



Analysis of the Relationship between Teachers' Self-Efficacy Perception, Classroom Management Concern and Pupil Control Ideologies*

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ABSTRACT

The aim of this study is to examine the relationships between teachers' self-efficacy perception, classroom management concern, and pupil control ideologies. The population of the study consists of 8957 teachers working in schools affiliated to the Ministry of National Education in Malatya province Battalgazi and Yeşilyurt districts in the 2019-2020 academic year. The sample of the study consists of 599 teachers determined from the schools in the population using stratified random sampling method. The study is a quantitative study and it was designed with a relational model. In the study, a model was proposed considering teachers' self-efficacy perception, classroom management concern (time management concern, motivational concern, and communication concern) and pupil control ideologies, and a path analysis was conducted within the framework of structural equation model (SEM). The prominent results of the research are that teachers' self-efficacy perceptions are low, time management, motivation and communication concern, which are the sub-dimensions of classroom management concern, are high, and pupil control ideologies are moderate. In addition, it is seen that teacher self-efficacy perception negatively affects time management concern, motivation concern, communication concern and pupil control ideologies, and time management concern, motivation concern and communication concern affect pupil control ideologies (custodial control ideology) positively. According to these results, in order to increase the perception of teachers' self-efficacy and decrease their anxiety levels, the authorities brought together exemplary good practices and right role models with teachers; Suggestions have been developed to establish a continuous performance evaluation system for teachers.

Keywords: Teacher, self-efficacy perception, classroom management concern, pupil control ideologies, structural equation modeling

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1. INTRODUCTION

In general, education is seen as a good tool for developing societies and the key to a better life in the future. It can be said that the most important source that determines the functioning of the education system and the quality of the service produced is the teacher. Although the quality of other resources has a positive or negative effect on the quality of the service produced by teachers, the determinant is the teacher (Dönmez, 2017). What is expected of teachers is to provide students with the necessary knowledge and skills and to enrich their learning. In this world where the power of knowledge is becoming more and more important, teachers who play an important role in achieving educational goals should have a special place. There is a need for a teacher who prioritizes professionalism in his profession, who can integrate his own culture and universal cultures, and who preserves and applies these values in his professional work (Dönmez & Özkul, 2020). According to Dave (1998), if teachers can perform their duties in a truly professional way, a chain reaction may begin in education. Responding to the diverse needs of students in heterogeneous classrooms, maximizing each student's participation in the lesson, and adjusting the lesson to include all students can pose challenges for teachers (Avramidis & Norwich, 2002; Sharma & Nuttal, 2016). In the literature, it was emphasized that teachers should take more responsibility for the education of students with different needs and adopt more effective teaching strategies in the classroom (Ernst & Rogers, 2009; Stanovich & Jordan, 1998). Therefore, it is important to identify the conditions, beliefs, and practices that contribute to positive attitudes. This

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study focused on the investigation of teachers' perception of self-efficacy, classroom management concern, and pupil control ideologies.

1.1. Statement of the Problem

Teacher's self-efficacy is a concept that determines the amount of effort a teacher puts into completing a task, how much effort he will make when faced with obstacles, and how he can withstand adverse situations (Tschannen-Moran & Woolfolk Hoy, 2001). In the literature, it is emphasized that teachers with strong self-efficacy tend to set higher goals for themselves and their students and make more effort to achieve these goals (Prieto, 2003; Rideout and Morton, 2010).

Researchers suggested that teachers' emotional experience is closely related to teachers' self-efficacy (Emmer & Stough, 2001; Frenzel et al., 2009) and classroom management skills (Sutton, Mudrey-Camino, & Knight, 2009). Teachers' self-efficacy, especially in classroom management, is defined as 'the belief of teachers in their ability to organize and perform the necessary actions to ensure classroom control' (Brouwers & Tomic, 2000). Teachers' self-efficacy beliefs are very important for predicting their behavior in the classroom and contributing to students' development. Teachers' abilities and efforts in the student learning process can be considered as predictors of their behavior. This shows that self-efficacy beliefs play an important role in teachers' belief systems (Del Rio, Rodriguez, Rodriguez, & Águila, 2018).

In the theoretical section, an image of the researches on teachers' self-efficacy perceptions is presented. It is important to investigate teachers' self-efficacy and support teachers at all stages of their professional development. At the same time, it is thought that determining the self-efficacy of teachers and associating them with different variables will help teachers, academicians and administrators in making decisions about education.

Teachers need to master some skills and develop these skills in their daily classroom work (Darling-Hammond, 2006a; Skaalvik & Skaalvik, 2007). Because it is seen that certain skills are more important than others in achieving good teaching practice. Among these, "teacher self-efficacy" is accepted as an important issue (Bandura, 1997; Skaalvik & Skaalvik, 2007). Supporting teachers' self-efficacy beliefs at every stage of the education process will help to realize a quality education.

Understanding students, determining their interests and using the most appropriate teaching techniques are among the important duties of teachers in order to reach an effective education. In addition, teachers should provide a positive, collaborative and comfortable environment in the classroom so that students can understand the course content and support the environment with appropriate materials. Dodge, Rudick and Colker (1991) regarding the education environment; He stated that factors such as effective use of classroom space, making plans, taking action according to the developmental characteristics of the students and ensuring that all students feel safe and comfortable should be taken into account.

One of the main responsibilities of teachers is to create a positive classroom environment by eliminating negative environments that are not suitable for education (Önder & Önder Öz, 2018). Creating such an environment in the classroom is related to whether the teacher is sufficient in classroom management knowledge and his / her ability to use this knowledge. Good and Brophy (2007) pointed out that classroom management is a process of creating and maintaining an appropriate learning environment. Research has shown that teachers spend about half of their education time controlling and maintaining classroom order (Jones, 2007). In this case, classroom management is considered to be one of the most worrisome issues for teachers (Evertson & Weinstein, 2006; Ingersoll & Smith, 2003; Lampadan, 2014; Vaezi & Fallah, 2011).

Research has shown that new teachers are not prepared for classroom management skills (Freiberg, 2002; Meister & Melnick, 2003; Stoughton, 2007). It is stated that especially teachers are not ready to train curriculum and deal with behavioral problems (Allen & Blackston, 2003; Bauman & Del Rio, 2006). The classroom is where students and teachers interact most closely. Teachers' classroom management skills are crucial to the teaching process. Effective classroom management takes place in an environment where students feel safe, respect each other and give importance to their lessons. Therefore, a collaborative and supportive environment should be provided in the classroom (Riaz & Khalili, 2014). Teachers play the most important role in creating an effective classroom environment. Teacher's attitude and behavior will affect students' behavior. Teachers can prevent students from misbehaving in the classroom and overcome negative situations. It is the teacher's responsibility to manage the classroom. Teachers can use different methods and techniques while managing the classes according to the purpose of the lesson. In this sense, teachers should know what, how and when to teach (Doğan & Çoban, 2009). Teachers are expected not only to understand effective teaching methods and techniques, but also to be able to apply these methods and techniques in the classroom. Çeliköz and Çetin (2004) list the conditions that teachers should pay attention to when starting their duties as follows: Willingness to fulfill their duties, increasing student motivation, having effective time management skills, being open to innovation and technological development, and having effective communication skills.

