

ORIGINAL ARTICLE

Classroom Management Skills and Work Alienation among Primary School Teachers: The Mediating Role of Professional Attitude

Selim Tugay¹ & Ahmet Ayık^{2*}

Abstract

This study aimed to examine the mediating role of attitudes toward the teaching profession in the relationship between classroom management skills and work alienation among classroom teachers. A relational survey model was employed within the framework of a quantitative research design. The population of the study consisted of classroom teachers working in the central districts of Erzurum, Türkiye (Aziziye, Palandöken, and Yakutiye) during the 2023–2024 academic year. Stratified and convenience sampling methods were used, and the sample consisted of 365 classroom teachers who voluntarily participated in the study. Data were collected using the Classroom Management Skills Scale, the Work Alienation Scale, and the Teachers' Attitudes' Toward the Teaching Profession Scale. SPSS and AMOS statistical software were used to analyze the data. The results indicated that classroom teachers' classroom management skills were at a very high level, whereas their levels of work alienation were very low. Teachers' attitudes toward the teaching profession were also found to be high. A moderate, negative, and statistically significant relationship was found between classroom management skills and work alienation. A low, positive, and statistically significant relationship was found between classroom management skills and attitudes toward the teaching profession. Furthermore, a moderate, negative, and statistically significant relationship was found between work alienation and attitudes toward the teaching profession. The findings further indicated that attitudes toward the teaching profession partially mediated the relationship between classroom management skills and work alienation.

Keywords: Classroom management, professional attitude, work alienation

Introduction

One of the primary purposes of education is to raise individuals who can contribute to the development and advancement of society. Schools are the main institutions established to fulfill this purpose, and teachers are among the most important stakeholders in the educational process. Teachers provide students with knowledge, serve as role models, and guide them throughout their learning processes. They are also responsible for facilitating learning, maintaining classroom order, and creating a positive and supportive

1 National Education, Türkiye, Orcid ID: 0009-0007-8947-2491,
Email: selim.tugay22@ogr.atauni.edu.tr

2 Professor (Ph.D), Department of Educational Management, Atatürk University, Türkiye,
Orcid ID: 0000-0002-2885-947X, Email: ahmet.ayik@atauni.edu.tr



This journal is licensed under a creative common Attribution-Noncommercial 4.0. It is accredited to the University of Gondar, College of Social Sciences and Humanities.

DOI: <https://www.doi.org/10.20372/erjssh.v13.i2.10>

classroom environment. To fulfill these responsibilities effectively, teachers need to possess adequate classroom management skills. However, educational success does not depend solely on teachers. The education system involves various factors, including students, parents, educational experts, school administrators, and financial and physical resources. Nevertheless, teachers can be considered one of the most influential factors in determining the quality and effectiveness of educational processes (Wright et al., 1997; Şişman, 2006; Altay, 2021).

The classroom is a social environment in which educational activities take place, interactions among students and teachers occur intensively, and physical resources are used to support learning. It also has a unique classroom climate that responds to students' individual and social needs (Küçükahmet, 2012). Classroom management encompasses teachers' personalities, roles, and behaviors in organizing and maintaining the learning environment (Watkins & Wagner, 2000). More broadly, classroom management refers to the range of efforts undertaken to establish classroom order, facilitate effective learning, address students' individual needs, and support their adaptation to the classroom environment (Emmer & Stough, 2001). Therefore, classroom management is essential for creating an effective learning environment and facilitating the achievement of the educational objectives targeted by the instructional process (Terzi, 2002).

Effective classroom management is considered an essential component of successful teaching and learning. Teachers need strong classroom management skills to organize instructional processes effectively and support students' learning (Semerci & Balat, 2018, p. 498). In addition to possessing adequate subject-matter knowledge, teachers are expected to organize effective learning activities, use instructional resources efficiently, and fulfill their educational responsibilities. Classroom management skills include establishing and maintaining classroom rules, fostering positive communication and student motivation, adopting an effective leadership style, creating a learning environment conducive to students' needs, and managing instructional time effectively (Durmaz, 2020). Accordingly, numerous studies in the literature have demonstrated that effective classroom management contributes positively to student learning and academic achievement (Cameron & Sheppard, 2006; Moore, 2008; Wang et al., 1993).

Literature Review

Effective classroom management requires teachers to fulfill a range of interrelated tasks and responsibilities. A substantial body of research has examined classroom management skills in relation to various individual, professional, and organizational variables, including academic optimism and professional commitment (Ergen, 2016), job satisfaction (Sağlamçubukçu, 2019), and student achievement and motivation (Moore, 2008). Collectively, these studies suggest that classroom management skills are not limited to the regulation of classroom processes but are also associated with teachers' individual and professional characteristics and with important educational outcomes.

Teachers who lack adequate classroom management skills may experience difficulties in maintaining classroom order and establishing an effective learning environment (Jones & Jones, 1998). Ineffective classroom management may contribute to disciplinary problems and lower academic achievement (Durmaz, 2020). Such difficulties may affect not only students' educational experiences but also teachers' own professional experiences: teachers who repeatedly experience difficulties in managing classroom processes may develop weaker perceptions of professional competence, which may reduce their professional motivation and gradually weaken their psychological connection with their work.

Work alienation is a socio-psychological state resulting from the fatigue, boredom, detachment, and disillusionment an individual feels toward their work (Kurtulmuş & Karabıyık, 2016). Work alienation may develop from both individual characteristics and environmental and organizational conditions. More broadly, factors associated with work alienation can be classified as personal, environmental, and organizational (Chiaburu et al., 2014; Shehada & Khafaje, 2015). This perspective indicates that work alienation should not be interpreted solely as an individual psychological experience but rather as emerging through the interaction between individual characteristics and the organizational conditions under which individuals perform their work. Individuals who perceive their work as meaningless may also experience diminished hope for the future (Elma, 2003) and employees experiencing work alienation may demonstrate withdrawal from work, burnout, resentment, undesirable organizational behaviors, and intentions to leave their jobs (Abaslı, 2018).

Work alienation has received considerable attention in the literature, with research examining its relationships with job stress (Karadaş & Özgün, 2023), organizational cynicism (Akpolat & Oğuz, 2015), organizational justice (Kasapoğlu, 2015), and organizational commitment (Fırat, 2012), among other individual and organizational variables. Taken together, these studies indicate that work alienation is a multidimensional phenomenon associated with psychological, interpersonal, organizational, and structural factors. Among teachers specifically, work alienation is particularly important because it reflects teachers' psychological distancing from their work and may have important implications for their professional attitudes and behaviors (Elma, 2003). Therefore, understanding teachers' attitudes toward their profession may provide an important perspective for explaining their psychological relationship with their work and the development of work alienation.

