

Measuring The Impact of Study Abroad Programs on Academicians' Teaching and Classroom Management Skills

Yurt Dışı Eğitim Programlarının Akademisyenlerin Öğretim ve Sınıf Yönetimi Becerileri Üzerindeki Etkisinin Ölçülmesi

ABSTRACT

This study aims to assess the influence of study abroad programs on academicians' teaching abilities by analyzing the answers of university students. The academician must be the integrator and the determinant of other aspects in the teaching and classroom management process to maintain effective teaching and classroom management. Learning how to manage a classroom is a time-consuming and challenging task. According to the findings of this study, academics who have had a study abroad education are more effective at the school because they are more compatible with evolving technology, which is backed by their teaching skill. Several concerns relating to higher education are examined, including administrative, financial, and academic autonomy, the transition to higher education, and the privatization of higher education institutions. The research model used in this study is a descriptive-relational survey. Two hundred and eighty-five undergraduate and associate degree students comprise the research group, including 12 professors from Akdeniz University. Data were gathered through the teaching and classroom management skills questionnaire, which the researchers developed. The findings were compatible with the sub-objectives of the investigation. Using Tukey's honestly significant difference test (Tukey's HSD), it was discovered that the competency levels of academics in teaching and classroom management varied significantly depending on the class capacity of the students. Moreover, it seeks to determine if students' perceptions of academic teaching and classroom management abilities change depending on their gender, class capacity, grade point averages, and course attendance. In most cases, the power of academicians to manage a classroom is exceptional, and teaching employees who studied abroad, on the other hand, had much higher levels of teaching and classroom management competency. Discussions were had on the implications for comprehending study patterns, the affecting elements, and educational procedures. This study's conclusions and contributions may significantly impact theory and practice. The results indicate that the government should keep funding the study abroad partnership effort since it improves university professors' classroom management and teaching abilities.

Keywords: Classroom Management, University Education, Study Abroad, Teaching Skills, Tukey's HSD Test.

ÖZET

Bu çalışma, üniversite öğrencilerinin cevaplarını analiz ederek yurt dışı eğitim programlarının akademisyenlerin öğretme becerileri üzerindeki etkisini değerlendirmeyi amaçlamaktadır. Etkili bir öğretim ve sınıf yönetimi için akademisyen, öğretim ve sınıf yönetimi sürecindeki diğer unsurların bütünleştiricisi ve belirleyicisi olmalıdır. Bir sınıfın nasıl yönetileceğini öğrenmek zaman alıcı ve zorlu bir iştir. Bu çalışmanın bulgularına göre, yurt dışında eğitim almış akademisyenler, gelişen teknolojiye daha uyumlu oldukları için okulda daha etkilidirler ve bu da öğretim becerileriyle desteklenmektedir. İdari, mali ve akademik özerklik, yükseköğretime geçiş ve yükseköğretim kurumlarının özelleştirilmesi de dahil olmak üzere yükseköğretimle ilgili çeşitli endişeler incelenmiştir. Bu çalışmada kullanılan araştırma modeli betimsel-ilişkisel bir taramadır. Araştırma grubunu, Akdeniz Üniversitesi'nden 12 profesörün de aralarında bulunduğu 25 lisans ve ön lisans öğrencisi oluşturmaktadır. Veriler, araştırmacılar tarafından geliştirilen öğretim ve sınıf yönetimi becerileri anketi aracılığıyla toplanmıştır. Elde edilen bulgular araştırmanın alt amaçlarıyla uyumludur. Tukey'in Honestly Significant Difference Test'i (Tukey's HSD-Gerçekten Önemli Fark Testi) kullanılarak, akademisyenlerin öğretim ve sınıf yönetimi konusundaki yeterlilik düzeylerinin, öğrencilerin sınıf kapasitesine bağlı olarak önemli ölçüde değiştiği keşfedilmiştir. Ayrıca, öğrencilerin akademik öğretim ve sınıf yönetimi becerilerine ilişkin algılarının cinsiyetlerine, sınıf kapasitelerine, not ortalamalarına ve derslere katılımlarına bağlı olarak değişip değişmediğini belirlemeyi amaçlamaktadır. Çoğu durumda, akademisyenlerin bir sınıfı yönetme gücü istisnadır ve yurt dışında eğitim görmüş öğretim elemanlarının öğretim ve sınıf yönetimi yetkinlik düzeyleri çok daha yüksektir. Çalışma modellerini, etkileyen unsurları ve eğitim prosedürlerini anlamaya yönelik çıkarımlar üzerine tartışmalar yapılmıştır. Bu çalışmanın sonuçları ve katkıları teori ve uygulamayı önemli ölçüde etkileyebilir. Sonuçlar, üniversite profesörlerinin sınıf yönetimi ve öğretim becerilerini geliştirdiği için hükümetin yurt dışı eğitim ortaklığı çabalarını finanse etmeye devam etmesi gerektiğini göstermektedir.