Due to its nature, teaching is a profession with a high level of concern. Some negative situations and unwanted events are encountered in the classroom environment (Vossekuil, Fein, Reddy, Borum, & Modzeleski, 2002). These negative situations sometimes find their way into the media. Violence and negative situations experienced in schools can be effective in increasing the concern levels of educators, especially teachers.

Teachers are faced with many events that will worry them throughout their professional life. Studies show that teachers are not prepared for classroom management skills (Duck, 2007; Meister & Melnick, 2003; Stoughton, 2007) and feel inadequate to cope with behavioral problems (Allen & Blackston, 2003; Bauman & Del Rio, 2006). Işık (1996) defines concern as a state of restlessness, tension and concern experienced when the individual faces any threat. According to Akgün, Gönen, and Aydın (2007), managing concern will help individuals work harder to be successful and remain cautious when faced with difficulties.

The aim of the school as a social institution is not only limited to the cognitive behavior of children, but also to teach various social, emotional, physical and moral behaviors in certain situations. Students from different socioeconomic and cultural backgrounds often need teacher intervention and specific control methods. Therefore, pupil control can be expressed as a key element in school life. There is also a need for pupil control, which requires constant intervention between teachers and students in the teaching process. It is stated in the literature that one of the sources of concern seen in schools is pupil control.

One aspect of this research is to determine students' ideology of control and to examine the relationship between self-efficacy and classroom management concern. Administrators and teachers try to protect school order and reduce negative student behavior (Sugai, Sprague, Homer, & Walker, 2000). According to research by Way (2003), some research has shown that punishment reduces the degree of inappropriate behavior, but other research has shown that strict disciplinary policies can lead to a negative school environment and distrust between school staff and students. In addition, strict rules are pointed out at the beginning of the factors that increase negative student behavior.

Willower, Eidell, and Hoy (1967) introduced the concept of pupil control ideologies to the literature. The content of the behavior to be controlled is determined by norms, role expectations and rules. These can be custodial control, using tools such as coercion, mockery, and punishment, or human control, characterized by understanding and emphasizing self-discipline. Considering the educational features of emphasizing cooperation, individual differences, shared responsibility and flexibility, it was stated that the humanistic pupil control ideology is a necessary but not a sufficient condition for education. In other words, while the philosophy of education and its structure in theory seem to require humanistic pupil control ideologies, it is seen that both ideologies of custodial control and human control are common in practice.

Teachers' perceptions of self-efficacy, classroom management concern, and pupil control ideologies are variables that have been researched in the literature for new and experienced teachers (Anthony, Gimbert, Fultz, & Parker, 2011; Hughes, 2012; Ritter and Hancock, 2007). However, there is no study in the literature examining these variables together. In this context, examining the relationships between teachers' self-efficacy perceptions, classroom management concern and pupil control ideologies is considered important in terms of contributing to the literature.

In this study, the model in which the sub-dimensions of classroom management concern are mediator variables in determining the relationships between teachers' self-efficacy perceptions and pupil control ideologies was tested. In this context, 10 hypotheses were determined based on both the research results and the main concepts. While formulating the hypothesis, the sub-dimensions of classroom management concern, time management concern, motivation concern and communication concern were determined as mediating variables.

1.2. Purpose of the Study

The general purpose of this study is to examine the relationships between teachers' self-efficacy perception, classroom management concern and pupil control ideologies. For this purpose, the following sub-problems have been determined.

1.3. Sub-Problems of the Study

1. What are the teachers' perceptions of self-efficacy, classroom management concern and pupil control ideologies?
2. What is the relationship between teachers' self-efficacy perception, classroom management concern and pupil control ideologies?

Within the scope of the second sub-problem of the study, ten hypotheses (H1-H10) related to the significance of the model were tested.

2. METHODOLOGY

Within the scope of the study, the Structural Equation Model (SEM), one of the analysis methods used in relational research, was used to determine the predictive relationships between variables (Büyüköztürk et al., 2017; Fraenkel & Wallen, 2009). SEM is a statistical method used to evaluate many interrelated variables together and to test the accuracy of a model established with the developed hypotheses. In the model created, it is attempted to evaluate the relationships between variables with parameters, to what extent they are explained to the research with the data and to what extent the developed hypotheses are correct (Boysan, 2006; Kline, 2015; Vieira, 2011). Ethics committee approval was obtained for this research with the decision of Inonu University Social and Human Sciences Scientific Research and Publication Ethics Committee dated 13/03/2020 and numbered E.21877.

2.1. Research Model

In this study, SEM was used to determine the predictive relationships between teachers' self-efficacy perception, classroom management concern sub-dimensions (time management concern-motivation concern-communication concern) and pupil control ideologies variables. In order to test this model, a path analysis study has been carried out with the variables observed in the SEM framework and the model is shown in Figure 1.

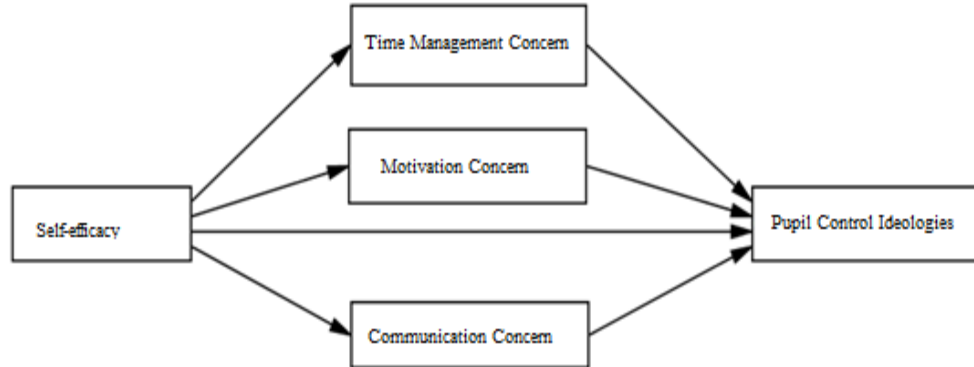


Figure 1. Path Diagram Regarding the Research Model

The following hypotheses were tested in this study, which examined the relationship between teachers' self-efficacy perception, classroom management concern (time management concern-motivation concern-communication concern) and pupil control ideologies.

H1: Self-efficacy perception of teachers significantly predicts time management concern.

H2: Self-efficacy perception of teachers significantly predicts motivational concern.

H3: Self-efficacy perception of teachers significantly predicts communication concern.

H4: Self-efficacy perception of teachers significantly predicts pupil control ideologies.

