INVESTIGATING TEACHERS' EXPERIENCES WITH DIGITAL CLASSROOM MANAGEMENT AND INCORPORATING SOCIAL AND EMOTIONAL LEARNING

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ABSTRACT

The research on classroom management in general is numerous, yet the connection between digitization, classroom management, and Social and Emotional Learning (SEL) has been understudied. The current study explored how primary school teachers managed their digital classrooms while incorporating social and emotional learning into their classroom management practices in the remote teaching period. The study not only examined the classroom management strategies and procedures employed but also investigated teachers' beliefs and perceptions about managing digital classrooms. The study was carried out with 145 primary school teachers teaching in school grades 1st-4th from five different public schools by adopting stratified random sampling. The data were collected via written responses of the participants with the closed, fixed-response, and standardized open-ended forms developed by the researcher. Descriptive analysis and content analysis were used in the analysis of quantitative and qualitative data respectively. The findings revealed that the majority of teachers led online classroom management processes similar to their face-to-face experiences but were less effective concerning the developmental needs of each student in the digital classroom. Furthermore, the study yielded insight into the stress factors and protective factors within the context of classroom management incorporating SEL, and it provided direction for future implementations concerning teachers' professional learning needs and expectations.

INTRODUCTION

Classroom management is a fundamental skill set for teachers to facilitate learning for students. It is essential to the work of teaching and learning (Aldrup et al., 2018; Cho, Mansfield & Claughton, 2020). Yet, although classroom management has been considered one of the basic tasks of teachers in teaching and learning processes and is a key predictor of student success (Marquez et al., 2016), the research shows that some teachers or schools find it difficult to maintain orderly and productive learning environments (Cho, Mansfield & Claughton, 2020; Paramita, Anderson & Sharma, 2020). Adding complexity to the issue, recent scholarship has raised concerns that, despite the transformation of teaching and learning environments into technology-rich environments, particularly as a result of remote education experiences, teachers tend to manage their classrooms in a teacher-centered manner. Yet, a more constructivist approach is needed where digital technologies are viewed more holistically with their influence on classroom dynamics and culture (Bolick & Bartels, 2015; Johler et al., 2022).

Another concern is that Social and Emotional Learning (SEL) might fall behind while the focus is more on academic instruction and academic curriculum-related educational goals, particularly in the digital classroom. However, as in Evertson and Weinstein's (2006) definition of classroom management, promoting the development of students' social and emotional skills (e.g., self-awareness, self-regulation, social awareness)

is an important goal in classroom management. Moreover, in classroom management, particularly with lower grades such as primary school level, academic, social, emotional, cognitive, and behavioral aspects merge in such a manner by interacting and contributing to the learning process that individual achievements are often a result of the blend of these. Weak development in one domain undermines healthy development in others (Carter & Doyle, 2006; Johler et al., 2022; Jones & Kahn, 2017).

A rigorous body of evidence has shown that children are more likely to reach their social-emotional, and academic potential in a safe, supportive, and collaborative learning environment (Jones & Doolittle, 2017). By taking this into account, when Programme for International Student Assessment (PISA) results are examined, it is seen that across the Organisation for Economic Cooperation and Development (OECD) countries, just about two in three students reported that they are satisfied with their lives, and that percentage shrank by five percentage points between 2015 and 2018. Some 6% of students reported always feeling sad. From a gender perspective, in almost every education system, girls expressed greater fear of failure than boys, even when they outperformed boys in reading by a large margin. Regarding students' self-perception, in one-third of countries and economies that participated in PISA 2018, more than one in two students said that intelligence was something about them that they couldn't change very much. Unfortunately, those students are unlikely to make the necessary investments in themselves to succeed in school and life (OECD, 2019). This data shows that a more positive classroom and school climate is needed while supporting students' self-awareness, social awareness, and responsible decision-making to lead their lives.

Adding more complexity and urgency to the issue, recent research has also raised concerns about the consequences of the COVID-19 pandemic, such as a widening learning and achievement gap among students, a deterioration in students' well-being, weak support for students' social and emotional competences, exacerbated social class academic disparities, and so on. To handle these issues, the intervention policy and strategies involve strengthening the social and emotional perspective in the classroom and school implementations, promoting teachers' digital competencies, and developing digital infrastructures in schools (Bzdok & Dunbar, 2022; Goudeau et al., 2021; Karaferye, 2022; Zancajo, Verger & Bolea, 2022).

In light of these, there is a pressing need to address the context of classroom management through the perspective of social and emotional learning with the involvement of digital technologies. This is especially so when considering that there is an urgent need to support the professional growth of teachers concerning contemporary aspects of the teacher's role as a classroom manager in technology-rich learning environments (Johler et al., 2022). As a result, the purpose of this research is to explore how primary school teachers managed their digital classrooms while incorporating social and emotional learning into their classroom management practices. The following research questions guided the study:

- What SEL-focused classroom management strategies did teachers employ in their digital classrooms?
- What factors of stress did teachers experience with interpersonal communication processes in digital classroom management?
- With what strategies could teachers deal with stress factors in digital classroom management through the SEL perspective?

To address classroom management strategies incorporating SEL, the researcher focused on the specific areas for teachers in managing the classroom effectively to support social & emotional aspects based on the theoretical background of the study. The researcher designed and structured the study rationale accordingly. Addressing these questions involved examining not only the classroom management strategies and procedures employed but also revealing teachers' beliefs and perceptions about managing digital classrooms. Furthermore, it yielded insight into the stress factors and protective factors within the context of classroom management incorporating SEL, and it provided direction for future implementations concerning teachers' professional growth.

THEORETICAL FRAMEWORK

Classroom Management through the SEL Perspective

The Social and Emotional Learning (SEL) framework, largely evolved from research on prevention and resilience in the 1990s (Zins & Elias, 2007), and was articulated by compelling conceptual and empirical

research in the years ahead (DePaoli, Atwell & Bridgeland, 2017; Durlak et al., 2011), involves processes of developing social and emotional competencies in children from self-awareness to responsible decision-making (CASEL, 2003; Zins et al., 2004). The "framework targets a combination of behaviors, emotions and cognitions" through the enhancement of social and emotional competencies (Coelho, Sousa, & Figueira, 2016: 434). Social and emotional competencies involve the abilities "to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adapting" to the things happening in life (Elias et al., 1997: 2). Thus, SEL is defined as an integral part of education and human development. It is the process through which individuals acquire and apply knowledge, skills, attitudes, and values to develop healthy identities, manage emotions achieve personal and collective goals, feel, and show empathy for others, establish, and maintain supportive relationships, and make responsible and caring decisions (Fundamentals of SEL, CASEL).