Anahtar Kelimeler: Sınıf Yönetimi, Üniversite Eğitimi, Yurt Dışında Eğitim, Öğretim Becerileri, Tukey HSD Testi

INTRODUCTION

University education is commonly described as the process of modifying an individual's behavior. University education refers to all attempts to develop an individual's mental, social, and skill-based personal talents in conformity with society's culture and values and prepare them for future social and professional positions

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(Albashiti, 2021). University education is a process that begins with the development of human learning potential and continues throughout life. Considering all of the facts connected to university education, it is clear that there is a sequence of human-specific behaviors that functionally establish the desired behavior in the students. It is debatable whether these behaviors are shaped along the axis of a process, which may be defined as any interactive period between the academicians and the students. University education has always existed as a dynamic phenomenon comprising essential individual and societal activities. University education is a phenomenon where students, parents, administrators, and academicians are somehow connected. The classroom is the most intense student-academician contact that results from these interactions. As a sub-unit of the university, the classroom represents a setting with physical, psychological, and social features in which learning and teaching activities occur. The term classroom is sometimes misused to refer to an environment where students sit face-to-face. A class is a collection of people with similar features, and students in the same class have comparable ages and levels of expertise.

By highlighting the significance of working relationships, job motivation, and university environments in driving academics toward better accomplishment, this study also has important implications for institutions that aim to maximize teacher efficacy. This study is structured as described below to address the indicated research problems. First, the research hypothesis section gives each hypothesis's theoretical and empirical underpinnings. Next, the model definition, variable measurement, and a description of the data and respondents' characteristics are highlighted in the methodology section. Finally, the hypotheses are examined in the findings section. Results are then discussed. To confirm the research hypotheses, we also investigate academicians' behavior and the characteristics of the university environment that influence academicians' performance.

Research Hypothesis

This study identifies the effects of studying abroad on university professors' ability to teach and manage a classroom. It also suggests areas for further research on the many aspects that impact these abilities. Finally, it clarifies the factors that predict teaching effectiveness, adding to the work that primarily concentrates on antecedents at the academic and school levels. As a result, this study aims to provide a theoretical link between studies focusing on interpersonal interactions at work and those concentrating on work motivation.

Teaching ability is highly correlated to classroom management, which refers to managing a group of people with similar degrees of preparation. Classroom management also heavily influences the quality of educational administration (Habibi et al., 2018). Classroom management is the academic management hierarchy's first and most fundamental phase. Teaching and classroom management skills entail the academician guiding his students to the objective briefly and consistently, healthy, under particular norms and personal knowledge while teaching. Classroom management is the administration of classroom activities to achieve successful learning in collaboration with students. Classroom management is not as simple as punishing the student and expecting him to sit quietly and listen meekly, as the literature suggests. Furthermore, such a task does not exist in modern classroom management.

Class and discipline are opposed concepts, preventing a course from developing (Welsh and Little, 2018). Order, not discipline or punishment, is required in the classroom (Muhammed Fuad et al., 2021). The teaching and classroom management curriculum includes the following activities in four hypotheses based on the theoretical and conceptual framework (See Table 1).

Table 1: Hypotheses (H) for measuring teaching and classroom management skills.

H₁	The physical arrangement of the classroom setting is better handled by academics who have had a study abroad education.	Physical arrangements are created to make students more comfortable, make the university and classroom atmosphere more appealing, and aid learning (Yang et al., 2021).
H₂	The administration of activities is better handled by academics who have had a study abroad education.	The administration of activities is responsible for developing annual, unit, and daily plans based on objectives, determining and distributing resources, determining work and process processes, providing tools, selecting a method, determining student characteristics, monitoring and evaluating their development, and regulating student participation (Koutrouba et al., 2018).
H₃	The activities for the temporal order are better handled by academics who have had a study abroad education.	The activities for the temporal order can be seen in the distribution of time spent in the classroom to various activities, not wasting time with extracurricular and disruptive activities, preventing boredom, and ensuring that the student spends the majority of his time at university and in the classroom, and preventing absenteeism and dropping out of university (Adiredja, 2021).
H₄	Relationship arrangements are better handled by academics who have had a study abroad education.	Relationship arrangements are developing classroom norms and requiring students to follow them, and student-student and student-academician relationship arrangements geared at enabling classroom life and, in particular, conduct are shaping activities (Fabricio and Moita-Lopes, 2019).