H5: Teachers' time management concern significantly predicts pupil control ideologies.

H6: Teachers' motivation concern significantly predicts pupil control ideologies.

H7: Teachers' communication concern significantly predicts pupil control ideologies.

H8: Time management concern has a mediating role in the relationship between teacher self-efficacy perception and pupil control ideologies.

H9: Motivation concern has a mediating role in the relationship between teacher self-efficacy perception and pupil control ideologies.

H10: Communication concern has a mediating role in the relationship between teacher self-efficacy perception and pupil control ideologies.

2.2. Participants

The population of the study consists of teachers working in official schools in Malatya Central districts (Battalgazi-Yeşilyurt) in the 2019-2020 academic year. The number of teachers in the population was determined using the data obtained from Malatya Provincial Directorate of National Education Statistics Bureau. After determining the accessible population of the research, the sample size was tried to be calculated. A total of 8957 teachers work in public schools (preschool-primary school, middle school, high school) included in the population of the study. Sampling was deemed necessary as it is difficult to access the entire research population due to factors such as time and cost.

Ensuring the validity of measurement results is a very important factor in quantitative research (Boudreau et al., 2001). Bryman and Cramer (2002) stated that researchers should create a sample that represents the research population as much as possible and that the sample will increase the external validity of the research if it is planned correctly. It is important to accept that a large sample size alone does not represent the population (Neumann, 2013). In this context, there are many sampling methods used in the literature. Simple random sampling gives each member of the population an equal probability of selection, but limits the generalizability of the findings. This approach may include sampling errors in collecting unbiased data. One way to reduce sampling errors is to take stratified random sampling. In this method, the population is divided into homogeneous subgroups known as stratum and a random sample is taken from each subgroup.

In general, stratified sampling represents the population better than simple random sampling if the stratum information is correct (Neumann, 2013). In order to minimize sampling errors, stratified random sampling was used in this study. Data are stratified by gender and school grade characteristics to represent the total population. This approach provided the desired variance in the selected demographic data. In the stratified random sampling method, the ratio of each layer in the population in the universe is taken into account. The representation rate in the population and the representation rate in the sample should be the same or close (Fraenkel, Wallen, & Hyun, 2012). Some demographic information of the teachers who make up the sample is given in Table 1.

Table 1.
Demographic Information of Teachers Participating in the Study

Variables	Groups	Sample (n)	Percentage (%)
Gender	Female	273	%45.6
	Male	326	%54.4
Service Year	1-5	65	%10.8
	6-10	114	%19
	11-15	160	%26.7
	16-20	113	%18.9
	21 and over	147	%24.6
School Level	Preschool-Primary School	196	%32.8
	Middle School	273	%45.5
	High school	130	%21.7
Branch	Classroom Teacher	180	%30
	Numerical Lessons	179	%30
	Verbal Lessons	185	%30.9
	Talent Lessons	55	%9.1
Total		599	100

When Table 1 is examined, 273 (45.6%) of the teachers are female and 326 (54.4%) of the teachers are male according to the gender variable. In addition, 65 of the teachers (10.8%) were between 1-5 years, 114 (19%) were between 6-10 years, 160 (26.7%) were between 11-15 years, 113 (18.9%) between 16-20 years, 147 of them (24.6%) have 21 years or more. When the distribution of teachers in the sample in terms of school level is examined; 196 (32.8%) of them are preschool-primary school, 273 (45.6%) are secondary school and 130 (21.7%) are working at high school level. According to the branch variable, 180 (30%) of the teachers are classroom teachers, 179 (30%) are numerical, 185 (30.9%) are verbal, 55 (9.1%) are talent course teachers.

2.3. Data Collection Tools

The data of the research were collected from the teachers after the necessary permissions were obtained by the researchers. In this context, a scale form consisting of four parts was used. The first part is based on demographic information (gender, years of service, school level and branch), the second part is from the "Classroom Management Concern Scale" developed by Özkul and Dönmez (2019), the third part is from the "Teacher Self-Efficacy Scale" developed by Tschannen-Moran and Hoy (2001) and adapted to Turkish by Çapa, Çakıroğlu and Sarıkaya (2005), and the fourth part of the "Pupil Control Ideologies Scale" developed by Willower, Eidell, and Hoy (1973) and adapted into Turkish by Yılmaz (2002).

2.3.1. Classroom management concern scale

In this study, "Classroom Management Concern Scale" developed by Özkul and Dönmez (2019) was used to measure teachers' classroom management concern levels. The scale consists of three dimensions (time management concern, motivation concern and communication concern) and 23 items. The Likert-type scale has 4 items in the time management concern dimension, 8 items in the motivational concern dimension and 11 items in the communication concern dimension. The scale has been arranged from "1-Disagree" to "5-Completely Agree". It is interpreted that as the scores obtained from the scale increase, the classroom management concern levels of the teachers increase, and as the scores decrease, the classroom management concern levels of the teachers decrease. Some sample items in the scale are as follows: "Not being able to conduct my lessons within the planned time period worries me. It worries me that I cannot ensure the active participation of all students in learning. Not being able to relate to students positively worries me."

When the construct validity of the scale is examined, the factor load values of the scale items vary between ".449" and ".828". As a result of EFA, the total variance explanation rate of the scale was determined as 65,835%. The validity and reliability study of the scale was conducted, and reliability values for three sub-dimensions were calculated as ".79" for time management concern, ".92" for motivation concern, and ".95" for communication concern. The Cronbach's Alpha coefficient of the items in the scale was determined as ".96". Total item correlation coefficients in all dimensions of the scale range between ".42 and .80".

2.3.2. Teacher self-efficacy scale

In this study, "Teacher Self-Efficacy Scale (TSES)" developed by Tschannen-Moran and Hoy (2001) and "Teacher Self-Efficacy Scale" adapted to Turkish by Çapa, Çakıroğlu and Sarıkaya (2005) were used to measure teachers' self-efficacy perceptions. The scale consists of three dimensions (classroom management, student engagement, and instructional strategies) and 24 items. There are 8 items in all three dimensions of the Likert-type scale. The scale was arranged from "1-Unsatisfactory" to "5-Very adequate". It is interpreted that as the scores obtained from the scale increase, the self-efficacy perceptions of teachers

increase, and as the scores decrease, the self-efficacy perceptions of teachers decrease. Some sample items in the scale are as follows: "How well can you ensure that the activities in the classroom are carried out regularly, How much can you help the development of the creativity of the students, How much can you provide a suitable learning environment for highly talented students".

The validity and reliability study of the scale was conducted, and the reliability values for three sub-dimensions were calculated as instructional strategies ".86", classroom management ".84" and student engagement ".82". The Cronbach's Alpha coefficient of the items in the scale was determined as ".93". Total item correlation coefficients in all dimensions of the scale range between ".35 and .77".