Attitude, in general, refers to an individual's positive or negative evaluation of an event, object, or situation (Koç, 2023) and comprises cognitive, affective, and behavioral components (Papanastasiou, 2002; Pickens, 2005). Given teachers' central responsibility in educating future generations, they are expected to hold positive attitudes toward their profession and a strong sense of professional well-being. Indeed, positive attitudes toward the teaching profession strengthen teachers' motivation, job satisfaction, and professional commitment, thereby contributing to both their effectiveness in the educational process

and their professional success and well-being (Altay, 2021; Güdek, 2007). In addition, these positive attitudes also contribute to the creation of quality learning environments that support students' cognitive and affective development (Caprara et al., 2006).

Teachers who hold positive attitudes toward their profession may be more inclined to value personal and professional development, which may in turn enable them to provide more effective guidance to students and contribute to the quality of educational processes (Altay, 2021). Thus, attitudes toward the teaching profession may reflect not only teachers' evaluations of their occupation but also the extent to which they attach meaning and value to their professional roles.

Theoretical Rationale for the Mediation Model

The first path in the mediation model represents the relationship between classroom management skills and attitudes toward the teaching profession. Teachers with high classroom management skills may feel more competent in conducting classroom activities, communicating with students, and effectively resolving in-class issues; this sense of competence can contribute to more positive evaluations of their professional roles and foster more favorable attitudes toward the teaching profession.

The second pathway of the model focuses on the direct relationship between classroom management skills and alienation from work. While effective classroom management can bolster teachers' professional success by strengthening their sense of control, competence, and professional mastery, persistent classroom management difficulties can diminish motivation and a sense of purpose and weaken the psychological bond with the job by fostering feelings of inadequacy and leading to negative professional self-evaluations. Therefore, classroom management skills are expected to be associated with alienation from work, even when attitudes toward the profession are held constant.

The third path of the mediation model encompasses the relationship between attitudes toward the teaching profession and work alienation. A positive attitude toward teaching involves valuing the profession, perceiving teaching as meaningful, enjoying the work, and being open to professional development (Ayık & Atas, 2014); these factors can strengthen teachers' attitudes toward the profession. Research examining the relationship between teachers' professional orientations and work alienation suggests that positive professional orientations may be linked to teachers' experiences of alienation (Yorulmaz et al., 2015). Viewed in this context, positive attitudes toward the teaching profession may limit teachers' alienation from their work.

The model proposes that the effective implementation of classroom management processes by teachers influences their professional experiences. It is expected that positive professional experiences reinforce attitudes toward the teaching profession, thereby strengthening teachers' sense of meaning and psychological commitment while reducing alienation from work. Accordingly, attitudes toward the profession are identified in the model as a mediating variable explaining the relationship between classroom management

skills and alienation from work.

Although studies conducted in Türkiye have examined teachers' classroom management skills, work alienation, and attitudes toward the teaching profession in relation to different variables (Akgül, 2022; Altay, 2021; Durmaz, 2020; Koç, 2023; Uzun, 2023), research examining these three variables within a single integrated model appears to be limited. In particular, there is a need for research investigating whether attitudes toward the teaching profession mediate the relationship between classroom management skills and work alienation, as existing studies have largely focused on pairwise relationships and therefore provide limited insight into the psychological mechanism through which classroom management skills may be associated with work alienation. Incorporating attitudes toward the teaching profession as a mediator may therefore provide a more comprehensive explanation of how teachers' professional competencies and evaluations are related to their experiences of alienation.

Accordingly, the purpose of the present study is to examine the mediating role of attitudes toward the teaching profession in the relationship between classroom management skills and work alienation among classroom teachers working in the central districts of Erzurum Province, Türkiye. Specifically, the study examines not only the direct relationship between classroom management skills and work alienation but also the indirect component of this relationship operating through attitudes toward the teaching profession. To achieve this purpose, the following research questions were addressed:

1. Are there relationships between classroom teachers' classroom management skills, their work alienation, and their professional attitudes?
2. Do classroom teachers' attitudes toward the teaching profession mediate the relationship between their classroom management skills and levels of work alienation?

Methodology

The study employed the correlational survey method, which is a quantitative method. In order to determine the mediating role, classroom management skills were used as the independent variable, work alienation level as the dependent variable, and professional attitude as the mediating variable. The model related to the study is presented in Figure 1.

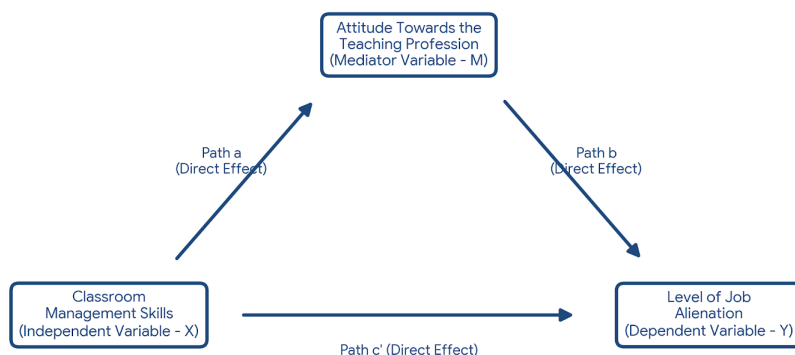


Figure 1. Conceptual Model of the Study

Population and Sample

The population of this study consists of approximately 1,300 classroom teachers working in primary schools affiliated with the Ministry of National Education in the central districts of Erzurum Province in Türkiye—Aziziye, Palandöken, and Yakutiye—during the 2023-2024 academic year. “Stratified sampling” and convenience sampling methods were used in the research. The selection of teachers from each stratum was determined by the convenience sampling method. In this method, the population of the research is first divided into homogeneous subgroups and the sample is selected from these groups (Büyüköztürk et al., 2008). According to the data obtained from the Erzurum Provincial Directorate of National Education, there were 1,300 classroom teachers working in 115 primary schools across the three central districts of Erzurum. The sample size for this study was determined based on the sample size calculation table proposed by Krejcie and Morgan (1970) according to the population size. For a population of $N = (1300)$, a sample size of 365 was deemed sufficient to represent the population at a 95% confidence level (Krejcie & Morgan, 1970). Specifically, 252 teachers (19%) were employed in 29 primary schools (25%) in Aziziye, 443 teachers (34%) were employed in 39 primary schools (34%) in Palandöken, and 605 teachers (47%) were employed in 47 primary schools (41%) in Yakutiye. Based on the proportional distribution of teachers across the three districts, the initial sample was determined as 100 teachers (25%) from Aziziye, 136 teachers (34%) from Palandöken, and 164 teachers (41%) from Yakutiye, yielding a total of 400 teachers. Following the exclusion of questionnaires containing missing or invalid responses, 365 questionnaires were retained for the final analysis.