The classroom activities should focus on the person rather than the group (DeLozier and Rhodes, 2017). Changing an instructional tool that does not provide the desired benefit, kindly managing an information system for the family of a student who does not attend university and warning a student who is bothering his classmate are examples of how this approach might be used. The classroom activities can be turned into a cultural socialization process, and an academician attempts to establish a social order in the classroom that does not tolerate disobedience. The academician may orient towards the individual and the group by eliminating the causes of the undesirable to achieve the desired behavior and observing the student characteristics regarding the teaching and classroom management perceptions. Based on the knowledge that the intended behavior will occur in suitable surroundings, it is attempted to arrange the environment and utilize reactive management tools to remedy undesired behaviors that may arise despite all preventative management efforts.

Success in Teaching and Classroom Management

Classroom management was initially used to describe the dominance of the academician's authority in the classroom, and a disciplinary approach was prominent; today, teaching and classroom management is primarily characterized by creating a learning environment (Akhtar and Hassan, 2021). In other words, the academician's ability to create a pleasant learning environment in the classroom is enhanced by their extensive understanding of the subject matter and professional experience. As a result, academicians who manage classrooms should be well-versed in management theories, group dynamics, communication, and educational psychology.

Successful teaching and classroom management are the first steps toward educational achievement. As a result, the academician's leadership position comes to the fore, and it is critical to understand group dynamics. Management and university education are intertwined in this environment. In some ways, influential teaching and classroom management are pondered by university academicians, and it is critical to enhancing academicians' administrative and instructional abilities. For example, the academician's group management may benefit from developed classroom management concepts. Similarly, frequent preparation of learning activities, adherence to classroom rules, and interactive classroom functioning may contribute to the academician's classroom management: the academicians attribute the instructional tactics employed while delivering lessons (Chen et al., 2021).

Academicians connect extensively with people; they assist individuals and groups in developing and maturing; they modify people's behavior; they know people well and assess people's actions and qualities due to their professional efforts. Academicians have taken on crucial professional responsibilities that assist society in carrying out its activities and contributing to social progress. Members of a profession carry out their duties professionally, which means that professionals apply their knowledge and intellectual ability to address problems to accomplish the desired social development. Classroom management is a complex and time-consuming activity. It is difficult to spend hours each day with a considerable number of students, prepare every behavior in detail, guarantee that it occurs, and be aware of everything in the classroom at all times. The academician is a vital component of efficient teaching and classroom management since he is the integrator and, to some extent, the determinant of other factors.

Successful teaching and classroom management cannot be anticipated until the academician's abilities and attitude toward the profession, the most critical variable in their utilization, are improved. The classroom's physical, behavioral, and teaching settings produce the educational environment. The most appropriate physical arrangements to fulfill the goals, an effective university education plan based on varied preparations and the desirable behavior patterns of academicians and students in implementing this plan may all be viewed as parts of the environment.

Some traits distinguish a successful academician regarding performance. The successful academician knows the subject area very well and effectively transfers what he knows to the student, understands the student, organizes educational environments suitable for the needs and expectations of the student, motivates the student to work, accepts that students differ from one another, can deal with each student individually, guides the student, and is aware of his problems. They are academicians who genuinely care about their students and want to help them as much as possible. To be effective in this career, academicians must have a thorough understanding of the subject matter and the behaviors expected of academicians (Im et al., 2018).

Due to repetitive instruction, individuals are prevented from developing intellectual talents and using their creative abilities. As a result, improving educational teaching techniques and fostering a genuine learning atmosphere are critical. The fact that staff at educational institutions lack the skills needed to accomplish the goals of universities and university education is a scenario that opposes the purposes and functions of education. Furthermore, the fact that the individuals who will manage the universities, who will be tasked with raising the next generation following the desired goals, have received no management training; the daily decline in academician quality and the

appointment of everyone as an academician without seeking teaching formation are unethical policies and practices that cannot be explained even with a pragmatic approach.

As a result, academicians will feel more confident that their efforts are making a difference when they are motivated at work. Effective teaching and student accomplishment are both correlated with high levels of motivation. High intrinsically motivated academics are confident in their capacity to impact their students positively.

The Main Motivation

Teaching is the planned and programmed part of university education that lasts throughout life. Academicians carry out teaching activities in formal university education institutions, requiring expertise. The academician tries to bring about desired behavioral changes in students by arranging planned and programmed educational experiences within the framework of a particular program (Pereira et al., 2020). Human resources are a country's most important source of wealth, and it is essential to train them to the needs of the age. States that teach their human resources well provide significant gains. Equipping human resources with the knowledge of the information society through local values and universal principles is directly proportional to academic qualifications.