Classroom management, either face-to-face or digital, taking an SEL approach starts with creating a positive classroom climate with supportive relationships and collaborative practices in which learning is challenging, engaging, and meaningful in the classroom (Iaosanurak, Chanchalor & Murphy, 2016; Jennings et al., 2021; Zins, Maurice & Elias, 2007). Through those processes and in such a positive learning environment, children get a chance to develop their social and emotional competencies. Evertson and Weinstein's (2006) definition of effective classroom management involves the perspective of social and emotional learning by emphasizing the ongoing interaction between teachers and students (as interpersonal communication in the classroom) and referring to the actions teachers take to create a supportive environment for students' academic and social-emotional learning (Evertson & Weinstein, 2006; Korpershoek et al., 2016).

For teachers to manage both a digital classroom and a face-to-face classroom effectively and support social & emotional aspects, there are some specific areas to focus on (Levin & Nolan, 2013; Prior, 2015):

- Developing relationships / Building rapport for a positive climate in the classroom
- Supporting interpersonal communication processes (starting with teaching communication skills explicitly)
- Establishing clear expectations and consequences (proactive classroom management) and offering support
- Creating a fun, engaging, and stimulating classroom environment
- Being consistent and persistent in behavior toward students
- Varying instructional approaches in the classroom to support academic learning and social & emotional learning.

Benefits of Incorporating SEL

Effective SEL practices begin in preschool and continue through primary school, secondary school, high school, and beyond; and most importantly, they meet the needs of both learners and adults (DePaoli, Atwell & Bridgeland, 2017). The research on students who benefit from integrated SEL practices in and out of the classroom shows a positive impact on those listed below (Blair & Raver, 2014; CASEL online; DePaoli, Atwell & Bridgeland, 2017; Durlak et al., 2011; Gueldner et al., 2020; Taylor et al., 2017):

- Academic achievement increases
- Supports the process of minimizing the learning gap
- Positive attitudes about self, others, and school increase
- SEL helps students manage stress and depression
- Connection to school and sense of belonging increase
- Positive increase in motivation and self-advocacy
- Positive increase in attendance, focus, participation, and task/work completion
- Teacher job satisfaction and self-efficacy
- Enhanced student and family relationships

- SEL shows an impact on development across all demographics and backgrounds including disadvantaged groups
- School climate and reputation
- College, university, and career readiness
- Positive increase in life outcomes

In a study by DePaoli, Atwell, and Bridgeland with CASEL (2017), 98% of school principals said they believe students from all backgrounds (both affluent and poor) would benefit from learning SEL skills in the classroom. This finding also correlates with the PISA results. It is stated that while students from well-off families often find a path to success in life, those from disadvantaged families have generally only one single chance in life, which is a great teacher and a good school (OECD, 2019). Teachers in a school climate with high literacy of social and emotional skills are more likely to leave no child behind. Moreover, teachers in a school climate with high literacy of social and emotional skills can much more easily create and sustain better relationships with students; they experience a decrease in student disruptive behavior and a decrease in teacher burnout, all of which lead to a higher level of teacher self-efficacy and job satisfaction (Levin & Nolan, 2013).

METHOD

The study adopted a survey research design, which allows a researcher to study a sample of the population with "a quantitative or numeric description of trends, attitudes, or opinions of a population" (Creswell, 2014: 249) via the use of questionnaires, scales, and/or interviews (Fowler, 2014). The current research, utilizing both quantitative and qualitative instruments, studies a sample of primary school teachers to investigate their digital classroom management experiences. There is no comprehensive research on how primary school teachers managed their classrooms by considering the intentional implementation of social and emotional elements in teaching and learning. Moreover, the researcher explored the challenges/sources of stress and coping strategies of primary school teachers in managing their digital classrooms by utilizing both quantitative and qualitative techniques to examine multiple sources of evidence.

Participants

The data were gathered from 151 primary school teachers from 5 different public schools in Turkiye in the educational year 2021-2022 by applying stratified (by grade) random sampling. With the stratified sampling, teachers from all four grades were involved in the study "to enrich the details and have a holistic understanding" with the use of this sampling technique (Yildirim & **Simsek**, 2008: 106-107). Primary school teachers from all grades (grades 1st to 4th) were chosen as a bounded context for this study. Primary school teachers from different schools were invited to participate in the study to compile the sample of primary school teachers with the intention of transferability and to increase the generalizability of the research results (Merriam, 1998). After analyzing/detecting any missing data in the responses of the participants (n=151), the study continued with the data of 145 primary school teachers. The participants were distributed across all primary school grades from the 1st to the 4th. Following the analysis of the missing data, the data obtained from teachers teaching in the 1st grade (n= 31), 2nd grade (n= 40), 3rd grade (n=, 38), and 4th grade (n= 36) were involved for further analysis in the study. Table 1 depicts the demographics of the research participants.

Table 1. Demographics

Gender	f	%	Age	f	%	Teaching experience	f	%	Education level	f	%
Female	71	49,0	22-29	13	9,0	First 5 years	9	6,2	Bachelor's degree	134	92,4
Male	74	51,0	30-34	23	15,9	6-10	22	15,2			
			35-39	31	21,4	11-15	33	22,8	Master's	11	7,6
			40-44	30	20,7	16-20	26	17,9			
			45-49	18	12,4	21-25	30	20,7			
			50-54	19	13,1	26-30	10	6,9			
			55-59	10	6,9	31 years and above	15	10,3			
			60 and above	1	0,7						

The question of whether participants had completed specific training on online teaching was considered important in interpreting their responses. Of the respondents, only 41,4% stated that they completed specific training on online teaching, as Table 2 depicts. Another question to learn more about the characteristics and the environment of the participants' digital/online classroom management processes, which was believed to affect social & emotional aspects of the classroom, was addressed to teachers about their classroom populations.