Data Collection Tools

The data collection tool of the research consists of three parts. In the first part of the data collection tool, the “Classroom Management Skills Scale”, in the second part, the “Work Alienation Scale” and in the last part, the “Professional Attitude Scale” were used. The study uses validated instruments with reported high internal consistency ($> .80$).

Classroom Management Skills Evaluation Scale

In the study, the “Classroom Management Skills Evaluation Scale”, which was developed by Baloğlu (2001) to measure the classroom management skills of classroom teachers and revised by Güneş (2016), was used. The scale consists of 43 items and 7 sub-dimensions. Each item in the scale is answered in a five-point Likert type. In this study, Cronbach’s alpha (α) internal consistency coefficients were calculated for the subdimensions of the Classroom Management Skills Evaluation Scale. The analysis revealed that $\alpha = .91$ for the “Leadership and Communication” subdimension, $\alpha = .78$ for the “Group Work” subdimension, and $\alpha = .73$ for the “Planning” subdimension, $\alpha = .92$ for the “Behavior and Time Management” subscale, $\alpha = .87$ for the “Teaching Materials and Assessment” subscale, $\alpha = .80$ for the “Motivation and Learning Environment” subscale, and $\alpha = .90$ for the “Activity Management” subscale. The results indicate that all subdimensions of the scale possess adequate internal consistency. Accordingly, it can be concluded that the Cronbach’s alpha coefficients for the subdimensions range from .73 to .92 and that the scale provides reliable measurements.

Work Alienation Scale

The scale developed by Nair and Vohra (2010) was adapted to Turkish by Toklu (2016). The scale consists of 8 items with a single factor. Each item in the scale is answered in a five-point Likert type. Toklu (2016). In this study, the Cronbach Alpha reliability coefficient calculated for the total reliability of the scale was found to be .91.

Teachers’ Attitude Scale Towards the Teaching Profession

In the study, the “Teachers’ Attitude Scale towards the Teaching Profession” developed by Ünişen and Demirel (2018) was used. The scale consists of 28 items and 4 sub-dimensions. Each item in the scale is answered in a five-point Likert type. The Cronbach Alpha reliability coefficient for the sub-dimensions of the scale was found to be .94 for the “Valuing” sub-factor, .80 for the “Professional Burnout” factor, .85 for the “Disinterest” factor, and .71 for the “Openness to Professional Development” factor. Cronbach’s alpha reliability coefficient for the entire scale was found to be .94.

Data Collection Process/Application

Permission was obtained from the developers of the three scales used in the study. The study was then conducted within the framework of the Atatürk University Social and Human Sciences Ethics Board, and the necessary ethical approval was obtained from the Ethics Board of the Education Sciences Unit. Finally, the necessary permissions were obtained from the Erzurum Provincial Directorate of National Education for the scale to be applied in schools. After the necessary permissions were obtained, the determined scales were applied face to face to teachers working in official primary schools in the central districts of Erzurum. The sample group was selected in accordance with the purpose of the study. The teachers to whom the scale would be applied were informed about the research, and the scales were applied in schools. Care was taken not to disrupt the lessons during the application of the scales. The findings were then analyzed and reported.

Analysis of Data

SPSS (Statistical for Social Sciences) programs were used to analyze the data obtained with the data collection tools. Incomplete and incorrectly filled scales were not included in the data analysis. Since the normality of the distribution was a prerequisite for applying parametric tests (Büyüköztürk et al., 2008), a normality test was performed first. As a result of the normality analysis, the skewness values ranged from -1.248 to 1.350, whereas the kurtosis values ranged from -.623 to 1.222. These findings indicate that the variables met the assumption of normality. In addition, the variance inflation factor (VIF) values were found to be 1.00, which is below the commonly accepted threshold of 10, while the condition index (CI) values ranged from 1.00 to 25.26 and remained below the critical value of 30. The tolerance values were also above .10, with a value of 1.00. These results indicate that there was no evidence of a multicollinearity problem among the predictor variables. Furthermore, the Durbin-Watson statistic was found to be 1.22, indicating that the assumption of independence of errors was satisfied. Overall, the findings suggest that the data met the relevant assumptions required for the subsequent regression analyses. In the analysis of the research data; arithmetic mean, standard deviation, correlation analysis and regression analysis were used. In determining the mediating role, SPSS Hayes extension program were used. The statistical significance level (α error level) was accepted as $p < .05$. It was examined whether the attitude towards the teaching profession had a mediating role in the effect of classroom management skills of classroom teachers on work alienation levels. For a mediation effect to be inferred, the indirect effect of the independent variable on the dependent variable through the mediating variable must be statistically significant.

Mediation is defined as the process by which an independent variable influences a dependent variable through a mediator variable (Preacher & Hayes, 2008). According to Baron and Kenny (1986), the examination of a mediation effect requires several conditions to be considered. First, the independent variable must have a statistically significant

relationship with the dependent variable. Second, the independent variable must have a statistically significant relationship with the mediator variable. Third, the mediator variable must have a statistically significant relationship with the dependent variable. Finally, after the mediator variable is included in the model, the relationship between the independent and dependent variables should either become statistically insignificant, indicating full mediation, or decrease in magnitude while remaining statistically significant, indicating partial mediation. Thus, these conditions provide a framework for determining whether the relationship between an independent and a dependent variable can be explained, in whole or in part, through a mediating variable.

In the mediation model established in this study, teachers' classroom management skills were defined as the independent variable, their levels of job alienation as the dependent variable, and their attitudes toward the teaching profession as the mediating variable. The model was tested using path analysis based on ordinary least squares (OLS) regression with Hayes's PROCESS macro (Model 4; Hayes, 2022) in SPSS 25. The significance of the indirect effect was assessed using 95% confidence intervals obtained from 5,000 bootstrap samples; the mediating effect was considered significant if the confidence interval did not include zero (Preacher & Hayes, 2008). In this context, the following hypotheses were tested:

H1: There is a significant negative relationship between classroom teachers' classroom management skills and their levels of work alienation.

H2: There is a significant negative relationship between classroom teachers' attitudes toward the teaching profession and their levels of work alienation.

H3: Classroom teachers' attitudes toward the teaching profession mediate the relationship between their classroom management skills and levels of work alienation.

Results

In this section, the findings obtained from the analyses conducted in accordance with the sub-problems of the study are presented. The findings are organized according to the research questions and presented under the relevant headings in the following tables.

Findings Regarding the First Sub-Problem

The research question, "Is there a relationship between classroom teachers' classroom management skills, their levels of work alienation, and their attitudes towards the teaching profession?" has been addressed. The relevant findings are presented in Table 2.

Table 2.