University education systems shape people rather than matter, and a comprehensive structure of interaction must be established among the members of this system. Universities and universities frequently carry out community maintenance duties; in other words, they prepare individuals for their societal roles. Universities' research and development activities are adaptation duties that will enable humanity to adapt to changing conditions. Faculty members include Professors, Associate Professors, and Assistant Professors who work in higher university education institutions and teaching staff employed as academicians, instructors, and research assistants. Various issues concerning higher university education are discussed, including administrative, financial, and academic autonomy, transition to higher education, access to higher university education and equal opportunity, training of faculty members, relations between universities, society, and the business world, financing, quality, and accreditation in education, privatization in higher education, and distance education.

This study claims that academicians with a study abroad education have successful teaching and classroom management because they are compatible with the developing technology supported by the teaching talent. As a result, it has become necessary to determine the teaching and classroom management skills of academicians and whether there is a difference between the teaching and classroom management skills of university academicians who have studied abroad university education and those who do not receive abroad education. Can academicians with experience in study abroad education also tolerate students' distinct cultures? This study was designed to address this question. Pedagogy is also considered in all educational systems, and it is a disciplined science that deals with university education and training (Kononetz et al., 2020; Pakhomova et al., 2021). A practical science selects and applies appropriate teaching methods and techniques. Therefore, pedagogical formation positively affects teaching skills (Shen et al., 2022). For this reason, attention was paid to ensuring that all academics selected for the survey had pedagogical formation.

METHODOLOGY

This study is a descriptive-relational survey model research. Academicians' teaching and classroom management skill levels were described according to the variable of having studied abroad for university education with the screening model. This study aims to determine the teaching and classroom management skill levels of instructors who have and have not studied abroad. The students who participated in the research, gender, class capacity, general point averages (GPAs), and course attendance expressed the students' perspectives on the academicians' teaching and classroom management skill levels.

The research study group consists of 12 academicians working at Akdeniz University during the spring semester of the 2023-2024 academic year and 285 undergraduate/associate degree students studying at Akdeniz University. Table 2 shows the distribution of faculty members and students in the research study group. According to Table 2, 4 (33%) of the teaching staff participating in the research have study abroad education, while the other 8 (66%) do not have study abroad education. On the other hand, 95 (33%) of the university students in the research study group gave their opinions about the academicians who received study abroad education, and 190 (66%) did not receive study abroad university education using questionnaires.

Table 2: Distribution of Faculty Members and Students Regarding the Study Group of Research.

Academicians' study abroad university education background	Number of Students
yes 4	95
No 8	190
Σ: 12	Σ: 285

According to the distribution of personal characteristics of the students participating in the research, Table 3 contains information on the students' aspects who took part in the questionnaire. For example, looking at their occupational statistics, it is clear that there are more female students, that almost half of them are educated in classes with more than 40 students, that more than half of them have a grade point average between 2.00 and 2.99, and that more than 90% of them attend courses.

Table 3: Information on Personal Characteristics of the Students Participating in the Research.

Personal Information	Variables	Frequency	Percent
Gender	Female	154	54
	Male	131	46
Class capacity	Less than 25	54	19.0
	Between 26-40	105	36.8
	More than 40	126	44.2
GPAs	Less than 2.00	38	13.3
	Between 2.00-2.99	191	67.0
	Between 3.00-4.00	56	19.7
Attendance to Classes	More than 90%	142	49.8
	Between 90%-75%	107	37.6
	Less than 75%	36	12.6

Data Analysis

The SPSS Statistics 22.0 package program was used to analyze the gathered data, and the results were consistent with the research's sub-objectives. The following tests were utilized: arithmetic means (X), standard deviation (Std), t-test, one-way analysis of variance, and Tukey HSD, used in many studies regarding teaching and classroom management cited in the literature (Linh and Kasule, 2022; Marbouti et al., 2018; Tarrasch et al., 2020). In addition, the teaching and classroom management skills questionnaire was used as a data collection tool in the study. The first part of the questionnaire, which consists of two parts, includes personal information about the students, and the second part contains items about the academicians' teaching and classroom management skill levels.