Table 2. Teachers' training on online teaching & student populations in digital/online classroom

Completed training on online teaching	f	%	Classroom population	f	%
			Max. 10 students	9	6,2
Yes	60	41,4	11-20	66	45,5
No	85	58,6	21-30	55	37,9
Total	145	100	31-40	15	10,3

Data Collection & Instruments

In the study, the data were collected via written responses of the participants with the "closed, fixed-response" and "standardized open-ended" forms developed by the researcher. As M.Q. Patton (2002: 349) suggests in standardized open-ended interviews "the exact wording and sequence of questions are determined in advance. All interviewees were asked the same basic questions in the same order." By doing so, the respondents answered the same questions, which increased the comparability of responses. The advantage of this approach is that it reduces interviewer effects and bias (Fowler, 2014: 5; 112). This way, it also "facilitates organization and analysis of the data" (Patton, 2002: 349). On the other hand, with the use of a closed, fixed-response interview, the questions and response categories were determined in advance, and the respondents were expected to choose from among the given fixed responses. This way, in the data analysis stage, "responses can be directly compared and easily aggregated; many questions can be asked in a short time" (Patton, 2002: 349). Using more than one approach in data collection is targeted to enrich the database and increase the validity and reliability of the research (Creswell, 2014). Therefore, with the use of both approaches in the study, that is standardized open-ended interview and closed, fixed-response interview, the researcher aimed to capture the complexities of participants' perceptions and experiences via open-ended questions and to get systematic information from the participants to compare the responses.

Accordingly, the form consisted of close-ended (dichotomous and Likert scale-type) and open-ended questions:

- 7 of which concerned the participant's demographics and background,

    eg., age, gender, teaching experience
- 10 questions (dichotomous and open-ended) concerned the participant's instructional practices and interpersonal communication-related practices of digital classroom management,

eg., I spare time to build rapport in my online classrooms (1), I am good at preventing disruptions proactively with routines and procedures (7). Each statement required choosing either an Agree/Disagree alternative, and a further explanation box to detail the chosen alternative with examples/reasons, etc.

- 7 Likert scale-type questions concerned stress factors in digital classroom management,

  eg., using the right technology fitting the needs (1), lack of interaction with students (5).

- 2 open-ended questions concerned the stress factors, their effects, and protective factors in digital classroom management,

  eg., Please describe how you manage the challenges that you face in classroom management.

- and 1 open-ended question concerned the participant's intention to adopt professional development opportunities regarding the subject matter.

The form was developed by the researcher upon reviewing the relevant studies in the literature (Eddy, Herman & Reinke, 2019; Edison & Geisler, 2003; Harmsen, Helms-Lorenz, Maulana & van Veen, 2018; Sokal, Trudel & Babb, 2020a; 2020b; Trudel, Sokal & Babb, 2021). To investigate teachers' experiences thoroughly in the study, the questions were presented in an orderly fashion that an open-ended section followed each close-ended question part to let the participants respond to the questions in detail in a free manner. The data were collected via online tools in the 2021-2022 educational year.

Data Analysis

Descriptive statistics and descriptive analysis were used in the analysis of the quantitative data. SPSS Statistics 28.0.0 program was used. For dichotomous and Likert scale-type questions, frequency, mean, and standard deviation values were examined. The qualitative data (from open-ended coded questions) were interpreted through content analysis using the MAXQDA 2022 program. In content analysis, the researcher followed 4 steps of qualitative analysis (Yildirim & Simsek, 2008: 228-239): Coding data in meaningful units (1), categorizing the codes to reach themes (2), organizing, and defining data according to the codes and themes (3), interpreting findings (4). In other words, the researcher examined the sentences to the words, created codes, categorized the codes which are in relation, synthesized them into themes, organized the themes, and finally interpreted them.

Validity and Reliability

For validity and reliability requirements, reliability was obtained through Cronbach's alpha α=,76 by exceeding the satisfactory level (Pallant, 2007: 98-99) for the quantitative instrument. For validity, KMO (Kaiser-Meyer-Olkin Measure) and Bartlett's test were done for the items and the result was adequate ,68 (Sig.=,00). KMO value ranges between 0-1 and generally the recommended value is ,60 and above (Pallant, 2007), which suggested acceptability and adequacy to proceed with data analysis in the study. Also, item loadings were computed, and values were observed above >,60 (ranging from ,61 to ,87). In the analysis of the total variance, the main themes converged and added to the validity. Moreover, expert opinion was sought for relevance, clarity, and sufficiency purposes to construct content validity. Two experts working in the educational sciences field were consulted. Following the expert opinion stage for wording, clarity, and sufficiency purposes (both for the quantitative and qualitative parts), piloting was conducted for further feedback to the researcher.

Secondly, Lincoln and Guba's (1985) trustworthiness criteria and techniques were applied. Accordingly, the criteria of credibility (internal validity), transferability (external validity), dependability (reliability), and confirmability (objectivity) were applied to be met as follows. To increase credibility and dependability and to eliminate any inconsistencies in one single approach, two approaches of interviews were used in the study. Moreover, the responses were collected in written form from the participants without adding any researcher insights/bias to the answers or avoiding missing data, which increased credibility, dependability, and confirmability (Creswell, 2014; Patton, 2002; Yildirim & Simsek, 2008). The data were gathered from primary school teachers from different schools to increase transferability. Moreover, saturation amongst all

data collection and thick descriptions in the study added to the transferability and dependability (Merriam & Tisdell, 2016: 257). Another technique that was taken to ensure reliability was following Miles and Huberman's (1994) reaching a consensus of experts for reliability in qualitative research criteria. Thus, external expert opinion and reaching mutual agreement criteria were sought for the analysis and interpretation of the data. With the agreement of %94, it showed a satisfactory level of reliability to continue with the study. Upon the consensus of the study fulfilling reliability and validity requirements, the study continued.

Ethical Considerations

The ethical approvals required for the implementation and publication of the research were obtained from Kutahya Dumlupinar University Ethics Commission dated 30.12.2021 and numbered E.69390. To keep the anonymity of the participants, pseudonyms (P1, P2, etc.) were used in the analysis results.

FINDINGS

Findings are presented under the guidance of the research questions.

What Classroom Management Strategies did Teachers Use in Incorporating SEL into their Digital/Online Classrooms?

Table 3 depicts classroom management strategies that participants (Ps) used in their digital/online classrooms. Frequency values are given in the table showing the number of participants who used the strategies and the number of participants who did not use the strategies. Furthermore, depending on the responses to the use of the strategies, the participants (stating having used the strategy) were asked to detail how they used the strategy, why they chose to use it, and what they did, in examples if possible. On the other hand, the participants who stated that they did not use the strategy were asked to detail why they chose not to use or experienced not using the strategy, and what they experienced in the process accordingly. In the analysis of the responses to those detailing open-ended questions, themes were created, which are given in each strategy in Table 3.