Relationships between Classroom Teachers' Classroom Management Skills, Their Levels of Work Alienation and Their Attitudes towards the Teaching Profession

	M	S	1	2	3
1. Classroom Management Skills	4.60	.36	1.00		
2. Work Alienation	1.40	.49	-.41**	1.00	
3. Teaching Profession	4.06	.71	.18**	-.52**	1.00

Table 2 presents the findings related to the relationships between classroom teachers' classroom management skills and their work alienation levels. A moderate negative significant relationship was found between these variables ($r = -.41$, $p < .05$), indicating that higher classroom management skills are associated with lower levels of work alienation. Similarly, a moderate negative significant relationship was observed between teachers' attitudes towards the teaching profession and their work alienation levels ($r = -.52$, $p < .05$), suggesting that more positive professional attitudes correlate with lower work alienation. Additionally, a low positive significant relationship was identified between classroom management skills and teachers' attitudes towards the teaching profession ($r = .18$, $p < .05$), indicating a slight positive association between these two factors.

Findings Regarding the Second Sub-Problem

The third research question addressed in this study is: "Does attitude towards the teaching profession mediate the relationship between classroom management skills and work alienation levels, according to classroom teachers' perceptions?"

Table 3.

Regression Analysis Findings on the Effect of Classroom Management Skills Behaviors on Work Alienation

Predictor → Outcome	B	SE	β	t	p	R ²	F(1, 363)
Classroom management skills → Work alienation	-0.571	0.065	-.419	-8.78	< .001	.175	77.10
Classroom management skills → Attitude toward the profession	0.361	0.101	.184	3.58	< .001	.034	12.78

*** $p < .05$, N = 365. B = unstandardized coefficient; β = standardized coefficient.

Table 3 presents the findings related to the first prerequisite of mediation analysis. The t-values indicate a significant negative effect of classroom management skills on

work alienation levels. Specifically, classroom management skills negatively predict work alienation levels ($\beta = -.41$; $t = -8.781$; $p < .05$), suggesting that higher classroom management skills are associated with lower work alienation.

The findings in Table 3 reveal that classroom management skills of teachers have a significant positive effect on their attitudes towards the teaching profession. This is evidenced by the predictive values ($\beta = .184$; $t = 3.575$; $p < .05$), indicating that stronger classroom management skills are associated with more positive attitudes toward teaching.

The second prerequisite requires that the independent variable have a significant effect on the mediating variable (path a). Classroom management skills significantly and positively predicted attitudes toward the teaching profession: $B = 0.361$, $SE = 0.101$, $\beta = 0.18$, $t(363) = 3.58$, $p < 0.001$. Although this effect was significant, the explained variance was small: $R^2 = .034$, $F(1, 363) = 12.78$, $p < .001$. This finding indicates that teachers with stronger classroom management skills exhibit more positive attitudes toward the teaching profession.

Since both prerequisites were met, in the third step, we examined whether attitudes toward the teaching profession significantly predicted job alienation when classroom management skills and attitudes toward the profession were included in the model together; in this case, a mediating relationship could be discussed. The mediation model is shown in Figure 2, and the results are presented in Table 4.

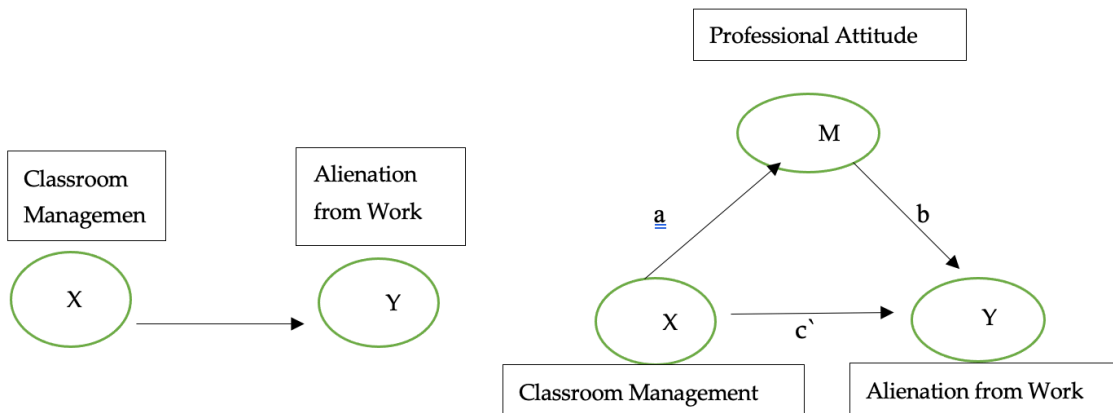


Figure 2. Mediating Effect Model

The mediating role of attitude toward the teaching profession in the relationship between classroom management skills and work alienation was examined with the PROCESS macro (Model 4; Hayes, 2022) in SPSS, using 5,000 bootstrap samples. The regression coefficients, standard errors, and significance levels for the direct and indirect paths of the model are presented in Table 4.

Table 4.

Analysis Findings Regarding the Mediating Effect of Attitude Towards the Teaching Profession on the Effect of Classroom Management Skills on Work Alienation

Predictor	M: Attitude toward the profession					Y: Work alienation				
	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
X: Classroom management skills	<i>a</i> = 0.361	0.101	.184	3.58	< .001	<i>c'</i> = -0.453	0.057	-.334	-7.94	< .001
M: Attitude toward the profession	—	—	—	—	—	<i>b</i> = -0.317	0.029	-.460	-10.93	< .001
Constant	2.40	0.465	—	5.16	< .001	4.78	0.268	—	17.84	< .001
	$R^2 = .034, F(1, 363) = 12.78, p < .001$					$R^2 = .380, F(2, 362) = 110.94, p < .001$				

Effect	β	95% bootstrap CI
Total effect (<i>c</i>)	-.419	—
Direct effect (<i>c'</i>)	-.334	—
Indirect effect (<i>ab</i>)	-.085	(-.134, -.038)

* $p < .05$

As shown in Table 4, when classroom management skills and attitude toward the teaching profession were entered into the model together, attitude toward the profession significantly and negatively predicted work alienation, $B = -0.317$, $SE = 0.029$, $\beta = -.46$, $t(362) = -10.93$, $p < .001$ (path *b*). The direct effect of classroom management skills on work alienation remained significant but decreased from $\beta = -.42$ (total effect, path *c*) to $\beta = -.33$, $B = -0.453$, $SE = 0.057$, $t(362) = -7.94$, $p < .001$ (direct effect, path *c*). Together, the two predictors explained 38% of the variance in work alienation, $R^2 = .38$, $F(2, 362) = 110.94$, $p < .001$.