Twenty-eight items measure the academicians' teaching and classroom management skill levels in the 5-point Likert-type questionnaire. The scores of the students' replies in the data analysis were determined by 5 points awarded for always, 4 for often, 3 for occasionally, 2 for rarely, and 1 for never. Under these grades, the response codes assigned to each item in the questionnaire ranged from 1.00 to 5.00, from negative to positive. Afterward, these grades were gathered at three levels to analyze the data on the academicians' teaching and classroom management skill levels according to the mean values. These levels are as follows: When each option in the measurement tool is considered, it is always and frequently determined as high level, sometimes medium level, and rarely and never as low level (Table 4). The lower and upper limits for the choices were established first, assuming that the intervals in the measuring tool are equal to 4/5. The Cronbach Alpha coefficient was utilized for the reliability research, and the reliability coefficient of the questionnaire was determined as .91 in this study, which is over .90, indicating that the questionnaire's reliability is excellent. Table 5 shows the questionnaire with twenty-eight questions to measure the teaching and classroom management skill levels of the academicians which the questions were selected through the detailed examination of recent resources in literature (Caprara et al., 2006; Emmer and Stough, 2003; Keinänen et al., 2018; Klassen and Chiu, 2010; McGarr, 2021; Moreno-Murcia et al., 2015; Poznanski et al., 2018; Scherzinger et al., 2019).

Table 4: Limits and Scoring Ranges for Options.

Options	Scale	Limits	Levels	Limits
Never	1	1.00-1.79	Low	1.00-2.59
Rarely	2	1.80-2.59		
Occasionally	3	2.60-3.39	Medium	2.60-3.39
Often	4	3.40-4.19	High	3.40-5.00
Always	5	4.20-5.00		

Table 5: Five-point Likert scale questionnaire (1. Never; 2. Rarely; 3. Occasionally; 4. Often; 5. Always) to evaluate the teaching skill and the classroom management skill levels of the academicians.

#	Items
H₁: The physical arrangement of the classroom setting.	
1	An academic employs learning-supporting materials.
2	Academician supplies scientific equipment that helps students obtain a better and more in-depth grasp of the topic.
3	The academician is adept at integrating and utilizing new technologies during courses.

4	The academician prefers a breadth classroom environment and seating arrangement.
5	The academician uses interactive presentation instruments.
H₂: The administration of activities.	
6	The academician devotes sufficient time to the tutorials requested by students.
7	Academician uses a flexible approach to the prescribed curriculum to improve the dynamism of the classroom.
8	Clear objectives, bibliographies, tutorials, material, and evaluation procedures are provided in the curriculum by academicians.
9	The academician is responsible for designing the course material and developing it.
10	Students' prior knowledge of a topic is considered when an academician provides the subject's essential substance.
11	The academician has a thorough knowledge of the course's material.
12	The academician teaches the students the proficiencies they will gain during their studies.
13	It's common for academics to mix and match different courses in their lectures.
H₃: The activities for the temporal order.	
14	An academician makes connections between the classroom and the real world.
15	The academician encourages individuals to focus on their projects.
16	While interacting with students, the academician maintains a neutral and courteous attitude.
17	In class, the academician pays attention and answers questions.
18	Student engagement is encouraged and supported by the academician.
19	Student participation in coursework is encouraged by academician-organized exercises.
20	The academician fosters student interest and desire to study by providing them with opportunities to practice.
21	The academician summarizes the session and the topic at the beginning and end of the class.
H₄: Relationship arrangements.	
22	The academician encourages interactions among students and between students and faculty.
23	Academicians are known for encouraging their students to work together as a team.
24	Academician is easily reachable through tutorials, answers to e-mails, and phone calls.
25	Allowing the student to arrange and distribute some coursework is a privilege the instructor grants.
26	Academicians employ the assessment criteria for activities specified in the subject's curriculum.
27	Students' research and critical thinking skills are enhanced due to academicians' guidance.
28	The academician creates and connects the classroom curriculum to the lab content to help students learn.

RESULTS

The findings obtained by analyzing the collected data with statistical techniques to answer the questions regarding the purpose of the research are included in this section of the study, which aims to determine the teaching and classroom management skill levels of the academicians based on the students' opinions. Table 6 summarizes the findings relating to the academicians' general teaching and classroom management ability levels. Results show that the academicians' teaching and classroom management abilities are typically excellent. Moreover, Table 7 shows the results of the teaching and classroom management ability levels based on the variable of having studied abroad. Results indicate that the academicians who got study abroad experience had considerably more outstanding teaching and classroom management ability levels than academicians who did not get study abroad education.

Table 6: Teaching and classroom management Skill Levels of Academicians.

	N	\bar{X}	Std
Teaching and classroom management skills	285	4.02	0.87

Table 7: T-Test results of teaching and classroom management skill levels according to the variable of having studied abroad academicians' teaching.