Table 3. Teachers' strategies incorporating SEL in digital/online classroom management

Strategies used in digital/online classroom management	Ps who used the strategy	Themes obtained from open-ended coded questions	Ps who did not use the strategy	Themes obtained from open-ended coded questions
	f		f	
Sparing time to build rapport	134	• Preparation before the lesson (activities, materials) • Daily talk/exchanges • Out-of-lesson time activities • Q&A • Caring	11	• Time & Curriculum constraints • Difficulty of bonding in the online environment
Providing a setting based on positive interpersonal relations	136	• Setting classroom rules together (verbal and non-verbal language) • Role-modeling • Rewarding positive behavior • Communication-focused processes (with a caring approach)	9	• Not possible in the online environment
Practicing & reinforcing routines in classroom transactions	120	• In a similar fashion to face-to-face classroom • Q&A	25	• Favoring out-of-routines in the online classroom

Letting students evaluate teaching & learning processes to discover more about their perceptions	132	• Having a choice about what activity to do • Supporting self-evaluation in learning • Using rubrics, questionnaires, Q&A	13	• Need for support on how to do that
Using both formative and summative feedback effectively	130	• Using summaries • Online assessment tools • Using symbols • Q&A	15	• Not easy to do in online teaching
Preventing disruptions proactively with routines and procedures	117	• Focusing on behavior with its consequences • Promoting desirable behavior • Setting rules and routines from the beginning • Role-modeling	28	• Need for parent support • No consistent results in the online classroom
Responding to occurring disruptions with strategies	113	• Solving problems in class • Rewards & Consequences • Supporting empathy	32	• Need for support on this • No long-term effects
Using various communication techniques from being assertive to negotiation	100	• Empathy • Listening • Sustaining dialogue with students and their parents • Positive attitude	45	• Need to develop effective communication skills • Need to develop negotiation techniques • Need to improve active listening skill • Need to manage interpersonal communication better

Findings revealed that most of the participating teachers used classroom management strategies in the online environment as they used them in their face-to-face classroom management. Some participants shared that using similar strategies helped both teachers and their students. That is, their students felt less alienated in the digital platform seeing that it was their classroom and similar classroom routines again; and teachers felt more effective by beginning with something they already mastered, yet in an unknown area to discover more. However, they also reported even though they tried to use similar strategies as they had been accustomed to, the effectiveness of the strategies was diverse in the process since the practices of in-person teaching did not directly translate into digital teaching. Most of the participants reported they used the strategy of providing a setting based on positive interpersonal relations. An answer to the question of how they provided the setting included several topics from setting classroom rules together with the use of both verbal and non-verbal languages to communication-focused processes with a caring approach. The participants stated that they paid attention to talking about the classroom rules together with students in the beginning and decided together what to do and what not to do in the classroom – whether online or face-to-face.

> P (Participant) 34: I believe in the importance of encouraging students to talk about their expectations,explain my expectations to them and understand each other. This helps them know/ expect what's coming in the lesson and they feel more comfortable.

Moreover, participants shared that digital/online classrooms had their distinctive features that required to talk about, such as a healthy body position (e.g., with a sitting/lying position) during a lesson, and how to respond to each other or ask for permission. Thus, they decided how to do those in the online classroom together including the use of verbal & nonverbal language in the classroom. This kind of approach helped students feel safe to talk and act in the classroom by knowing that they were in a caring and safe environment, in the teachers' beliefs. Regarding role modeling, teachers reported that to sustain positive interpersonal relations in the classroom, they needed to be a role-model to their students; for instance, how they acted and reacted toward students' behavior. Rewarding positive behavior was another theme under this strategy.

It helped teachers sustain positive interpersonal relations, motivated students and reminded them about the rules and expectations that they talked about and decided together in the beginning. Communication-focused processes with a caring approach were the final theme. Teachers mostly mentioned that speaking and listening to each student with a caring approach helped them a lot. They also mentioned that they used storytelling and gave examples to students about positive/expected behavior for healthy communication, especially to raise awareness of the skill of empathy.

The second most used strategy that participants reported was sparing time to build rapport in the digital/online classroom. The responses revealed that they mostly did so, such as by sparing time for daily talk/exchanges and out-of-lesson time activities. They mentioned Q&A almost in all their responses as a practical technique to use, using both oral and written forms (e.g., they used the Q&A technique through instant messaging on the platform). Moreover, they emphasized the importance of preparing before the lesson with activities and materials suitable for the online classroom. Lastly, teachers reported that they valued caring as a crucial part of their classroom to let students know that they cared.

> P27: If I don't allow them to feel that they are cared for and noticed in the classroom, they start losing concentration and interest in the lessons.

> P118: We sing together or draw together… I give 1 minute to each student to share their thoughts and feelings.

The next strategy that teachers reported using was letting students evaluate teaching & learning processes to discover more about their perceptions. Teachers believed that presenting choices to students about what to learn or how to study motivated them more and increased their willingness to take an active part. Therefore, they tried to encourage their students to choose from the alternatives they prepared for the online classroom. Another topic that teachers found very valuable in learning was encouraging students to self-evaluate themselves. They used simple tools for that, such as self-checklists and Q&A sections at the end of the lessons. Lastly, in that strategy, the use of rubrics, questionnaires, and Q&A was emphasized. They used those tools to learn about students' perceptions of how the lesson was going on, and any need to vary the methods/techniques at the time. Besides, they also gathered the ideas of parents from time to time.

P14: I ask which lessons they like more. We talk about the reasons. I ask them to evaluate my way of instruction. Fast or slow, what other examples could be given?

The next strategy of using both formative and summative feedback effectively included using summaries, online assessment tools, symbols, and Q&A techniques in the digital classroom. Teachers reported that they found using summaries very practical and effective for feedback. They used different ways of summarizing, e.g., writing with/without visuals, using mind maps, and giving an oral summary. Under the other theme: online assessment tools, they shared that they found ready quizzes/tests very practical and helpful, especially the ones they could find on the Education Information Network (EIN). It is also known as EBA, which is an educational content network in Turkiye, founded by the Ministry of National Education. Another theme was using symbols (stars, ticks, emojis). Teachers reported that their students liked getting and giving such symbols as a show of feedback to themselves or others. Lastly, the Q&A technique, as the most preferred technique in all stages of classroom management was concluded to be very helpful and practical for revision, and applicable at any stage of the lesson.