The indirect effect of classroom management skills on work alienation through attitude toward the teaching profession was significant, $\beta = -.085$, 95% *CI* [-.134, -.038], because the bootstrap confidence interval did not include zero. The indirect effect accounted for approximately 20% of the total effect (.085/.419). Because the direct effect remained significant after the mediator was included, attitude toward the teaching profession partially mediated the relationship between classroom management skills and work alienation.

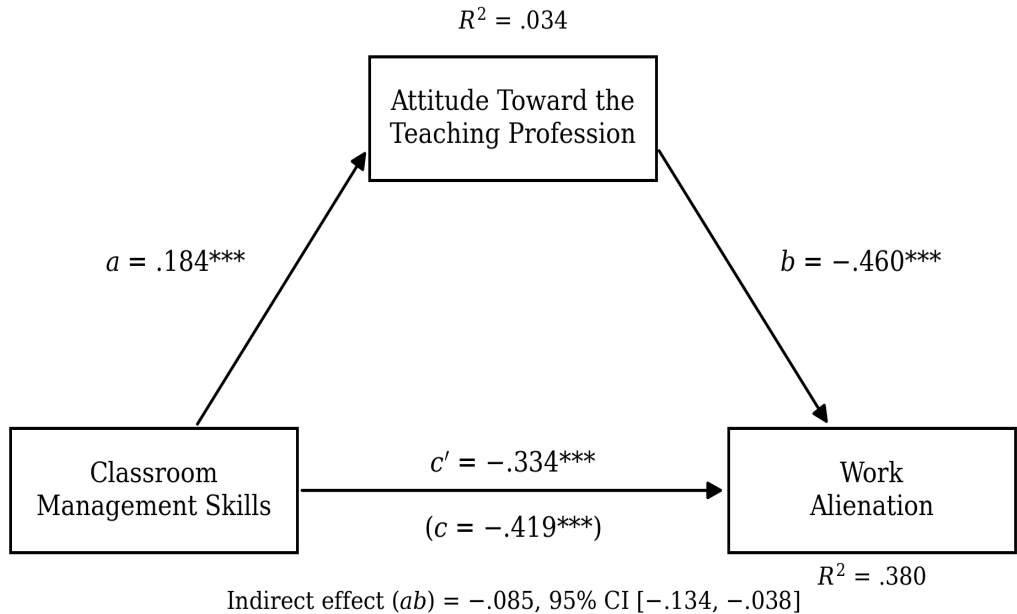


Figure 3. Mediating Result Model

As shown in Figure 2, classroom management skills had a significant positive effect on attitude toward the teaching profession (path a : $\beta = .18$, $p < .001$). Classroom management skills explained 3.4% of the variance in attitude toward the profession ($R^2 = .034$). Attitude toward the teaching profession, in turn, had a significant negative effect on work alienation when classroom management skills were controlled (path b : $\beta = -.46$, $p < .001$). Thus, teachers with stronger classroom management skills held more positive attitudes toward their profession, and teachers with more positive professional attitudes experienced lower levels of work alienation.

The total effect of classroom management skills on work alienation was significant and negative (path c : $\beta = -.42$, $p < .001$). When attitude toward the teaching profession was added to the model, this effect decreased but remained significant (path c' : $\beta = -.33$, $p < .001$). Classroom management skills and attitude toward the profession together explained 38% of the variance in work alienation ($R^2 = .380$).

The indirect effect of classroom management skills on work alienation through attitude toward the teaching profession was also significant, $\beta = -.085$, 95% CI $(-.134, -.038)$, because the bootstrap confidence interval did not include zero. The indirect effect accounted for approximately 20% of the total effect $(.085/.419)$. Because both the direct and indirect effects were significant, attitude toward the teaching profession partially mediated the relationship between classroom management skills and work alienation. In other words, classroom management skills are associated with lower work alienation both

directly and indirectly through more positive attitudes toward the teaching profession.

Discussion

In this section, the findings of the research are discussed and interpreted in relation to the study's objectives and within the context of existing literature. The results are presented with a focus on their implications for both the current research and broader educational practice.

Discussion Regarding the First Sub-Problem

The results show a moderate, negative, significant relationship between classroom management skills and work alienation (H1 accepted); a negative, significant relationship was found between all subdimensions of classroom management skills and teachers' work alienation levels. This suggests that as teachers' classroom management skills increase, their work alienation decreases. Teachers with high classroom management skills tend to be enthusiastic and student-oriented (Uğurlu, 2016). While no prior study appears to have examined this relationship directly, related research links classroom management skills to school climate and subjective well-being (Durmaz, 2020); separately, work alienation has been linked to organizational cynicism (Akpolat & Oğuz, 2015).

The findings also revealed a moderate, negative, significant relationship between attitudes toward the teaching profession and work alienation (H2 accepted), indicating that as teachers' positive attitudes toward the profession increase, their work alienation tends to decrease. At the subdimension level, valuing the profession and openness to professional development were negatively related to work alienation, whereas occupational burnout and disinterest were positively related to it. These findings suggest that teachers' positive evaluations of their profession and their willingness to engage in professional development are associated with lower alienation, whereas burnout and disinterest are associated with higher alienation. This may indicate that teachers who hold positive attitudes toward their profession are more committed and motivated: such teachers are expected to demonstrate higher levels of professional respect, commitment, and willingness to improve themselves (Ünal & Ada, 2004), which may strengthen their psychological attachment to their work and reduce their experience of alienation.

The findings can also be interpreted from the perspective of the meaning teachers attribute to their profession. Teachers who value their profession and perceive teaching as meaningful may be more likely to identify with their professional roles and experience a stronger sense of belonging to their work; conversely, when teachers experience occupational burnout or disinterest, their emotional connection with their work may weaken, increasing their tendency toward alienation. Kadı, Beytekin, and Arslan (2015), who reported that burnout significantly predicted attitudes toward the profession among teacher candidates—suggesting that burnout may weaken positive professional attitudes while simultaneously contributing to psychological detachment. Linn and Tint (2021) reported a positive relationship between professional attitudes and job satisfaction—

indicating that positive attitudes toward teaching tend to coexist with more positive experiences in teachers' working lives. However, findings in the literature are not entirely consistent: Saykal (2021) found no significant relationship between classroom teachers' attitudes toward the profession and their self-efficacy beliefs, suggesting that the strength of these associations may depend on the specific variables, sample, and educational context examined.

Overall, the findings of the present study and previous research suggest that teachers' attitudes toward the teaching profession are closely associated with various psychological, professional, and organizational experiences. An important contribution of the present study is that it directly examines the relationship between professional attitudes and work alienation—a link that, although related constructs have each been studied separately, has received limited direct attention in prior research on classroom teachers specifically. Accordingly, efforts to reduce teachers' work alienation should not focus solely on organizational conditions; supporting teachers in developing positive attitudes toward their profession, strengthening professional commitment, encouraging professional development, and reducing burnout and disinterest may also help teachers establish stronger psychological connections with their work.