Variable	N	\bar{X}	Std	Df	t	P
Recipient of Study abroad academicians' teaching	95	4.22	0.75	283	4.36	.000
No Study abroad academicians' teaching	190	3.81	0.99			

Table 8 shows the results of the academicians' teaching and classroom management ability levels based on the gender of the students. Again, analysis results underline that the academicians' teaching and classroom management ability levels did not differ substantially based on the gender of the students. Accordingly, there is no significant difference between female students' perceptions of the academicians' teaching and classroom management ability levels and male students' perceptions.

Table 8: T-Test Results of Teaching and Classroom Management Skills of Academicians by Gender of Students.

Gender	N	\bar{X}	Std	df	t	p
Female	154	4.14	0.89	283	1.16	.410
Male	131	3.91	0.85			

Table 9 displays the findings of the academicians' teaching and classroom management ability levels concerning the class capacity of the students. Results show that the academicians' teaching and classroom management ability levels vary considerably depending on the class capacity of the students $F(2;282) = 13.623$, $p < .05$. The Tukey's honestly significant difference test (Tukey's HSD) was used to determine which groups the difference happened between, indicated that the difference occurred between the viewpoints of students whose classes were less than 25, between 26-40, and those whose capacity of classes were more than 40. According to the findings, students with class sizes over 40 had considerably poorer evaluations of the academicians' teaching and classroom management ability levels than students with class capacities between 26-40 and significantly fewer than 25.

Table 9: One-Way Analysis of Variance Results of Teaching and Classroom Management Skills of Academicians According to Class Capacities of Students.

Class Capacity	N	\bar{X}	Std	Source of Variance	Sum of Squares	df	Mean Squares	F	p	Significant Difference Tukey HSD
a. Less than 25	54	4.20	0.73	Between Groups	17.054	2	8.528	13.623	.000	a-c
b. Between 26-40	105	4.12	0.78	Within Groups	176.474	282	.626			b-c
c. More than 40	126	3.74	0.91	Total	193.528	284				c-a; c-b
Total	285	4.02	0.87							

Table 10 shows the results of the academicians' teaching and classroom management ability levels based on their students' grade point averages. Outcomes present that the academicians' teaching and classroom management ability levels did not change substantially based on the students' grade point averages where $F(2;282) = 2.279$, $p > .05$. According to these findings, there are no statistically significant differences between students with a grade point average between 3.00 and 4.00, students with a grade point average between 2.00 and 2.99, and students with a grade point average below 2.00 on the academicians' teaching and classroom management ability levels.

Table 10: One-Way Analysis of Variance Results of Teaching and Classroom Management Skills of Academicians According to Students' Grade Point Averages.

GPA	N	\bar{X}	Std	Source of Variance	Sum of Squares	df	Mean Squares	F	p	Significant Difference Tukey HSD
a. Less than 2.00	38	3.90	0.88	Between Groups	3.074	2	1.538	2.279	.121	
b. Between 2.00-2.99	191	3.97	0.89	Within Groups	190.454	282	.675			
c. Between 3.00-4.00	56	4.19	0.73	Total	193.528	284				
Total	285	4.02	0.87							

Table 11 shows the academicians' teaching and classroom management competence levels based on the students' attendance at the courses. According to Table 11, the academicians' perspectives on the teaching and classroom management skill levels of the students changed considerably depending on the students' attendance status $F(2;282) = 4.594$, $p < .05$. Tukey's HSD test indicated that the difference occurred between students with more than 90 percent attendance and those with less than 75 percent attendance. According to the findings, the opinions of students who attended more than 90% of the academicians' courses on teaching and classroom management ability levels were substantially higher than those of students who attended less than 75% of the classes.

Table 11: One-Way Analysis of Variance Results of Teaching and Classroom Management Skills of Academicians and Students' Attendance to Courses.

Attendance to Classes	N	\bar{X}	Std	Source of Variance	Sum of Squares	df	Mean Squares	F	p	Significant Difference Tukey HSD
a. More than 90%	142	4.25	0.88	Between Groups	6.108	2	3.055	4.594	.004	a-c
b. Between 90%-75%	107	3.97	0.84	Within Groups	187.420	282	.665			
c. Less than 75%	36	3.84	0.85	Total	193.528	284				
Total	285	4.02	0.87							

DISCUSSION

The overarching goal of this study is to compare the teaching and classroom management skill levels of academicians who receive study abroad university education to those who do not. It will also look at whether academicians' teaching and classroom management skill levels differ significantly depending on the gender of the students, the number of classes they study, their grade point averages, and their course attendance (Bawaneh et al., 2020; Nabizadeh et al., 2019; Murray et al., 2018).