Concerning the next strategy of practicing & reinforcing routine classroom transactions, teachers reported that they managed their classroom routines and transactions similarly to their face-to-face classrooms as much as possible. That is, they used the whiteboard in a certain way, spared time for the revision of the previous lesson in a similar way, and checked assignments at the beginning or the end of the lesson. They believed this approach helped both them and their students to know what to do and what to expect in the classroom with a known feeling. In addition, the Q&A technique was found practical and effective in practicing classroom routines, such as motivating, giving feedback, or reinforcing.

> P77: I checked attendance, did a revision of the previous lesson, checked homework, and started my lesson, just like I did in face-to-face classrooms.

Concerning the strategy of preventing disruptions proactively with routines and procedures, teachers reported that they gave importance to explaining to students what consequences the behavior might bring, what purpose it held, and what it could lead to. They believed focusing on the behavior and the consequences helped students see the bigger picture, and eventually, it helped behavior management processes in the classroom. Under the theme of promoting desirable behavior, they reported it was important for students to see examples of good behavior and how it was appreciated. Also, teachers stated that they often gave feedback on desirable behavior, including informing parents about it.

> *P12: I closely follow their behavior and when it is desirable, I express it and appreciate the behavior right at the time.*

The next two themes were setting rules & routines from the beginning, and role-modeling. Most of the participants stated that to be able to prevent disruptions proactively with routines and procedures, it was necessary to set the rules and routines from the start but also reinforce them in the process. Otherwise, it would be a difficult basis to proceed. They stressed that the teacher as a role model was also vital, e.g., the way s/he responded to problems or complicated issues, the way of expression, etc.

> *P81: I try not to react to a problem with a negative attitude. I try to empathize with the student, let the student think about his/her behavior, and give a chance to express him/herself better. Later, in the same way, when something happens between students, I encourage them to empathize and try to understand each other calmly and patiently. It is more difficult online, though.*

For the strategy of responding to occurring disruptions with strategies, teachers reported that they gave importance to solving problems in class with affection and discussing and deciding together, without postponing, ignoring, or looking for a solution elsewhere. This kind of approach helped their students feel a sense of community in their classroom and find solutions together as a class. Another theme included teachers rewarding the positive behavior of students, sometimes directly themselves as teachers and sometimes by voting for *the best … of the class* about a subject among students. For consequences of inappropriate behavior, teachers mostly used not to involve a student in a game/activity and use the online waiting room/lobby as a reflection area/period for students to reflect on their behavior. Lastly, supporting empathy was about hearing out the feelings and thoughts of each student and proceeding concerning each other's point of view. Some teachers stated that they spared time for empathy exercises to support their students in the practice.

Using various communication techniques from being assertive to negotiation was the final strategy that teachers employed. Under the empathy theme, teachers reported that understanding children was the key to working with children, e.g., understanding how they were feeling, what thoughts they had, why they believed so, etc. Listening to students carefully and actively was also stated as a key thing to do. Besides, since they were primary school-aged children, teachers believed that sustaining a healthy dialogue not only with the students but also with their parents was essential. Thus, showing a positive attitude towards students and their parents encouraged them to speak in open communication without hesitation.

> *P46: I believe it is important for my students and their parents to know that I value our teacher-student bond and continuing communication between us.*

On the other hand, as Table 3 depicts, some participants reported they did not employ those aforementioned strategies in digital classrooms with further explanations. The strategy using various communication techniques from being assertive to negotiation was the least employed in the digital classroom. The participants who did not employ the strategy (n=45) explained their points of view and reported their desires to improve their communication skills. Their responses included the difficulty of using communication skills online and their desire to improve communication & leadership skills both in face-to-face and online classrooms. Concerning developing effective communication skills, teachers emphasized that they wanted to use better verbal and nonverbal language. Moreover, using I-language, being assertive, expressing oneself better, and having the confidence to use effective communication skills were stated.

> *P37: I believe I need an effective communication skills course. I want to express myself better, speak more confidently, give relevant examples easily while talking, and attract people's attention.*

Concerning negotiation techniques, teachers believed that it was important to use the skill to have better relationships with students in class, with the parents when they got in touch, and with peers/fellow teachers

at school. The participants added that to influence a student, a teacher needed to listen purposefully/actively to better understand and guide the student more skillfully. However, it was not easy in practice, thus, they needed to improve their skills in doing so.

> P57: It's easy to say but not easy to do, I guess. OK, I listen to my students, but I'm not sure if I'm doing it right. Especially in remote education, I couldn't do that online. For example, I asked something to a student and if the answer didn't come, I continued with another student who was willing to speak.

Concerning the needs and desires to manage interpersonal communication better, participants expressed that there were and would be differences among students, naturally. However, in classroom management noticing those differences at any time and managing them were difficult tasks at times. For example, maybe a student in the classroom was feeling disappointed that day or another student had negative feelings towards a topic in the unit. Then, if the teacher didn't notice those and asked for task fulfillment from everyone through standard guidance, it might not work for all learners at once. For effective interpersonal communication management, one should notice those differences and manage them without any learning loss in the classroom. Teachers also reported that they needed to improve their classroom management skills by benefiting from technology more and using the drama technique. Responding to occurring disruptions with strategies was the second least used strategy in the online classroom. The participants reported that they did not employ the strategy because they needed support on how to respond to disruptions in the online classroom. Moreover, they believed they would not be able to make changes to students' behavior through online intervention.

> P125: My students easily got distracted or got bored by negative/distracting behavior. I felt I often failed in managing disruptions, and sometimes I didn't know the answer to what to do against unwanted behavior in the classroom.

> P7: I got some help from the counseling teacher at our school, but still, I couldn't succeed with the difficult students, especially in the online classroom. It was like impossible to succeed.

The participants reported not having used the strategy of preventing disruptions proactively due to various reasons. They reported that even though they tried their best, developing behavior in children still heavily relied on parents and the atmosphere at home. With the shift to remote education, it was much more difficult for teachers to support behavior development in children from a distance. Therefore, during the online teaching & learning period, they needed more support from the parents. However, when/if they couldn't reach the support they needed, they just focused on academic instruction/knowledge transfer in the online classroom with a few precautions, such as turning off the microphone of the student who created distractions. They also emphasized that it was easier to manage in-person classrooms since students were physically present in the same environment. However, in the online classroom due to several factors in students' house environments (technical, social-emotional, physical, etc.), teachers felt that sometimes it was not possible at all to obtain consistent results with learners regarding behavior management. Presenting a similar context, some teachers reported that they did not use the strategy: of using both formative and summative feedback since they found it not easy in online teaching. Since they taught young learners, they also needed to communicate and collaborate with their parents. Particularly while giving and receiving feedback, they needed stronger parental support. Thus, when they got lower support than they expected, this had a negative effect on their feedback practice. As a result, they mostly used only summative feedback, when possible. It is obvious that particularly with lower-level learners in K-12, the interaction and collaboration with parents influenced the learners' online teaching & learning processes.