2.3.3. Pupil control ideologies scale

In order to measure teachers' views on pupil control ideologies, the "Pupil Control Ideologies Scale" developed by Willower, Eidell and Hoy (1973) and adapted into Turkish by Yılmaz (2002) was used. The adaptation study of the scale into Turkish was conducted by Yılmaz (2002) with a group of teachers working in primary schools. The scale is a Likert type scale consisting of a single dimension and 10 items. The scale was arranged from "1- I totally disagree" to "5- I completely agree". As the scores obtained from the scale increase, the teachers are interpreted as pupil control ideologies as "custodial control ideologies" and as the scores decrease they are interpreted as "humanistic control ideologies". Some sample items in the scale are as follows: "Teachers should consider changing their teaching methods if they are criticized by teachers. If students go to the bathroom without permission, they can abuse this privilege. Students cannot comprehend whether the situation in the classroom is democratic or oppressive."

The one-dimensional structure of the scale explains 31% of the total variation. In the literature, it is considered sufficient for the total variance explained for one-dimensional scales to be 30% or more (Büyüköztürk, 2002). The reliability and validity study of the scale was conducted and it was determined that the reliability coefficient was ".72".

Within the scope of this research, the reliability coefficient was calculated as ".73" as a result of the analysis made on the data for the "Pupil Control Ideologies Scale". In addition, the factor loadings of the scale vary between ".46 and .60".

2.4. Data Analysis

While determining the relationship between teachers' self-efficacy perception, classroom management concern and pupil control ideologies, answers to two different sub-problems were sought. Descriptive statistical analysis was performed on the research data in order to find an answer to the first sub-problem of the study. In this context, the arithmetic mean and standard deviation scores of teachers' self-efficacy perception, classroom management concern sub-dimensions (time management concern-motivation concern-communication concern) and pupil control ideologies scales were calculated.

In the second sub-problem of the study, teachers' self-efficacy perception, classroom management concern sub-dimensions (time management concern-motivation concern-communication concern) and pupil control ideologies were included in the model for each measurement within the scope of the study in order to determine the relationship between all variables. The Structural Equation Model (SEM), which provides the opportunity to evaluate together, was used. Considering the various hidden variables in the research model, SEM is the most appropriate analysis method. The principles presented by Gefen, Rigdon, and Staub (2011) were used to decide which SEM technique should be used. Since the main purpose of this research is confirmatory, a strong theoretical basis should be used for theory and hypothesis testing.

The analysis was performed using IBM SPSS AMOS software, hereinafter referred to as AMOS. In this study, the most commonly used maximum likelihood (ML) method was used to estimate the parameters of the model. ML is a method used when observed values of variables in the model show normal distribution (Çelik & Yılmaz, 2013).

Missing data can be a serious problem in quantitative studies that can threaten reliability and validity (Neumann, 2013). Therefore, it is important for researchers to examine the data to determine the extent of missing data. In this study, missing data for any of the three scales were removed from the analysis as suggested in the literature (Allison, 2009). In this context, 45 of 644 data were excluded from the scope of the research. Although this situation reduced the sample size of the data, it was accepted as the most suitable solution for the large data set. An important requirement of multivariate techniques is to check the assumption of normality. To evaluate the normality, the skewness and kurtosis values of the variables in the study were analyzed. In this context, univariate and multivariate normality distributions were tested. In order for all variables in the model to show a normal distribution, the values should be between "-1 and +1" in the univariate normality distribution (Çokluk, Şekercioglu, & Büyüköztürk, 2010), and the value of kurtosis in multivariate between "-2 and +2" (Kline, 2015) and the multivariate critical ratio value should be less than "1.96" (Bayram, 2010). The univariate kurtosis and skewness values for this study are shown in Table 2.

Table 2.

Univariate Skewness and Kurtosis Coefficients

Variables	Skewness	Kurtosis
Self-Efficacy	.146	.078
Time Management Concern	-.854	-.196
Motivation Concern	-.714	-.099
Communication Concern	-.619	-.142
Pupil Control Ideologies	.055	-.533

In univariate normality, the skewness index varies between ".055" and ".854" in absolute value, and the kurtosis index varies between ".078" and "0.533" in absolute value. In this context, it can be said that the data for analysis are normally distributed. After the univariate normality analysis, the multivariate normality assumption was examined. In this context, a multiple regression process was used to determine the status of multiple extreme values, and the Mahalanobis distance was calculated. In the relevant literature, it is stated that in cases where the number of people in the sample is 500 and above, the number of variables is 5 and above, the critical chi-square value should be 25, and values above 25 should be deleted (Field, 2018; Kırbaç, 2019). In the sample selected for the data set of the research, the data was not deleted due to the lack of data with 25 or more Mahalanobis distance. In addition, multivariate normality, multivariate skewness, kurtosis and critical ratio (c.r.) values were examined with the AMOS program. These values are shown in Table 3.

Table 3.

Multivariate Normality Analysis

Variables	Skewness	c.r.	Kurtosis	c.r.
Self-Efficacy	.146	1.392	.078	.370
Time Management Concern	-.854	-8.145	-.196	-.933
Motivation Concern	-.714	-6.812	-.099	-.470
Communication Concern	-.619	-5.905	-.142	-.680
Pupil Control Ideologies	.055	.528	-.533	-1.544
Multivariate			.731	1.418

When the values in Table 3 are examined, it is seen that all variables show normal distribution. It was determined that Mardia's Multivariate (multivariate) kurtosis value was ".731" and the critical ratio (c.r) value was "1.418". According to Bayram (2010), the critical value is the normalized estimate of multivariate kurtosis, namely the z-value. If this value is greater than "1.96", it is interpreted as moving away from multiple normal distribution. In addition, Byrne (2016) stated that when the critical ratio value for multivariate normal distribution is less than "5", the data set can be accepted as a multivariate normal distribution. When Table 3 is examined, it can be stated that this critical value is less than "1.96" and the data are distributed normally in a multiple way.

In the literature, there are different methods used in determining the multiple linear connections between variables. Some of these methods are correlation relationship between variables, partial correlation values, variance increase factors (VIF), and tolerance values for independent variables. In this research, VIF and tolerance values between variables were examined. The VIF and tolerance values of the research are included in Table 4.

Table 4.

Tolerance and VIF Values Regarding the Independent Variables of the Study

	Tolerance	VIF
Self-Efficacy	.934	1.071
Time Management Concern	.358	2.793
Motivation Concern	.181	5.531
Communication Concern	.247	4.049

When the values in Table 4 are examined, it is seen that the VIF values for the independent variables are less than "10" and the tolerance values are greater than "0.2". The tolerance value of the motivation concern variable was accepted as a value close to "0.2". It is evaluated in the sense that VIF values are less than "10" and tolerance values are higher than "0.2", which does not create multiple connectivity and multilinearity problems (Can, 2013; Çokluk et al., 2010; Field, 2018). As a result of the analysis, it was determined that the data set of the research was in accordance with the Structural Equation Model (SEM) and it was decided to use the necessary statistical methods.

