meriç & Meriç (2018), it was concluded that while there was no significant difference between the organizational identification levels of the teachers in terms of gender and educational status, the organizational identification levels of the teachers differed in terms of professional seniority."

Recommendations

Today, the traditional understanding of education has left its place in the modern understanding of education. At the center of modern education is the student, not the teacher. At this point, a teacher with insufficient classroom management skills will be very unlikely to create an efficient learning environment. In this direction, seminars, conferences, good practices, etc., will enable teachers to have effective classroom management skills. studies should be included and in this way, the level of identification of both teachers and students should be increased. Studies that will support all development

areas of students and increase the quality of the learning environment in the classroom should be prioritized. In addition, it can be recommended to conduct qualitative researches that will enable the determination of classroom management skills and organizational identification levels.

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