Concerning the responses of not practicing & reinforcing routines in classroom transactions, teachers stated that managing the online learning environment was something new, which formed something opposite to routines. Thus, it was difficult for them to practice and reinforce routine classroom transactions in this new setting. Instead, they preferred varying the processes to see what would work or would not work. Similarly, the responses revealed that the reason for not employing the strategy: of letting students evaluate teaching & learning processes involved the need for support on how to do that in the online environment. Since teachers mostly relied on their observation of students, such as how they reacted to a question or a task in the face-to-face classroom, they could not similarly observe their students in the digital environment, and

they lacked other techniques. Yet, since teaching & learning is a relational process - observing, noticing, acting/re-acting, it is a need in classroom management and interpersonal communication processes to have alternative techniques and tools to evaluate and improve the interaction/engagement.

Concerning not sparing time to build rapport, the explanations mostly included the constraints and difficulties of the digital/online environment in comparison to the in-person one. Due to teaching online, they reported that keeping up with the curriculum was more difficult than before. We can conclude that since it was a quick shift into the online teaching & learning environment without proper preparation in advance, teachers had difficulties in adjusting to the use of the system themselves first. Lastly, concerning the responses of not providing a setting based on positive interpersonal relations, some teachers experienced it as impossible to do in the online environment. There were diverse thoughts, such as not being an essential strategy in the online classroom, or not possible to do it in the online environment since students were easily distracted or not very active in the process. We can conclude that even though all teachers valued building positive relationships in the classroom as their responses to open-ended questions showed, not all of them believed this could be done in the online environment. Yet still, it will be right to say either in online or face-to-face teaching & learning environments, learning and development are supposed to continue for the learners – not only academically, but also social-emotionally.

To validate the findings above and to learn more about the digital/online classroom management experiences of teachers, their stress factors in online classroom management were sought through Likert scale-type questions in the next section.

What Sources/Factors of Stress did Teachers Experience about Interpersonal Communication Processes in Digital/Online Classroom Management?

The opinions of teachers about the sources/factors of stress concerning interpersonal communication processes in online classroom management are presented below with frequency, mean, and standard deviation values.

Table 4. Teachers' opinions on the sources of stress in classroom management

	not at all (1)	to a small extent (2)	to some extent (3)	significantly (4)	extremely (5)		
	f	f	f	f	f	Mean	SD
Using the right technology fitting the needs	10	26	61	32	16	3,75	,73
Social isolation	19	25	61	30	10	3,77	,75
Monotony in teaching	22	43	51	24	5	3,83	,71
Lack of interaction with students	29	55	32	20	9	4,05	,68
Lack of interaction among students	20	42	44	29	10	3,90	,71
Dealing with behavioral problems	7	23	42	54	19	3,89	,67
Setting a positive climate for all students	5	17	47	52	24	3,87	,71

N: 145

Out of 145 participating teachers, 61 teachers stated that using the right technology fitting their needs was a source of stress to some extent, neither high nor low. Yet, 32 teachers found it a source of stress significantly, and 16 teachers stated it as extremely. This finding could be associated with the usage of EBA as mentioned before in the study. Teachers stated in their open-ended responses that they could easily find materials,

quizzes, and tests on EBA to promote academic learning in their classrooms. However, regarding the social-emotional dimension and behavior management, they emphasized that it was difficult to set and sustain it in online classroom management. Social isolation in a similar way and monotony in teaching were other sources of stress slightly pointing the needle higher and pointing to weaker social & emotional connections in online teaching & learning environments. They affect motivation, interaction, and engagement. Lack of interaction with students and lack of interaction among students as the sources of stress for teachers in online classroom management processes were obtained as the highest-level sources. Following them, dealing with behavioral problems, and setting a positive climate for all students were reported as close to high-level sources of stress for teachers in online classroom management.

Following the section, findings from open-ended coded questions concerning stress factors and protective factors in online classroom management are presented below.

With what Strategies could Teachers deal with the Sources/Factors of Stress in Digital/ Online Classroom Management Processes through The SEL Perspective?

In this section, from participants' open-ended responses, one source of stress was additionally obtained: learning gaps & adaptation problems. Teachers stated that due to several reasons during the remote education period, the differences among students regarding academic knowledge and skills, social-emotional skills, and cognitive skills grew. The ability to adapt to novel conditions also differed from student to student, which also influenced classroom management processes. The learning gap continued growing over time, and this brought novel problems into the teaching & learning environment. Furthermore, the adaptation problem grew concerning that. Other than the widening learning gaps & adaptation problem, the same sources of stress were reported as presented in the previous section. The protective factors and the strategies that teachers used to deal with the stress factors are presented in Table 5 under themes:

Table 5. Experiences of teachers in online classroom management processes taking the SEL perspective: Protective factors and strategies

Main themes: Protective factors	*f*	%	Sub-themes: Strategies taken
Sustaining communication	64	34,22	Keeping a positive & affectionate attitude
			Using a positive language
			Having one-to-one conversation
			Sparing time for classroom conversation
			Getting in touch with the parent
Rules & Expectations	57	30,48	Setting rules & expectations clearly
			Role modeling
			Using rewards and consequences
			Prioritizing the necessary steps (e.g., curriculum focused)
Motivating & Encouraging	48	25,66	Using an encouraging language
			Showing good examples (stories, videos, etc.)
			Reinforcing behavior
			Giving responsibilities (accomplishable)
			Using favorable techniques & tools (videos, games, songs, etc.)
Keeping hopeful	18	9,62	Feeling and showing hope
			Having and showing patience
			Expanding into time (especially due to learner adaptation differences/learning gaps)
			Getting continuous support from the counseling teacher
Total	187	100	

Sustaining communication, rules, and expectations, motivating and encouraging, and keeping hopeful were the protective factors against the stress factors given previously. However, teachers' responses showed that even though teachers believed those protective factors were effective, there were differences in their

perceptions regarding how well they implemented those in the online teaching & learning environment. Some teachers shared that they felt luckier if their class at the time of the remote education period was the same as the previous year. They stated that it made things easier for them to manage and lead because they already had an ongoing bond. Furthermore, those teachers stated that they experienced protective factors that worked better in those classes.