3. FINDINGS

3.1. Perception Levels of Teachers Regarding Self-Efficacy, Classroom Management Concern and Pupil Control Ideologies

Within the scope of the first sub-problem of this research, teachers' self-efficacy perceptions, classroom management concern and pupil control ideologies are described. The descriptive analysis results are shown in Table 5.

Table 5.

Data Related to Teachers' Self-Efficacy Perceptions, Sub-Dimensions of Classroom Management Concern and Pupil Control Ideologies

Variables	\bar{x}	sd	Score Range	Levels
Self-Efficacy	2.12	.50	1.80-2.59	Slightly Sufficient
Time Management Concern	3.42	1.09	3.40-4.19	Mostly Agree
Motivation Concern	3.58	1.03	3.40-4.19	Mostly Agree
Communication Concern	3.58	1.19	3.40-4.19	Mostly Agree
Pupil Control Ideologies	3.05	.68	2.60-3.39	Moderately Agree

When the values in Table 5 are examined, it is seen that the self-efficacy perceptions of teachers are at an average score of ($\bar{x} = 2.12$, $sd = .50$). This result shows that the self-efficacy perceptions of the teachers are at a "slightly sufficient" level. When the sub-dimensions of the classroom management concern scale are examined, time management concern has an average score of ($\bar{x} = 3.42$, $sd = 1.09$), motivation concern has an average score of ($\bar{x} = 3.58$, $sd = 1.03$), and communication concern has an average score of ($\bar{x} = 3.58$, $sd = 1.19$). seems to be. According to this result, it is seen that teachers' time management concern levels, motivation concern levels and communication concern levels are "mostly agree". It is seen that teachers' pupil control ideologies have an average score of ($\bar{x} = 3.05$, $sd = .68$). According to this result, it can be stated that pupil control ideologies are "I agree at a moderate level". According to these findings, teachers' self-efficacy perceptions are low. Classroom management concerns were high in all three dimensions.

3.2. Relationships between Teachers' Self-Efficacy Perception, Classroom Management Concern and Pupil Control Ideologies

In this part of the study, a research model was created in order to reveal the relationships between the variables of self-efficacy, time management concern, motivation concern, communication concern and pupil control ideologies between were tried to be determined by measurement model and structural equation model (SEM). In this context, ten hypotheses about the significance of the model (H1-H10) were tested.

3.2.1. Findings Related to the Measurement Model

The measurement model, by showing how the latent variables are defined by the observed variables (Jöreskog & Sörbom, 1993), calculates the relationships among all the variables with a defined direction and determines the compatibility of the data with the structural regression models (Sümer, 2000). According to the measurement model, the regression coefficients in the variable of self-efficacy (ÖY) were .24 for time management concern (ZYK), .23 for motivational concern (MK), .23 for communication concern (IK), and pupil control ideologies (OKİ), .19. The regression coefficient for the time management concern (ZYK) variable is .21 for pupil control ideologies (OKİ). The regression coefficient in the motivational concern (MK) variable is .19 for pupil control ideologies (OKİ). The regression coefficient for the communication concern (IK) variable is .12 for pupil control ideologies (OKİ).

The fit index values ($\chi^2/df = 5.35$, $GFI = .87$; $AGFI = .86$; $RMSEA = .073$; $CFI = .90$; $TLI = .95$; $NFI = .95$) regarding whether the measurement model is suitable for the data are acceptable. All these results; indicates that the relevant latent variables of the indicator variables represent perfectly, and that the measurement model can be used in the structural regression model with all the tested indicator and latent variables.

3.2.2. Testing the Hypotheses Regarding the Significance of the Model

The path diagram and estimation results of the research model drawn within the scope of the research are given in Figure 2 and Table 6.

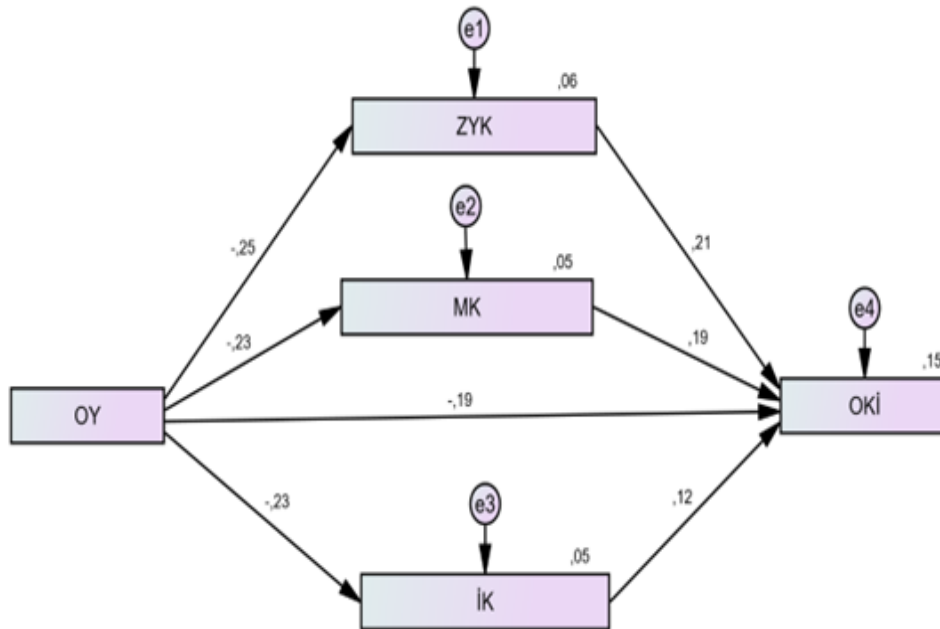


Figure 2. Path diagram for the research model, standardized path coefficients (regression coefficient) and determination coefficients (R2)
(ÖY: Self-efficacy, ZYK: Time Management Concern, MK: Motivation Concern, İK: Communication Concern, ÖKİ: Pupil Control Ideologies)

Table 6.
Prediction Results Regarding the Research Model

Tested Path	Standardized Estimate (β)	C.R. (t-value)	p
ZYK \leftarrow ÖY	-.248	-5.967	.000*
MK \leftarrow ÖY	-.230	-5.528	.000*
İK \leftarrow ÖY	-.229	-5.502	.000*
ÖKİ \leftarrow ZYK	.205	5.042	.000*
ÖKİ \leftarrow MK	.191	4.725	.000*
ÖKİ \leftarrow İK	.123	3.033	.002*
ÖKİ \leftarrow ÖY	-.187	-4.382	.000*

When the data in Table 6 are examined, it is seen that all the ways in the model of the research are meaningful. When the t-values of the significant roads in the path diagram of the research model are examined, it is seen that all of them are greater than "1.96" in absolute value.

