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Teachers' perspectives on unwanted student behaviors before, during, and after the pandemic: A classroom management evaluation

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Abstract

This study examines primary school teachers' perspectives on undesirable student behaviors across three phases: before, during, and after the pandemic, with a focus on classroom management. Although challenges in student behavior are longstanding, the pandemic introduced unprecedented disruptions, yet research has not fully captured educators' experiences across this timeline. Addressing this gap, the study employed a phenomenological design within qualitative methodology to explore these evolving classroom dynamics. Data were gathered from interviews with 18 primary school teachers and analyzed using descriptive statistics. Findings indicate that during distance education, issues such as unfamiliarity with digital systems, technological limitations, low motivation, communication difficulties, and limited family engagement hindered effective classroom management. Pre-existing problems related to cognition, motivation, communication, and discipline intensified during this period. Upon returning to in-person instruction, teachers observed that the drawbacks of remote education outweighed its benefits. Concerns most frequently cited included diminished student concentration, reduced engagement, weakened interpersonal interactions, learning disparities, assessment challenges, and excessive dependence on technology. Teachers also reported a noticeable decline in attention span and social skills. Based on these insights, participants offered recommendations for education stakeholders to better support classroom management post-pandemic.

Keywords: Attention; classroom management; communication; motivation; student behavior

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1. INTRODUCTION

Education and training, which are indispensable for the development of the individual, are not only the transfer of knowledge but also the process of making individuals useful to society by developing the desired behavior. The aim of education is not only to provide individuals with knowledge and skills, but also to make individuals valuable in terms of character (Çakmak et al., 2008). When we consider the education process, there are many goals aimed to be gained by the individual. The first of these goals is to gain good individuals with ideal human qualities under the concepts of various attitudes, knowledge, skills, and behaviors (Özatalay, 2007).

Classroom management and self-discipline in the classroom is known as an obvious fact that educational strategies, which include both educational and behavioral management, play a major role in their success (Güner, 2011; Guangbao & Timothy 2021; Li et al., 2024). The dimensions that constitute the work areas of classroom management are classified as field dominance, purposeful behavior, classroom leadership, planning, and communication with the class (Çubukçu & Girmen, 2008). Classroom management is generally defined as an area where teachers undertake one of the most challenging roles and constantly report that they need additional support (Reinke et al., 2011).

Effective classroom management should be used not only to control behavior but also to create supportive learning environments that can respond to changing and complex needs (Çayır et al., 2022; Gräber, 2023). A good classroom management discipline should include routines for instructional and non-instructional tasks, the flow of instruction during transitions between lessons, the classroom environment, and learning arrangements (Can & Baksi, 2014; König et al., 2023).

When the literature is examined, it is seen that the effects of undesirable behaviors are directly related to classroom management (Ekici, 2008; Ocaççı & Samancı, 2019). If the rules that will prevent undesirable behaviors are not available in the education system, it will not be functional even if the best and most up-to-date curriculum is used to provide teaching. (Dada & Okunade, 2014). First of all, conflicts in the classroom will cause the teacher to spend a lot of time solving the problems that arise instead of using time to teach. Undesirable behaviors of students in a classroom can negatively affect all aspects of a positive classroom environment (Dada & Okunade, 2014).

The COVID-19 pandemic has affected education all over the world, forcing teachers to urgently adapt to online learning and teaching environments (Hargreaves & Fullan, 2020; Pecenkovic & Kodric, 2021). Teachers have encountered some unforeseen challenges while trying to adapt to online learning in an unprepared manner (Adsız & Dinçer 2025; Gabdrakhmanova et al., 2020; Choi et al., 2021; Bhuyan, 2021; Al Badi et al., 2023). At the beginning of the process, teachers' unfamiliarity with online education created a challenging factor (Whalen, 2021). In addition, teachers had difficulties in fulfilling professional duties such as lesson planning, teacher evaluation, communication with parents, and differentiated instruction in the online environment (Marshall et al., 2020).

While effective classroom management skills are already necessary under normal conditions, the normal functioning of schools is disrupted in major crises such as epidemics or natural disasters (Akgün, 2011). Such conditions necessitate the transition to distance education and make classroom management skills more critical for various reasons (Goldman et al., 2021). While managing this process, it has become more critical for the teacher to communicate more with students, focus on social support, and encourage family participation.

The class management style and techniques conducted before the pandemic have taken a different form with the return to the new normal life after the pandemic. It has been determined that the difficulties experienced by class teachers in distance education are much more than the benefits (Yılmaz & Yılmaz, 2023). The online education model conducted remotely has caused problematic changes in students' in-class and out-of-class behaviors. The in-class techniques used in face-to-face education have become ineffective in online education, and the new normal returned after the pandemic has revealed a different student profile

that will cause disruptions in class management in the education process (Ercozkun & Ada, 2014). It has been noticed that there is a serious deficiency in class management all over the world, and it is expected that this situation will create a serious problem in the future.