Finally, to the question inquiring about the willingness of teachers to participate in professional development opportunities regarding the subject matter; 76 participants stated that they wanted to benefit from any Professional Development (PD) activities/courses/programs on (online) classroom management and interpersonal communication processes whereas 69 participants stated that they did not want to take the PD activities. Teachers shared their desire to take the PD courses concerning the findings above, such as to better communicate with their learners, parents, and peers at school using both verbal and non-verbal languages effectively and making use of practical technological/digital tools. On the other hand, the teachers who shared that they did not want to take any PD courses stated their reasons as feeling exhausted after the experience of discovering/learning something in a limited time and then implementing it in the classroom, experiencing burnout after the remote education.

DISCUSSIONS AND CONCLUSION

Research on the consequences of the COVID-19 pandemic on K-12 and higher education levels together with the increasing use of digital technologies in education emphasize the need for more research on specific levels of education, courses, specific dimensions of teaching & learning, such as classroom management, and curriculum design (Wu, 2021) by prioritizing learners' competency and life skills development (Cho, Mansfield & Claughton, 2020; Johler et al., 2022).

The findings of the research questions are discussed below under two titles.

Classroom Management Strategies Incorporating SEL into Digital/Online Classroom Management

As an answer to how primary school teachers managed their digital classrooms by incorporating social and emotional learning in their classroom management practices, it was observed that most of the participants used the strategies above. The results indicated that most of them similarly led online classroom management processes to their face-to-face experiences. However, in their perceptions, even though they tried to use similar strategies, their effectiveness concerning each student in the class was diverse, e.g., less student focus and engagement. Teachers were not as satisfied with the outcomes of the strategies in the online classroom as they would have been in the face-to-face one since the nature of the online environment was different and the situation was difficult at the time. This could be explained by the urgent and unplanned shift to online education. This finding correlates with the findings of the other studies. That is, teachers found themselves in an urgent situation to conduct their lessons online, and they had to do it in a similar way to the face-to-face ones because that was what they knew best. In addition, differences among teachers and learners regarding technology use, infrastructure, digital literacies, and techno-pedagogy added to the problem (Addimando et al., 2021; Cardullo et al., 2021; Sari & Nayir, 2020). Thus, the findings in the study point to the need for promoting teachers' digital competencies and developing digital infrastructures in schools which allow for strengthening the social and emotional perspective in classroom management (Bzdok & Dunbar, 2022; Zancajo, Verger & Bolea, 2022). That would promote meeting the diverse needs and expectations of learners. Moreover, this kind of approach would increase the effectiveness of the teacher in digital classrooms positively impacting student engagement, focus, and achievement (Durlak et al., 2011; Gueldner et al., 2020) whether in case of a remote education need or not.

Findings showed that most participants worked hard to provide a setting based on positive interpersonal relations in the online classroom and spared time to build rapport by preparing before the lesson with activities and materials. From a sociological perspective, since teaching and learning processes involve connecting and building relationships in the classroom as a micro-system of society, teachers need to maintain a high level of motivation and student engagement in addition to the didactic and formal learning aspects of the classroom

with certain procedures and materials (Addimando et al., 2021; Zimmerman, 2020). Having in mind that "clear rules and routines have been a classroom management cornerstone as long as classroom management has existed" (Johler et al., 2022: 9), and according to the participants in this study, connecting classroom management rules to digital/online classroom incorporating SEL wasn't much different from their traditional classroom practices. Thus, the participants in the study spared time to provide a classroom setting both for and with their students even though they could not get the desired outcomes. Another specific point here, getting prepared for online classrooms with enriched materials and activities might take a much longer time according to research papers and exchanges with professionals. In this context, two issues are highlighted to be considered. Firstly, while getting prepared for the lesson, one shouldn't lose focus on "developing an online learning experience" for learners rather than just doing online content delivery (Basilaia & Kvavadze, 2020). Secondly, this kind of experience creation needs system support, peer support, and the support of the school culture (Kern & Wehmeyer, 2021). In this regard, it can be expressed that ready-to-use materials, as provided by EBA, could support teachers' work if they continue to be provided through diverse channels, such as on a nationwide level (e.g., supported by EBA), local level (supported by the directorate of national education), or on a school level among peers with the support of the school administration. Those materials could be varied and enriched by meeting various needs occurring in classrooms, that is, not only for academic gains but also for the social &emotional development of the learners.

The findings indicated that the use of online ready-to-use materials and activities made processes easier and more effective for teachers. However, as mentioned above, the differences among teachers regarding technology use in the profession and elements of techno-pedagogy created differences among implementations which influenced student learning (Senturk et al., 2021). It can be explained that supporting teachers "to adopt educational leadership through new perspectives to learning" to foster "students' motivation, engagement, self-regulated learning skills, and academic achievement" in online learning environments could be helpful (Duzgun, 2022: 12). As another strategy related, using both formative and summative feedback effectively was effective in teaching and learning (Adarkwah, 2021). The participating teachers mostly tried to implement the strategy in their online classrooms. However, when they reflected upon their performance, they found themselves more effective with the strategy in traditional/face-to-face classrooms compared to online management. Here, it can be claimed that teachers' act of reflecting upon their performances plays an important role in their professional growth. In the data obtained from open-ended coded questions, teachers mostly referred to their face-to-face classroom practices by comparing them with their digital management processes. While this was not the main goal of the study, it was examined and included in the study since it helped describe the complexities of the process with the strengths and weaknesses of teachers as they perceived. Besides, to improve competencies in digital classroom management, research highlights some necessary skills and attitudes of teachers, such as reflecting upon their performances, being open to becoming learners themselves, taking some risks, and adopting a curious attitude (Johler et al., 2022), practice, and collaboration in a community (Desimone, 2009), which defines the cycle of continuous learning and improving.