The first conclusion established at the end of the research is that academics' teaching and classroom management abilities are typically of excellent quality. This finding indicates that, in general, all academicians who have had or have not acquired a study abroad education have exceptional teaching and classroom management abilities. It is

seen that the teaching and classroom management skill levels of the academicians differ significantly according to the variable of having study abroad education, and this difference is in favor of the academicians who receive study abroad education. As a result, the teaching and classroom management ability levels of academicians who obtained study abroad university education were substantially more significant than those who did not acquire study abroad education. Faculty members should incorporate educational activities in performance evaluation at the same rate as academic publication activities; nevertheless, they emphasized that the instructional settings, evaluation criteria, and techniques should be regulated.

Another finding from the same study is that there is agreement that all faculty members attending university courses should go through an educational process that considers the timing, method of teaching the classes, and the quality of the academicians who will lead the lessons.

The academicians' teaching and classroom management skill levels do not differ significantly based on the gender of the students. Furthermore, there was no significant difference in the perceptions of male and female students about the academicians' teaching and classroom management ability levels due to the analyses based on the gender variable. Similarly, the impact of student gender on teaching and classroom management responses was investigated. In this study, it was discovered that the gender of the students made no significant difference in their answers to the questions.

The academicians' teaching and classroom management ability levels changed considerably depending on the class capacity of the students. It's a matter of determining which groups differ from one another. After the analysis, it was discovered that the difference mentioned above occurred between classes with more than 40 students and classes with 25-40 and less than 25 students. According to these findings, students in classes with more than 40 had lower opinions of the academicians' teaching and classroom management skill levels than those with 25-40 students. Again, students in classes with more than 40 students had worse ratings of the academicians' teaching and classroom management skills than those with less than 25 students. These data indicate that a class size of more than 40 students negatively impacts their perceptions of their teaching and classroom management skills. At this point, academicians' teaching and classroom management in classes with a class capacity of more than 40 is negatively impacted. According to the study, academicians with a class capacity of less than 25 received higher scores on the teaching and classroom management skills scale than those with more than 25. Due to the packed classrooms, the required results cannot be realized in teaching and classroom management. It is estimated that there should be an average of roughly twenty-five students in a class. This number climbs to forty in academician-centered university education that does not need independent activities.

In classes with more than forty students, the quality of education, and thus its effectiveness, decreases as the number of students increases. It was discovered that academicians with class size greater than 25 received higher scores on the teaching and classroom management skills scale. Due to overcrowding, teaching and classroom management goals cannot achieve the desired success level. It is assumed that a class will have about twenty-five students on average. This number rises to forty in academician-centered instruction that does not require individual activities. In courses with more than forty students, the quality of teaching and its efficacy fall as the number of students increases.

Another finding from the study is that students' perceptions of the academicians' teaching and classroom management skill levels do not differ based on their grade point averages. In other words, students' perceptions of the academicians' teaching and classroom management skills are not significantly influenced by their grade point averages. Therefore, we can conclude that the student's overall success has no bearing on his opinion of the academician.

Finally, the study concluded that students' opinions about the academicians' teaching and classroom management skill levels differ significantly depending on the students' course attendance. According to these data, students whose attendance to courses is more than 90 percent, that is, relatively high; Attendance to classes is less than 75 percent, that is, the opinions of the academicians about the teaching and classroom management skill levels were found to be significantly higher than the students with low scores. In other words, we may state that students with lofty ideas about teaching and classroom management skill levels of academicians attend classes more frequently. In contrast, students with lower opinions about teaching and classroom management skills attend classes less regularly, demonstrating that study abroad education, and thus the attendance of academicians with teaching and classroom management skills, is more prevalent.

CONCLUSION

A university employs academicians who are specialists in their fields. University education is a public service, and it is delivered through private and state universities, which are social institutions in which individuals are officially taught values, talents, and knowledge. Classrooms are the settings for teaching and learning activities and the most intense academician-student interaction. The classroom may be viewed as a community of learners, and the academician guides the student's learning in this community of academicians and students. The academician must have extensive subject knowledge and employ successful teaching approaches as an instructional leader. A communication channel must be formed between the academician and the learners to be taught about any subject during a teaching activity. From this perspective, all actions carried out in the teaching-learning process are communication activities. This encounter emphasizes the significance of the classroom and the effectiveness of teaching and classroom management.

This study aims to determine Akdeniz University faculty members' teaching and classroom management skill levels based on studying abroad. It is also intended to investigate whether students' perspectives on academicians' teaching and classroom management skill levels differ based on students' gender, class capacities, grade point averages, and course attendance. The teaching and classroom management skills questionnaire was utilized in the study to collect data. In addition, in the study, the students' views about the teaching and classroom management skill levels of the academicians were examined to see if there was a significant difference according to the gender of the students, class capacities, grade point average, and attendance.