1.1. Related research

In the study titled "Unwanted Behaviors of Primary School Students" by Akyavuz (2019), which determined the unwanted student behaviors, the effects of these behaviors, and the coping methods of teachers, the most common problem encountered by teachers as unwanted student behavior was expressed as speaking without having the right to speak. According to the school principals who participated in the study conducted by Hamilton et al., (2020), the most frequently mentioned restrictive factors were: students' lack of internet access, the difficulty of providing equal education to all students, and the inability to communicate with students and families in distance education.

Goldman et al., (2021) also stated in their research that in major crises such as natural disasters, the normal functioning of schools is disrupted, such conditions necessitate a transition to distance education and make classroom management skills more critical for various reasons. Akalın (2015) evaluated the views and needs of inclusive class teachers regarding classroom management. The findings obtained from the research show that classroom teachers working in inclusive classes have "limitations in knowledge and skills regarding inclusive practices" and have "difficulties in classroom management" in inclusive classes.

Erol et al., (2010) analyzed the incidents encountered in classroom management, teacher reactions, and their effects on students. As a result of the research, it was seen that the classroom incidents that students could not forget generally occurred in high school as an educational level, in mathematics as a course type, and in strictly controlled classrooms as a classroom behavior environment. The incidents were generally student-related, and the top three were "talking and laughing in class", "disinterest in the course", and "failing the course". It was revealed that teachers' reactions to these incidents were generally negative, and they were not effective against the problems that arose in the classroom environment.

Arslan and Şumuer (2020) addressed the classroom management problems encountered by teachers in virtual classrooms during the COVID-19 period. As a result of the research, it was seen that teachers most frequently experienced problems in the hardware and software components of the physical order dimension and the teaching evaluation components of the plan-program activities dimension. Some of the problems experienced by teachers were clustered in issues such as external noise, internet connection, access to the lesson, insufficient digital content, lack of interaction, short lesson duration, voice transmission, privacy and security, and inappropriate use of software.

Toran and Akkuş (2016) conducted an evaluation of preschool teachers' classroom management skills in the TRNC. The results of the study revealed that there was no difference in the classroom management skills of preschool teachers in terms of gender, in-service training, age range of students, and number of students in the class. However, differences were found between variables such as level of education, graduation program, and professional experience.

1.2. Purpose of study

The purpose of this research was to evaluate teachers' opinions on undesirable student behaviors before, during, and after the pandemic within the scope of classroom management. The following research questions were created in line with the purpose of the research.

1. How was classroom management done before the pandemic?
2. What were the problems and causes of classroom management before the pandemic?
3. What are the problems and causes of classroom management that emerged during the pandemic?
4. What are the common and different problems in classroom management encountered before and after the pandemic?

2. METHOD AND MATERIALS

In this section of the study, information is given on the research method, data collection tools, study group, ethical principles, and data evaluation.

2.1. Research design

This study, which aimed to determine the studies in the literature on problems in classroom management regarding undesirable student behaviors that occurred before and after the pandemic, and the opinions of teachers regarding these behaviors, aims to use the qualitative method as a research method. Qualitative research aims to discover the meanings and experiences that individuals or groups attribute to social or individual problems (Azungah, 2018). Phenomenological design, one of the qualitative data collection tools, was used in the study. Phenomenological design is a qualitative research design that emphasizes the perceptions and experiences of individuals from their perspectives (Aspers, 2009). This study was designed in the "descriptive phenomenology" design as it attempted to describe teachers' opinions on undesirable student behaviors they encountered in the classroom before, during, and after the pandemic, the effects of these behaviors, and the methods they used to cope with them.

2.2. Participants

The study group consisted of teachers who observed changes in student behavior and perceived this as a problem. The study group consisted of a total of 18 teachers, including classes and branches, who worked in randomly selected state primary schools in the Turkish Republic of Northern Cyprus in the 2022-2023 academic year and volunteered to participate in the study. The participants consisted of 12 classes, 2 music, 1 physical education, 2 art, and 1 English teacher. 16 of the teachers who participated in the study were female, and 2 were male. The professional seniority of the teachers ranged from 5 to 32 years.

2.3. Data collection tools

The opinions and experiences of class and branch teachers regarding undesirable student behaviors within the scope of classroom management in education practices before, during, and after the pandemic, an interview form consisting of 5 questions was prepared by the researcher. Considering the objectives of the research, items related to the classroom management competency standards of primary school teachers were determined using various local and foreign sources for the preparation of the questions. During the preparation of the interview questions; (a) the relevant subject area was scanned, questions were written in line with the findings, (b) opinions and judgments were obtained from two academicians about the interview questions and their suitability in terms of scope and form was checked, (c) the interview questions were finalized and made ready for application.