Preventing disruptions in the classroom proactively without disrupting teaching & learning was a crucial part of classroom management (Baker, Gentry & Larmer, 2016). Most of the participating teachers reported trying to prevent any disruptions with routines and procedures by setting rules and routines from the beginning, role-modeling, promoting desirable behavior, and focusing on the behavior itself with its consequences. However, it was not easy in the online classroom due to the lack of digital skills' mastery. They reported there were small distractions and inappropriate use of technology at times, and no serious recurring problems. This finding corresponds to Johler et al. (2022)'s findings in the Norwegian context that with clear structures, instructions, and routines, disruptions decrease. However, in the current study, participants still reported they felt a lack of some skills to promote behavioral development in digital/online teaching and learning environments. Another similar yet crucial strategy in classroom management to create and sustain a nourishing learning environment was responding to occurring disruptions with strategies. In this one, again, it was seen that participants were not feeling as confident and competent in behavior management in the online classroom as they did in the face-to-face ones. The research shows that the development of social-behavioral skills in learners is associated with positive relationships with others and higher active learning engagement (Bierman et al., 2018; Dolighan & Owen, 2021). However, it was more challenging to support

interpersonal relations and engagement in online classroom management as it is gleaned from remote education experiences (Brooks et al., 2020; Sari & Nayir, 2021). Teachers in the study had some difficulties in promoting and sustaining interaction among students in the classroom climate. This is a notable finding that in a systematic review of the past and future technology in classroom management and school discipline (Cho et al., 2020), it was revealed that more papers on classroom management incorporating SEL are needed in the literature to improve the practices of this school of thought. The emotional awareness of teachers is a contributing factor to effective teaching & learning (Duzgun, 2022), hence, it impacts social and emotional literacy and the climate of the online classroom.

Concerning the use of communication techniques from being assertive to negotiation, even though the question focused on the practices in online classroom management, the findings also included face-to-face ones. Besides, some teachers did not or could not use the techniques due to difficulties and the need for support on how to implement them in the digital classroom. This can be explained by the fact that the digital classroom management context is novel to many teachers and schools let alone using effective management strategies incorporating SEL. A systematic review on causes, prevention, and interventions regarding classroom disruptions in digital teaching (Meinokat & Wagner, 2022) which examined articles from the last 20 years revealed that even though "the research on classroom management, in general, is numerous, the connection between digitization and classroom disruptions has received little attention so far". Moreover, developing students' behavior, developing interpersonal relations, and dealing with disruptions cannot be handled independently from the social and emotional dimension of classroom management either face-to-face or digital/online classroom. Therefore, having Evertson and Weinstein's (2006) effective classroom management in mind, which depicts classroom management as the actions teachers take to create an environment that supports and facilitates both academic and social-emotional learning, the strength of the current study lies in connecting and focusing on digital/online classroom management with the perspective of SEL.

Lastly, in the study, approximately one-third of the participants stated that they needed to develop their classroom management competencies and manage interpersonal communication better. They specifically stated that they would like to strengthen their communication skills, negotiation techniques, and classroom management and leadership skills. This finding can also be interpreted concerning the novel context of digital teaching and learning by many teachers and schools. However, not only in the remote education period, research in the last 10 years has highlighted the up-front problem of communication and interpersonal relations in digital classroom management (Boyaci, 2010; Cho et al., 2020; Johler et al., 2022). As a notable finding in the study, this is not a case experienced with novel teachers in the profession since the current study included participants from different groups, such as teachers in the early years of the profession or experienced teachers in the profession. Upon the analysis, teachers from different groups such as from the early, middle, and later years of the profession, all reported that they would like to strengthen those aforementioned skills concerning interpersonal communication in digital classroom management. The question of how it can be achieved could have several answers, such as through various professional development opportunities including simulations. Technology-rich content in digital/online classroom management could be effective in teacher training and professional learning, such as videos, databases, and interactive simulations (Cho et al., 2020). To detail, interactive simulations could be varied, for example, using scales on student misbehavior (Li & Titsworth, 2015), and managing virtual classrooms with students of different needs (Muir et al., 2013; Pas et al., 2016).

Protective Factors and Strategies against Stress Factors in Digital/Online Classroom Management

Following classroom management strategies incorporating SEL, stress factors in managing and leading classrooms & interpersonal communication processes, and the protective factors with strategies that teachers adopted were investigated. Those sources of stress that teachers experience affect classroom management, teachers' self-efficacy, and student outcomes (Marquez et al., 2016). Hence, protective factors and strategies are needed. Findings in the study indicated that using some protective factors and strategies helped teachers manage a positive online classroom climate in the process. Yet, managing and leading an online classroom

brought a novel context to the teaching and learning paradigm. Besides, the situation and conditions were somewhat not planned and not desirable when schools and teachers first met in digital classrooms in the context of the pandemic. That is why the stress factors in the current study included various topics from physical elements to abstract notions (Sokal, Trudel & Babb, 2020a; 2020b; Stamatis, 2021; Trudel, Sokal & Babb, 2021). To cope with the stress factors, teachers turned to some protective factors, such as sustaining communication, fostering rules, motivating continuously, and keeping hopeful. Even though teachers were not as satisfied with the process and outcomes regarding online classroom management as they would have been in their face-to-face classrooms, this can be concluded as a silver lining to the need and acceptance of further improvement in online classroom management processes.

Reflection on the future of education and learning proposes learning from the COVID-19 pandemic "to fundamentally rethink and innovate education systems", which highlights that there is going to be "an integrated and balanced way of learning" (OECD, 2021). This approach includes learning academic skills, social and emotional skills, and other life skills such as digital skills in the school years in a balanced and integrated way. As another notable finding, apart from negative associations between pandemic time and online teaching experiences, it can be concluded from the study that primary school teachers are open to improving their competencies in managing online teaching.

Overall, the current study utilizing both quantitative and qualitative data explored how primary school teachers managed their digital classrooms while incorporating social and emotional learning into their classroom management practices. Based on the findings, further research is recommended to explore how to create a positive teaching and learning environment online taking the SEL approach with practical guidelines and applicable/transferrable tools. It is also recommended to explore classroom management incorporating SEL at different school levels. Moreover, it is recommended in the study that training, workshops, and peer communities can be arranged on different levels as PD opportunities for teachers. For school-level implementations, it is recommended that school leaders and teachers focus on the specific needs and expectations in their schools; they can set SMART steps to plan and proceed on how to better make use of digital technologies in their schools. As Banoglu and Gumus (2022) state, creating "a vision and strategies for ICT integration in teaching and learning" on the school level by collaborating with the stakeholders might be very helpful. On a higher level, supporting teachers with ready-to-use materials for each lesson/course on nationwide online networks/platforms, such as the EBA platform, could continue to be enriched since teachers find this kind of online platform very practical and helpful. Furthermore, it is recommended for all levels (school level and higher) and to researchers that content and tools for developing social & emotional skills, and behavioral skills of primary school students can be enriched, varied, and increased.

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