According to the research model in Table 6, self-efficacy (ÖY); time management concern (ZYK) directly in the negative direction ($\beta = -.248$; $t = -5.967$; $p < .05$), motivation concern (MK) directly in the negative direction ($\beta = -.230$; $t = -5.528$; $p < .05$) and communication concern (İK) directly negatively ($\beta = -.229$; $t = -5.502$; $p < .05$) significantly. Self-efficacy (ÖY) affects pupil control ideologies (ÖKİ) directly negatively ($\beta = -.187$; $t = -4.382$; $p < .05$) significantly. Time management concern (ZYK) directly positively ($\beta = .205$; $t = 5.042$; $p < .05$), motivational concern (MK) pupil control ideologies (ÖKİ) directly positively ($\beta = .191$; $t = 4.725$; $p < .05$) and communication concern (İK) directly positively affect pupil control ideologies (PCI) ($\beta = .123$; $t = 3.033$; $p < .05$) significantly. All paths in the model were significant.

Self-efficacy perceptions of teachers; explains approximately 6% of the variance in time management concern, 5% of the variance in motivation concern, and 5% of the variance in communication concern. Self-efficacy perception, time management concern, motivation concern and communication concern together explain approximately 15% of the variance in pupil control ideologies. It can be said that there is an explanation rate close to the medium level.

One of the criteria to determine whether the model created using the structural equation model will be accepted after testing is the goodness of fit values obtained as a result of the analysis (Bayram, 2010; Çokluk et al., 2010; Kline, 2015; Lee & Tsai, 2008; Schermelleh, Engel, & Moosbrugger, 2003; Şimşek, 2007). As a result of the path analysis, it is checked whether the goodness of fit values of the research model are at an acceptable level. The margins of fit for the model are presented in Table 7.

Table 7.

Goodness of Fit Indices Regarding the Research Model

Examined Fit Indices	Criteria for Perfect Fit	Criteria for Good Fit	Fit Indices Obtained	Result
χ^2/df	$0 \leq \chi^2/df \leq 3$	$3 < \chi^2/df \leq 5$	5.320	Acceptable Fit
RMSEA	$.00 \leq RMSEA \leq .05$	$.05 < RMSEA \leq .08$.085	Good Fit
PCLOSE	$.05 \leq PCLOSE$.065	Good Fit
CFI	$.95 \leq CFI \leq 1.00$	$.90 \leq CFI < .95$	0.93	Good Fit
NFI	$.90 \leq NFI \leq 1.00$	$.90 \leq NFI < .95$	0.95	Perfect Fit
TLI	$.97 \leq TLI \leq 1.00$	$.95 \leq TLI \leq .97$	0.94	Good Fit
IFI	$.95 \leq IFI \leq 1.00$	$.90 \leq IFI \leq .95$	0.95	Perfect Fit
GFI	$.95 \leq GFI \leq 1.00$	$.90 \leq GFI < .95$	0.89	Good Fit
AGFI	$.95 \leq AGFI \leq 1.00$	$.90 \leq AGFI < .95$	0.88	Good Fit

When the goodness of fit indices in Table 7 are examined, it is seen that the χ^2/df ratio is acceptable, the NFI and IFI indices are at perfect values, and the other indices have good fit values. When the goodness of fit indices in Table 7 are examined as a whole, it can be said that the goodness of fit indices related to the research model have acceptable values. Based on these findings, it can be stated that model data fit was achieved in the research model whose goodness of fit indexes were examined.

When the findings are examined, "Self-efficacy perceptions of teachers significantly predict time management concern", "Teachers' self-efficacy perceptions significantly predict motivation concern.", "Teachers' self-efficacy perceptions significantly predict communication concern." , "Teachers' self-efficacy perceptions significantly predict pupil control ideologies.", "Teachers' time management concern significantly predicts pupil control ideologies.", "Teachers' motivation concern significantly predicts pupil control ideologies." Teachers' communication concern predicts pupil control ideologies in a meaningful way. " it seems that their hypotheses are accepted.

3.2.3. Standardized Direct, Indirect and Total Impacts Regarding the Research Model

While interpreting the results of the path diagrams drawn for the structural equation model, direct, indirect and total effects are also used. The standardized direct effect, indirect effect and total effect for the variables in the path diagrams are given in Table 8.

Table 8.

Standardized Direct, Indirect and Total Effects Regarding the Research Model

	ZYK			MK			İK			ÖKİ		
	Dir.	İnd.	Tot.	Dir.	İnd.	Tot.	Dir.	İnd.	Tot.	Dir.	İnd.	Tot.
ÖY	-.25*		-.25*	-.23*		-.23*	-.23*		-.23*	-.19*		-.26*
ZYK										.21*		.21*
MK										.19*		.19*
İK										.12*		.12*

(Dir: Direct Impact; İnd: Indirect Impact; Tot: Total Impact)

(ÖY: Self-efficacy, ZYK: Time Management Concern, MK: Motivation Concern, İK: Communication Concern, ÖKİ: Pupil Control Ideologies)

When the effects of the research model in Table 8 are examined, the self-efficacy perceptions of teachers; It appears that it directly affects time management concern (-.25), motivation concern (-.23), communication concern (-.23) and pupil control ideologies (-.19). In addition, it was determined that time management concern directly affected pupil control ideologies (.21), motivational concern pupil control ideologies (.19) and communication concern directly affected pupil control ideologies (-.12). According to the research model, it is seen that self-efficacy perception indirectly affects pupil control ideologies (-.07). Finally, when the total effects of the research model are examined, it is seen that teachers' self-efficacy perception affects time management concern (-.25), motivation concern (-.23), communication concern (-.23) and pupil control ideologies (-.26). . In addition, time management concern affects pupil control ideologies (.21), motivational concern affects pupil control ideologies (.19), and communication concern affects pupil control ideologies (.12).

According to these findings, it is seen that the total effect between self-efficacy perception and pupil control ideologies is the highest. The lowest impact rate is between communication concern and pupil control ideologies.

4. RESULTS, DISCUSSION AND RECOMMENDATIONS

In this study, an original model was attempted to analyze the relationships between teachers' self-efficacy perceptions, classroom management concern sub-dimensions (time management concern-motivation concern-communication concern) and pupil control ideologies. Sub-problems and hypotheses developed within the scope of this model were tested. In this section, the results obtained by testing the model are discussed and in this context, suggestions for practitioners and researchers have been tried to be developed.