Discussion Regarding the Second Sub-Problem

The mediating role of attitudes toward the teaching profession in the relationship between classroom management skills and work alienation was also examined. According to the findings, attitudes toward the teaching profession partially mediated this relationship (H3 accepted): classroom management skills were associated with work alienation both directly and indirectly through professional attitudes. This suggests that the relationship between classroom management skills and work alienation cannot be explained solely by teachers' classroom-based competencies; rather, professional attitudes constitute an important psychological mechanism through which classroom management skills may influence teachers' engagement with their work.

The moderate, negative relationship found between classroom management skills and work alienation suggests that teachers who perceive themselves as more competent in organizing classroom processes and managing student behavior may experience lower alienation. Previous research has similarly demonstrated that classroom management is associated with various teacher competencies: Zientek (2007) reported a positive relationship between self-efficacy perceptions and classroom management skills, Aküzüm and Gültekin (2017) found a positive relationship between communication skills and classroom management skills, and Akgül (2022) reported a low, positive relationship between multicultural competence and classroom management skills. More recent research continues to emphasize the importance of teacher competence and self-efficacy in this domain (Slater & Main, 2020; Junker et al., 2021). This negative association may be interpreted in terms of teachers' perceptions of competence, control, and professional effectiveness: teachers who manage classroom processes effectively may experience

greater control over their responsibilities and cope more successfully with classroom challenges, strengthening their sense of professional efficacy and thereby reducing feelings of detachment. This interpretation is consistent with research emphasizing the role of organizational and contextual conditions in teachers' alienation experiences—Yorulmaz, Altinkurt, and Yılmaz (2015), studying 303 teachers in Türkiye, found that dimensions of occupational professionalism, including professional awareness, emotional labor, and personal development, were related to teachers' experiences of organizational alienation.

The present study also revealed a moderate, negative relationship between professional attitudes and work alienation, indicating that teachers holding more positive attitudes toward their profession tend to experience lower alienation. A positive professional attitude may strengthen teachers' commitment, sense of meaning, motivation, and identification with their occupational role, whereas negative attitudes may make teachers more vulnerable to psychological detachment. Further support for the role of positive professional orientations can be found in research on professional identity: Wang, Zhang, and Bian (2025), studying 500 Chinese teachers, found that professional identity was significantly and negatively associated with work alienation, and that work alienation mediated the relationship between professional identity and turnover intentions. Although professional identity and attitudes toward teaching are conceptually distinct, both reflect teachers' psychological connection to their profession, lending indirect theoretical support to the present findings. Kadı, Beytekin, and Arslan (2015) similarly found that burnout explained a significant proportion of variance in teacher candidates' attitudes toward the profession, suggesting that teachers' professional attitudes are closely connected to how they perceive and experience their professional roles.

The positive relationship found between classroom management skills and attitudes toward the teaching profession provides an important link for understanding the mediation mechanism: teachers who possess stronger classroom management skills may experience greater professional competence, confidence, and effectiveness, which may contribute to more favorable attitudes toward teaching. Evidence supporting this pathway comes from Kınay, Elçiçek, and Oral (2015), who examined 313 prospective teachers and found a significant positive relationship between classroom management competencies and attitudes toward the teaching profession, and from Çakmak, Taşkıran, and Arıkan (2021), who linked classroom management self-efficacy beliefs to professional attitudes among prospective teachers. Although these studies were conducted with prospective rather than practicing teachers, their findings provide relevant empirical support for the association between classroom management competence and professional attitudes—supporting the first component of the mediation mechanism identified here.

Taken together, the findings and supporting literature provide a coherent explanation for the partial mediating role of attitudes toward the teaching profession: the first part of the mechanism is supported by evidence that classroom management competence is associated with professional attitudes (Kinay et al., 2015), while the second part is supported by evidence linking positive professional orientations with lower alienation

(Erbaş, 2014; Yorulmaz et al., 2015). Thus, the present study brings these relationships together within a single mediation model, demonstrating that teachers' attitudes toward the teaching profession constitute a potential psychological pathway linking classroom management skills to work alienation.

Conclusion

The findings indicate that teachers' classroom management skills significantly and negatively affect their levels of work alienation; that is, higher classroom management skills are associated with lower work alienation. Furthermore, a positive relationship was found between classroom management skills and attitudes toward the teaching profession, with stronger professional attitudes negatively influencing work alienation. The results demonstrate that these three constructs are interrelated and that teachers' professional attitudes play a partial mediating role in the relationship between classroom management skills and work alienation. These results highlight the importance of fostering both effective classroom management and positive professional attitudes to reduce work alienation. Supporting teachers' development in these areas could enhance their job satisfaction, motivation, and overall effectiveness in the classroom.

In this regard, by revealing a partial mediation mechanism, the study offers a more comprehensive explanation of how classroom management skills may be related to teachers' alienation from work and highlights the importance of addressing teacher development and working conditions together—rather than separately—as professional competencies and organizational factors.

Recommendations

Research findings indicate that as teachers' classroom management skills improve, their professional attitudes become more positive and their levels of alienation from work decrease. In this context, it is considered beneficial for the Ministry of National Education to organize in-service training seminars, panels, and meetings aimed at enhancing teachers' classroom management skills. Consequently, structuring education policies to support teacher development is expected to contribute to a high-quality education system in the long run.

Researchers can examine models incorporating various variables using different methods to investigate in greater detail the effects of attitudes toward the teaching profession on classroom management skills and job alienation.

Limitations

The study was conducted with primary school teachers using a quantitative research method. The research could be further developed by employing different research methods, sample groups, and school types.

Author Contributions: Conceptualization, A.A and S.T.; methodology, A.A and S.T.; software, A.A.; validation, A.A and S.T., formal analysis, A.A.; investigation, A.A and S.T.; resources, A.A and S.T.; data curation, A.A and S.T.; writing—original draft preparation, A.A and S.T.; writing—review and editing, A.A and S.T.; visualization, A.A and S.T.; supervision, A.A. All authors have read and agreed to the published version of the manuscript.

Funding: This research received no external funding.

Institutional Review Board Statement: The study was conducted according to and in line with the guidelines of the research ethics board of the affiliated university. Approval for this research was received from Atatürk University Social and Human Sciences Ethics Board on 02.04.2024.

Informed Consent Statement: Informed consent was obtained from all participants involved in the study.

Data Availability Statement: Data will be made available upon request.

Acknowledgments: We thank the teachers who participated in the research.

Conflicts of Interest: The authors declare no conflict of interest.