The research study group comprises 12 academics and 285 students attending the academicians' lectures. The results demonstrate that the academicians' teaching and classroom management abilities are typically excellent. However, the results showed that teaching personnel who studied overseas had much greater levels of teaching and competence in classroom management.

Furthermore, students in classes with less than 25 students, students in classes with 25-40 students, and students in classes with more than 40 students; the academicians' opinions about teaching and classroom management skill levels were found to be significantly higher than students whose attendance to classes was 90 percent or higher and those whose attendance was less than 75 percent.

The research results indicate that studying abroad positively impacts academicians' teaching and classroom management skills. However, aside from studying abroad, we can discuss other factors influencing teaching and classroom management skills. In other words, it is not possible to claim that studying abroad for university education is the sole cause of overcoming poor teaching and classroom management skills, inadequate physical equipment in the classrooms, reducing the time and energy of academicians due to the excess of non-teaching tasks, economic concerns, worries about the profession or the future, lack of knowledge about teaching and classroom management, also affect teaching and classroom management skills.

IMPLICATIONS, LIMITATIONS, RECOMMENDATIONS

Regarding practical implications, this study creates indicators that will tell policymakers and educators how universities should use their resources to develop policies, organizational structures, and cultures that support high-quality teaching and learning. When designing techniques to assess the university environment, it is critical to analyze university environment elements within each layer and to be aware of the interactions between those aspects in the school's dynamic system (Cummins, 2017). Finally, this study claims the positive impact of studying abroad, which eventually increases university academics' comprehension of teaching and classroom management skills. This study reveals that the physical arrangement of the classroom setting, the administration of activities, the activities for the temporal order, and relationship arrangements are better handled by academics who have had a study abroad education. This study proves these hypotheses through statistical analysis.

The questionnaire used in this study has the potential to be a valuable tool for evaluating university professors' classroom management and teaching abilities. However, a few restrictions must be considered when utilizing the questionnaire and assessing the answers. First, the questionnaire was administered in Turkish; thus, future research will need to test the scale in more languages to determine the instrument's validity and reliability across linguistic boundaries.

The current scale may be adaptable to non-Turkish situations because published studies in English informed the concept, dimensions, and elements of teaching and classroom management. However, as teaching and classroom management are social concepts, cultural traits and local educational environments are likely to have an impact (Zhou and Wang, 2022). As a result, assessing how the instrument is structured and used in other nations will be essential. The quantity of respondents is a limitation of this study. Future studies should address this issue with more participants and participants from different geographic areas. First, the scale may be more useful in Turkey

and other places with a similar culture and way of thinking to Turkey. Second, a convenience sample strategy is used in this study. The contestants are from the province of Antalya. Future research may take samples from other cities or employ a nationally representative sample to verify the measurements and determine whether teaching and classroom management abilities are developed uniformly across the nation,

The cross-sectional nature of the survey data restricts the causal references. Future studies should monitor panel impacts. In addition, this study did not consider other factors that might affect instruction and teacher effectiveness, including academicians' professional communities, extracurricular learning opportunities, leadership choices, working conditions, and hidden curriculum-related norms and values. Finally, because the study was done only in Antalya, additional areas should be included in future research.

Following the research's findings, a few practical recommendations may be given for instructors who desire to incorporate study abroad experiences in some courses. It's critical to offer counsel, suggestions, and directions on what these findings signify and what the learner should do next. Hence, these suggestions and instructions can benefit academicians who cannot comprehend the findings and cannot decide how to rectify teaching inadequacies even after carefully examining the results of study abroad experiences.

Longer-term research studies should be conducted in the future to assess how the application of learning analytics is affecting learning. A second factor is that university students were the subjects of the investigation. University students have better mastered the abilities of self-directed study than students with less education. Because of this, research on samples like secondary and high school students may be used to examine the impact of employing learning analytics on different educational levels (Karaoglan Yilmaz, 2022). More detailed studies that consider these factors can be carried out by measuring teaching and classroom management competencies with the help of the personal information of the academicians, as well as seeking the students' opinions. Future studies are expected to analyze the effects of learning analytics delivered via pedagogical agents.

DATA AVAILABILITY AND ETHICS STATEMENT

Some or all data, models, or codes that support the findings of this study are available from the corresponding author upon reasonable request. This research was approved by the Akdeniz University Scientific Research and Publication Ethics Board with 886071 on March 26, 2024.

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