The first sub-problem of the study, "What are the teachers' perception of self-efficacy, classroom management concern and pupil control ideologies?" It has been arranged. The results achieved regarding this sub-problem are summarized.

a. It is seen that the teachers' self-efficacy perceptions are insufficient. This result is important in terms of high levels of attrition among teachers. Because it was stated that teachers with high self-efficacy beliefs show more struggle and flexibility when faced with difficulties. However, it can be stated that teachers who are faced with changes in education due to emerging technologies and globalization experience low self-efficacy due to limited mastery and role model experiences in these fields. Studies supporting this finding in the literature emphasized that teachers with high concern levels have low self-efficacy perceptions (Ardasheva & Tretter, 2015; Britner & Pajares, 2006; Miller, 2009; Pajares et al., 2000). Boz and Boz (2010) evaluated this situation as if teachers have high concern about teaching, they tend to have a lower self-efficacy perception in terms of classroom management, teaching strategies and student participation. Conroy (2012) mentions the existence of an interactive system between self-efficacy and the quality of classroom management in his research. In addition, he found that as the teachers felt more competent, the quality of classroom management increased. Therefore, it is important to point out that every direct and positive experience a teacher has is a source of information that fosters self-efficacy beliefs.

b. When the sub-dimensions of the classroom management concern scale are examined, it is seen that teachers' time management concern levels, motivation concern levels and communication concern levels in all three sub-dimensions are high. This result is consistent with the literature, which states that teaching is among the professions with high concern level (Cook, 2001; Heflin & Bullock, 1999). There are many unwanted situations in the classroom environment caused by negative relationships between teachers and students, and many situations ranging from behavior to distressing events (Vossekil, Fein, Reddy, Borum, & Modzeleski, 2002). These negative situations are also widely covered in the media. These violence and negative situations in schools are seen as a matter of concern for educators, especially teachers. Studies have shown that new teachers feel unprepared when it comes to classroom management skills (Freiberg, 2002; Meister & Melnick, 2003; Stoughton, 2007). It was stated that especially teachers were unprepared to train the curriculum and manage behavioral problems in terms of time management (Allen & Blackston, 2003; Bauman & Del Rio, 2006). Classroom management problems are a major source of stress and concern for teachers. Incoordination and disturbing behaviors encountered in classrooms are the most common negative situations (Merrett & Wheldall, 1993). Teachers believe that students spend as much time on behavioral problems as they do on education and training. This situation negatively affects the lesson and causes the teacher not to devote much time to academic activities (Martin, Slemmon, Hiebert et al., 1999). Roache and Lewis (2011) and Sullivan et al. (2014) show that many teachers have the belief that unwanted student behavior is caused by out-of-school factors and use reactive practices that try to control student behavior. These findings point to the need for professional development that focuses on positive behavior support practices to reduce unwanted student behavior and strengthening teacher qualifications for effective teaching. It is important to use practices that minimize students' behavioral problems and maximize the time required for teaching (Reinke, Herman, & Stormont, 2013; Scott, Alter, & Hirn, 2011).

c. It is seen that the teachers' pupil control ideologies are moderate. This finding was evaluated as the teachers were more prone to the custodial pupil control ideology. In this context, it seems more likely that the traditional school is characterized by a more custodial perspective. McArthur (1978) concluded that teachers who were new to the task developed a higher custodial approach to teaching based on their own personal perceptions. Among the possible reasons for this attitude, it has been shown, but not limited to, the difficulty of the job and the classroom environment that is different from the reality of the teacher. Willower et al. (1967) stated that teachers with higher scores of custodial control ideology were characterized by the understanding that strict control should be applied to maintain order. He expressed this situation as hierarchical organizations where teachers are generally perceived as irresponsible and undisciplined, and exhibit use of force and autocratic behaviors. In parallel with this research finding, the study by Albertson and Kagan (1987) reported that there is a significant relationship between pupil control ideologies and teachers' concern levels. In this context, a high level of concern is associated with a custodial pupil control ideology. According to Hoy (2001), teachers usually start their profession as idealists. However, over time their approach changes and they become more custodial. In the teaching subculture, it is believed that good teaching will occur when the teacher has control over his/her classroom. Rideout and Morton (2010) conducted their research to understand why teachers tend to develop a custodial approach and the socialization process is among the results of their research. He concluded that teachers became more pragmatic and recognized that with a custodial approach, it was easier for both student learning and the classroom to achieve their goals.

The hypothesis of the study that "Perception of teachers' self-efficacy significantly predicts time management concern" was accepted. As a result of the analysis made on the data related to this hypothesis, it was revealed that there is a negative, low level and significant relationship between the teachers' self-efficacy perception and time management concern. In addition, teachers' self-efficacy perception significantly predicts time management concern. Although the relationship between teacher self-efficacy and time management concern is at a low level, it is relatively stronger than in previous studies. It has been evaluated that this situation may be caused by the analysis with the structural equation model. In general, it was stated that teachers with strong self-efficacy levels work with more enthusiasm and dedication (Allinder, 1994; Guskey, 1984). It has been stated that teachers with a high level of self-efficacy have higher skills such as effective planning process (Allinder, 1994) and classroom management strategies (Woolfolk & Hoy, 1990; Woolfolk, Rosoff, & Hoy, 1990).

The hypothesis of the study that "perception of teachers' self-efficacy significantly predicts motivation concern" was accepted. As a result of the analysis made on the data related to this hypothesis, it was revealed that there was a negative, low level and significant relationship between the teachers' self-efficacy perception and motivation concern. In addition, teachers' self-efficacy perception significantly predicted motivational concern. This result seems to be in line with the literature. Considering the studies examining the relationship between teachers' perception of self-efficacy and motivation concern, it is important for teachers not only to have certain knowledge, skills or abilities, but also to recognize that they have these resources and to be confident in their ability to manage the classroom in order to be successful in practice. This situation is necessary to achieve the determined goals and objectives. It is clearly seen in most of the studies that there is a relationship between teachers' beliefs and actions (Prieto, 2003). It shows that teachers with high self-efficacy beliefs display better pedagogical practice and better management in their classrooms. Because the teacher who feels self-sufficient is expected to have high energy, to be more confident in his skills and to be more motivated to improve classroom practices (Ross, 2002).

The hypothesis of the study that "perception of teachers' self-efficacy significantly predicts communication concern" was accepted. As a result of the analysis made on the data related to this hypothesis, it was revealed that there is a negative, low level and significant relationship between the teachers' self-efficacy perception and communication concern. In addition, teachers' self-efficacy perception significantly predicts communication concern. Studies on teachers' self-efficacy beliefs and communication skills have been examined in the literature, and it has been observed that there are findings and results that support the result of this research. The teaching profession requires sound professional knowledge (Darling-Hammond, 2006a, 2006b), leadership, multitasking skills, planning and personal / professional development (Darling-Hammond, 2006a, 2006b; Skaalvik & Skaalvik, 2010) in addition to skills such as communication and collaboration. . Indeed, teaching requires more than the sum of certain competencies.