References

- Abash, K. (2018). Örgütsel dışlanma, işe yabancılaşma ve örgütsel sinizm ilişkisine yönelik öğretmen görüşleri (Publication No. 516925) [Doctoral dissertation, Hacettepe University]. Council of Higher Education National Thesis Center.
- Akgül, E. (2022). Çok kültürlü yeterlik algısı, sosyal empati, sınıf yönetim becerileri ve kültürlerarası iletişim kaygısı arasındaki ilişkilerin incelenmesi (Publication No. 738138) [Doctoral dissertation, Hacettepe University]. Council of Higher Education National Thesis Center.
- Akpolat, T., & Oğuz, E. (2015). İlkokul ve ortaokul ortamındaki bileşenlerin sinizmin işe yabancılaşma düzeyine etkisi. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 11(3), 255–278.
- Aküzüm, C., & Gültekin, S. Ö. (2017). Sınıf öğretmenlerinin iletişim becerileri ile sınıf yönetimi becerileri arasındaki ilişkinin incelenmesi. *Elektronik Eğitim Bilimleri Dergisi*, 6(12), 88–107.
- Altay, O. (2021). Sınıf öğretmenlerinin öğretmenlik mesleğine yönelik tutumlarının ve mesleğe ilişkin görüşlerinin incelenmesi (Publication No. 716624) [Master's thesis, Kırşehir Ahi Evran University]. Council of Higher Education National Thesis Center.
- Altay, T., & Ayık, A. (2023). Okul iklimi, işe yabancılaşma ve örgütsel vatandaşlık davranışları arasındaki ilişkinin incelenmesi. *Trakya Eğitim Dergisi*, 13(1), 711–734. <https://doi.org/10.24315/tred.1085515>
- Ayık, A., & Ataş, Ö. (2014). Öğretmen adaylarının öğretmenlik mesleğine yönelik tutumları ile öğretme motivasyonları arasındaki ilişki. *Eğitim Bilimleri Araştırmaları Dergisi*, 4(1), 25–43.
- Baloğlu, N. (2001). *Etkili sınıf yönetimi*. Baran Ofset. (Sınıf Yönetimi Dersinin Çevrimiçi Öğrenme Ortamında Tasarımı), 451.
- Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. *Journal of Personality and Social Psychology*, 51(6), 1173–1182. <https://doi.org/10.1037/0022-3514.51.6.1173>
- Büyükoztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2008).

Bilimsel araştırma yöntemleri. Pegem Akademi.

- Çakmak, Z., Taşkiran, C., & Arıkan, İ. (2021). Sosyal bilgiler öğretmen adaylarının öğretmenlik mesleğine yönelik tutumları ile sınıf yönetimi öz yeterlilik inançları arasındaki ilişkinin incelenmesi. *Cumhuriyet Uluslararası Eğitim Dergisi*, 10(1), 207–224. <https://doi.org/10.30703/cije.707548>
- Cameron, M., & Sheppard, SM (2006). Okul disiplini ve sosyal hizmet uygulaması: Araştırma ve teorinin müdahaleye uygulanması. *Çocuklar ve Okullar*, 28 (1), 15-22.
- Caprara, G. V., Barbaranelli, C., Steca, P., & Malone, P. S. (2006). Teachers' self-efficacy beliefs as determinants of job satisfaction and students' academic achievement: A study at the school level. *Journal of School Psychology*, 44(6), 473–490.
- Chiaburu, D. S., Thundiyil, T., & Wang, J. (2014). Alienation and its correlates: A meta-analysis. *European Management Journal*, 32(1), 24–36.
- Durmaz, C. (2020). *Öğretmenlerin öznel iyi oluş düzeyleri ile okul iklimine ilişkin algıları ve sınıf yönetim becerileri arasındaki ilişkinin incelenmesi* (Publication No. 647603) [Master's thesis, Düzce University]. Council of Higher Education National Thesis Center.
- Elma, C. (2003). *İlköğretim okulu öğretmenlerinin işe yabancılaşması (Ankara ili örneği)* (Publication No. 205179) [Doctoral dissertation, Ankara University]. Council of Higher Education National Thesis Center.
- Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational Psychologist*, 36(2), 103–112.
- Erbaş, M. K. (2014). The relationship between alienation levels of physical education teacher candidates and their attitudes towards the teaching profession. *Australian Journal of Teacher Education*, 39(8), 36–52. <https://doi.org/10.14221/ajte.2014v39n8.3>
- Ergen, Y. (2016). *Sınıf öğretmenlerinin sınıf yönetim becerileri, akademik iyimserlikleri ve mesleki bağlılıkları arasındaki ilişki* (Publication No. 429309) [Doctoral dissertation, Ondokuz Mayıs University]. Council of Higher Education National Thesis Center.

- Fırat, Y. B. (2012). *Öğretim elemanlarının mesleki yabancılaşma algılarının, örgütsel bağlılık ve iş motivasyonu faktörleri ile modellenmesi* (Publication No. 326133) [Master's thesis, Ege University]. Council of Higher Education National Thesis Center.
- Güdek, B. (2007). *Eğitim fakültesi müzik eğitimi anabilim dalı 1. ve 4. sınıf öğrencilerinin müzik öğretmenliği mesleğine yönelik tutumlarının öğrenciye ait farklı değişkenler açısından incelenmesi* (Publication No. 211814) [Doctoral dissertation, Gazi University]. Council of Higher Education National Thesis Center.
- Güneş, A. M. (2016). *Sınıf öğretmenlerinin sınıf yönetim becerileri, teknoloji kullanımları ve öz yeterlilik inançları arasındaki ilişki* (Publication No. 450126) [Doctoral dissertation, Gazi University]. Council of Higher Education National Thesis Center.
- Hayes, A. F. (2022). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach* (3rd ed.). Guilford Press.
- Jones, V., & Jones, L. (1998). *Comprehensive classroom management: Creating communities of support and solving problems* (5th ed.). Allyn & Bacon.
- Junker, R., Gold, B., & Holodyski, M. (2021). Classroom management of pre-service and beginning teachers: From dispositions to performance. *International Journal of Modern Education Studies*, 5(2), 339–363.
- Kadı, A., Beytekin, O. F., & Arslan, H. (2015). A research on the burnout and the teaching profession attitudes of teacher candidates. *Journal of Education and Training Studies*, 3(2), 107–113. <https://doi.org/10.11114/jets.v3i2.677>
- Karadaş, H., & Özgün, N. (2023). Öğretmenlerin örgütsel stres ile işe yabancılaşma düzeylerinin incelenmesi. *Artuklu İnsan ve Toplum Bilim Dergisi*, 8(1), 93–112.
- Kasapoğlu, S. (2015). *İlköğretim okulu öğretmenlerinin işe yabancılaşma düzeyleri ile örgütsel adalet algıları arasındaki ilişki* (Publication No. 397520) [Master's thesis, Yıldız Technical University]. Council of Higher Education National Thesis Center.
- Kınay, İ., Elçiçek, Z., & Oral, B. (2015). Öğretmen adaylarının sınıf yönetimi yeterlikleri ile öğretmenlik mesleğine yönelik tutumları arasındaki ilişkinin incelenmesi. *International Journal of Eurasia Social Sciences*, 6(19), 206–217.
- Koç, C. (2023). *Okul öncesi öğretmen adaylarının bilinçli farkındalık düzeyleri ile mesleki*