The hypothesis of the study that "Perception of teachers' self-efficacy significantly predicts pupil control ideologies" was accepted. As a result of the analysis made on the data related to this hypothesis, it was revealed that there was a negative, low level and significant relationship between teachers' self-efficacy perception and pupil control ideologies. In addition, teachers' self-efficacy perception significantly predicts pupil control ideologies. In the literature, considering the studies examining the relationship between teachers' perception of self-efficacy and pupil control ideologies, teachers with low self-efficacy beliefs have lower levels of commitment to the profession and tend to be more authoritarian. In addition, they tend to use teacher-centered approaches more and blame others for failure (Evans & Tribble, 1986; Gibson & Dembo, 1984; Czerniak & Schriver, 1994). Studies show that teachers' perception of self-efficacy affects the choices they make in their classroom (Ashton & Webb, 1986; Charalambous & Philippou, 2010). As teachers are more exposed to the classroom environment and the realities of teaching as a whole, their self-efficacy perceptions may decrease (Rideout & Morton, 2007; Woolfolk & Hoy, 1990).

The study stated that "Teachers' time management concern significantly predicts pupil control ideologies." hypothesis was accepted. As a result of the analysis made on the data related to this hypothesis, it was revealed that there was a positive, moderate and significant relationship between teachers' time management concern and pupil control ideologies. In addition, teachers' time management concern significantly predicted pupil control ideologies. In the literature, it is important for teachers to know what, how and when to teach (Doğan & Çoban, 2009). Teachers are expected not only to know effective teaching methods and techniques, but also to be able to apply these methods and techniques in the classroom. Çeliköz and Çetin (2004) pointed out the importance of teachers to do the assigned tasks willingly, to increase students' motivation, to have effective time management skills, to be open to innovations and technological developments, and to have effective communication skills. The importance of managing the classroom effectively and using time efficiently, creating a positive classroom climate and creating a remarkable learning environment is stated (Longway & Cockman, 2002). The absence of concern from the classroom environment and classroom management for teachers and students will contribute to a supportive physical environment for learning and a positive learning environment (Hart, 1999). It is generally stated that a well-planned lesson plays a key role in classroom management (Longway & Cockman, 2002).

The study stated that "Teachers' motivation concern significantly predicts pupil control ideologies." hypothesis was accepted. As a result of the analysis made on the data related to this hypothesis, it was revealed that there was a positive, low level and significant relationship between teachers' motivation concern and pupil control ideologies. In addition, teachers' motivation concern significantly predicted pupil control ideologies. In the literature, there are studies supporting the result of the research, considering the studies examining the relationship between teachers' motivation concern and pupil control ideologies. It has been suggested that the teachers of custodial control oriented schools have lower morale and motivation than those with humanist control oriented schools (Hoy & Miskel, 2012). Hoy and Miskel (2012) also stated that custodial schools are faced with more negative behavior and discipline problems than humanist schools. According to Deibert and Hoy (1977), teachers in custodial schools have a lack of trust and a general feeling of negativity towards the student. A more positive atmosphere and mutual respect between teacher and student is developed in humanist schools. Smedley and Willower (1981) found that students have a more positive perception of the school in schools with school administrators and teachers who treat students in a more humane way. Hoy (2012) states that humanist schools are supported by more positive student outcomes and higher levels of self-actualization than custodial ones.

The study stated that "Teachers' communication concern significantly predicts pupil control ideologies." hypothesis was accepted. As a result of the analysis made on the data related to this hypothesis, it was revealed that there is a negative, low

level and significant relationship between teachers' communication concern and pupil control ideologies. In addition, communication concern of teachers significantly predicts pupil control ideologies. Considering the studies examining the relationship between teachers' communication concern and pupil control ideologies in the literature, this does not support the research finding. This situation has been tried to be explained by considering different aspects between communication and control. Dobson, Goldenberg and Elsom (1972) stated that the interaction between teacher and student varies according to the degree to which the teacher is a supervisor or a humanist. They stated that humanist teachers mostly used verbal behavior in accepting and developing students' ideas, while custodial teachers used more verbal behavior about course content or rules. Bean and Hoy (1974) associated student-centered activities with a humane classroom climate, while teacher-centered teaching methods in which students were more passive were associated with a custodial classroom climate. In this context, it is thought that there is a negative relationship between teachers' communication concern and pupil control ideologies, as teachers with the custodial control ideology emphasize their verbal behavior about the course content and rules in communication.

The findings of the study show that the self-efficacy perceptions of teachers are at a "slightly sufficient" level. However, it is not possible to say that teachers' self-efficacy is really "slightly sufficient". This is their own perception. However, it is noteworthy that teachers' self-efficacy perceptions are higher in many other studies, even in a study using the same scale. The reason why they perceive them as "slightly sufficient" in this study may be that they have had more difficulties in recent years and have some problems especially in information technologies. First of all, the source of this difference in perception should be investigated and training activities aimed at eliminating the determined cause should be prioritized. In addition, it may be beneficial that the training programs to develop teachers' competencies in general are based on a needs analysis and carried out on a voluntary basis.

Bringing good examples and right role models to teachers to increase teachers' self-efficacy and perception levels may contribute. This meeting should be in a democratic environment and based on peer observation by colleagues. Thus, it may be easier for teachers with increased competencies and aware / perceiving this to turn to humanistic classroom management ideologies.

Research findings show that teachers adopt custodial pupil control ideologies. School administrators can warn and encourage teachers to exhibit more democratic behaviors in their relations and communication with students, parents and colleagues, and provide them with training on this subject. In this sense, the school, as a bureaucratic socialization environment, can create an environment, climate and culture so that not only students but also teachers can change their behavior.

The findings of the study show that teachers' self-efficacy perception significantly predicts motivational concern. The aim of teachers is to perform teaching activities effectively. In this sense, being aware of the activities they do best according to their abilities is important in the development of self-efficacy beliefs. While doing these activities, it will be useful for teachers to learn motivation theories and practices and to know in which situations they can be used by considering the age groups and developmental characteristics of the students. In this context, online training videos can be prepared for teachers in which examples of applied motivation theories are associated with different scenarios.

Research findings show that sub-dimensions of classroom management concern have a mediating role in the relationship between teacher self-efficacy perception and pupil control ideologies. It is stated in the literature that interactive educational activities reduce teachers' concern by improving their self-efficacy beliefs. The important thing is for teachers to share their experiences in this type of education with students, to be able to apply what they have learned to teaching in the classroom and to understand the impact on students. For teachers to have the opportunity to learn from each other and to get to know effective practices in the classroom, it is important for the authorities to devote more time and support teachers through collaborative educational activities. In this regard, it may be beneficial to determine the agenda items of the school, district and provincial teachers' board meetings and teachers' board meetings by experts, and to ensure expert participation in these meetings when necessary.

In this study, structural equation model was preferred among quantitative research methods. Research using qualitative or mixed designs can be done.

Research and Publication Ethics Statement

We declare that this study titled "The Analysis of Relationships Between Teachers' Self-Efficacy Perception, Classroom Management Concern and Pupil Control Ideologies" was written by the researchers without any help contrary to scientific ethics and traditions, and that all the works used consist of those shown in accordance with the method both in the text and in the bibliography.

Contribution Rates of Authors to the Article

Researchers contributed equally at all stages of the research.

Statement of Interest

The authors have not declared any potential conflicts of interest regarding the research, authorship, and publication of this article.

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