- tutumları arasındaki ilişkinin incelenmesi* (Publication No. 784620) [Master's thesis, Trakya University]. Council of Higher Education National Thesis Center.
- Krejcie, R. V., & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, 30(3), 607–610.
- Küçükahmet, L. (2012). *Sınıf yönetimi*. Pegem Akademi.
- Kurtulmuş, M., & Karabıyık, H. (2016). Algılanan örgütsel adaletin öğretmenlerin işe yabancılaşma düzeylerine etkisi. *Bartın University Journal of Faculty of Education*, 5(2), 459–477.
- Kurtulmuş, M., & Yiğit, B. (2016). İşe yabancılaşmanın öğretmenlerin işten ayrılma niyetine etkisi. *Mersin Üniversitesi Eğitim Fakültesi Dergisi*, 12(3), 860–871.
- Linn, M. W., & Tint, N. M. (2021). The relationship between secondary school teachers' job satisfaction and their attitude towards teaching profession. *AsTEN Journal of Teacher Education*, 5(1). <https://doi.org/10.56278/asten.v5i1.1768>
- Moore, D. H. (2008). *Analyzing relationships between classroom management strategies, student achievement scores, and teachers' attitudes and beliefs in diverse elementary settings* [Unpublished doctoral dissertation]. Capella University.
- Nair, N., & Vohra, N. (2010). An exploration of factors predicting work alienation of knowledge workers. *Management Decision*, 48(4), 600–615.
- Papanastasiou, C. (2002). Okul, öğretim ve ailenin öğrencilerin bilime yönelik tutumları üzerindeki etkisi: Kıbrıs için TIMSS verilerine dayanarak. *Eğitim Değerlendirme Çalışmaları*, 28(1), 71–86.
- Pickens, J. (2005). Attitudes and perceptions. *Organizational behavior in health care*, 4(7), 43–76.
- Preacher, K. J., & Hayes, A. F. (2008). Asymptotic and resampling strategies for assessing and comparing indirect effects in multiple mediator models. *Behavior Research Methods*, 40(3), 879–891. <https://doi.org/10.3758/BRM.40.3.879>
- Sağlamçubukçu, F. (2019). *Sınıf öğretmenlerinin sınıf yönetim becerileri ile iş doyum düzeyleri arasındaki ilişki* [Unpublished master's thesis]. Çag University.
- Semerci, D., & Balat, G. U. (2018). Okul öncesi öğretmenlerinin sınıf yönetimi becerileri ve öz yeterlik algıları arasındaki ilişkinin incelenmesi. *İnönü Üniversitesi Eğitim Fakültesi Dergisi*, 19(3), 494–519.

- Saykal, A. (2021). *Sınıf öğretmenlerinin öğretmenlik mesleğine yönelik tutumları, özyeterlik inançları, teknolojiye yönelik tutumları ve teknolojik pedagojik alan bilgileri arasındaki ilişkinin incelenmesi* (Publication No. 699412) [Master's thesis, Amasya University]. Council of Higher Education National Thesis Center.
- Shehada, M., & Khafaje, N. (2015). Çalışanların örgütsel yabancılaşmasının tezahürü ve çalışma koşullarına etkisi. *Uluslararası İşletme ve Sosyal Bilimler Dergisi*, 6(2), 15-33.
- Slater, E. V., & Main, S. (2020). A measure of classroom management: Validation of a pre-service teacher self-efficacy scale. *Journal of Education for Teaching*, 46(5), 616-630. <https://doi.org/10.1080/02607476.2020.1770579>
- Şişman, M. (2006). *Eğitim bilimine giriş*. Pegem Akademi Yayıncılık.
- Terzi, A. R. (2002). Sınıf yönetimi açısından etkili öğretmen davranışları. *Milli Eğitim Dergisi*, 155(156), 162-169.
- Toklu, A. T. (2016). *Çalışanlarda iş sağlığı ve güvenliği uygulamalarının örgütsel bağlılık, işe yabancılaşma ve iş performansına olan etkisinin incelenmesi* (Publication No. 445870) [Doctoral dissertation, Gebze Technical University]. Council of Higher Education National Thesis Center.
- Uğurlu, C. T. (2016). *Sınıf yönetimi*. Anı Yayıncılık.
- Ünal, S., & Ada, S. (2004). *Öğretmenlik mesleğine giriş*. Marmara Üniversitesi Yayınları.
- Ünişen, A., & Demirel, N. (2018). Öğretmenlerin öğretmenlik mesleğine ilişkin tutum ölçeğinin geliştirilmesi. *Elektronik Sosyal Bilimler Dergisi*, 17(67), 997-1013.
- Uzun, E. (2023). *Eğitim kurumlarında örgütsel engellerin işe yabancılaşma düzeyine etkisi* (Publication No. 805111) [Master's thesis, Marmara University]. Council of Higher Education National Thesis Center.
- Wang, M. C., Haertel, G. D., & Walberg, H. J. (1993-1994). Synthesis of research: What helps students learn? *Educational Leadership*, 51(4), 126-144.
- Wang, G., Zhang, H., & Bian, J. (2025). The effect of professional identity on Chinese teachers' turnover intentions: The mediating role of work alienation and the moderating role of job autonomy. *Acta Psychologica*, 260, Article 105486.

<https://doi.org/10.1016/j.actpsy.2025.105486>

Watkins, C., & Wagner, P. (2000). *Improving school behaviour*. Paul Chapman Publishing.

Wright, S. P., Horn, S. P., & Sanders, W. L. (1997). Teacher and classroom context effects on student achievement: Implications for teacher evaluation. *Journal of Personnel Evaluation in Education*, 11(1), 57–67. <https://doi.org/10.1023/A:1007999204543>

Yorulmaz, Y. İ., Altinkurt, Y., & Yılmaz, K. (2015). The relationship between teachers' occupational professionalism and organizational alienation. *Educational Process: International Journal*, 4(1–2), 31–44. <https://doi.org/10.12973/edupij.2015.412.3>

Zientek, L. R. (2007). Preparing high-quality teachers: Views from the classroom. *American Educational Research Journal*, 44(4), 959–1001.