2.4. Ethical consideration

During the data collection phase, the teachers who formed the study group were informed about the content of the study. The teachers who were consulted were promised that their opinions would not be shared with other people or institutions. All teachers declared that they participated in the study voluntarily. The research data were created impartially, and ethical principles were adhered to during the writing phase.

2.5. Procedure

During the data collection phase, questions prepared in line with the interview method, one of the qualitative research methods, were applied to the sample group one-on-one by the researcher. During the interview, audio recordings were made with the permission of the participants, and notes were taken. Interviews were conducted face-to-face with some teachers participating in the research, and with some teachers in a digital environment. The interview questions were directed to the teachers participating in the research in the same order and without any guidance.

2.6. Data analysis technique

As a result of the data obtained through face-to-face and online interviews, firstly, the responses were converted into writing in a digital environment, and a table was created. At this stage, the descriptive analysis method was used. Descriptive analysis aims to present the data collected as a result of interviews and observations to the reader in an organized and interpreted manner (Marshall, 1996). The research data were categorized through tables created according to the descriptive analysis method. Then, the data were converted into tables. The texts determined were preserved, analyzed, and interpreted in line with the purpose of the research, and the answers were compared and examined with each other and with the literature. Direct quotes from the teachers' responses were coded as K1, K2, K3, K4...

3. RESULTS

In this section, the responses given by the teachers to the interview questions are presented by categorizing them in tables and making direct quotes from the teachers' opinions.

3.1. What were the classroom management problems you experienced regarding student behavior before the pandemic?

Table 1

Problems related to student behavior within the scope of classroom management before the pandemic

Themes	Categories
Cognitive Domain	– Level difference – Learning disability – Not raising a hand due to a lack of knowledge
Motivation	– Distraction – Inability to focus – Concentration problem – Reluctant behaviors – Profile of the tired student – Dealing with extracurricular matters – Not raising a hand even though they know the answer to a question – Constantly asking for permission for needs such as the toilet, canteen, etc.
Developmental Area	– Students with special needs – Students with attention deficit hyperactivity disorder (ADHD)
Communication	– Communication problems between students
Social Area	– socially incompatible Students – Bullying culture – Large class sizes – Students complaining about each other
Discipline	– Failure to comply with order, discipline, and rules – Do not speak without permission – Not doing homework on time – Disrespect towards the teacher – Students who disrupt classroom order
Sharing	– Sharing a problem among some students

Table 1 categorizes the problems related to student behavior within the scope of classroom management of the teachers who participated in the study before the pandemic. The problematic behaviors observed and experienced by the teachers were grouped under the themes of "Cognitive Domain", "Motivation", "Developmental Domain", "Communication", "Social Domain", "Discipline", and "Sharing". The opinions of some of the teachers who participated in the study are given below with direct quotes.

K8: "The desired efficiency from the lessons was not at the desired level due to the crowded classes." K12: "I was having difficulties in classroom management because the large number of classes caused students' attention to be distracted early." K18: "Students talking during the lesson and constantly asking for permission." K15: Children with attention deficit and hyperactivity problems caused me to have difficulties in classroom management." K3: "Before the pandemic, there were 2-3 students in the class with ADHD, children with special education, and children with behavioral problems who had difficulties in classroom management."

In his research, Kılıç (2020) revealed that the most common difficulties teachers face when using measurement and evaluation methods are crowded classes and a lack of time.

Crowded classes affect students' learning strategies due to the lack of classes and teachers in public primary schools. Teachers also have difficulty in crowded classes due to reasons such as students not being able to be controlled. Situations such as postponing homework, shortening study periods, and neglecting lessons can reduce learning efficiency and negatively affect academic success (Dada & Okunade, 2014).

3.2. What new problems did you encounter in classroom management regarding student behavior during the pandemic?

Table 2

During the pandemic, Problems in classroom management regarding student behavior during distance education

Problems that existed before the pandemic and increased during distance education during the pandemic	Students' attention span has decreased.	
	Motivation	Focusing problem increased There were more dropouts from classes Students started getting bored earlier Concentration times halved
Problems that arose during distance education during the pandemic	Communication	Students' communication difficulties with teachers and each other have increased
	Discipline	Failure to fulfill homework responsibilities
Problems that arose during distance education during the pandemic	Sharing	The difficulty of sharing has increased
	Social Area	Tendency towards violence increased
Problems that arose during distance education during the pandemic	Unfamiliarity and ignorance towards the distance education system	
	Anxiety and uncertainty about the educational process	
Problems that arose during distance education during the pandemic	Problems experienced by students who do not have technological devices or the internet	
	Students who do not attend classes even though they have the opportunity	
Problems that arose during distance education during the pandemic	Difficulties experienced by students in accessing information	
	Failure to properly conduct an academic evaluation	
Problems that arose during distance education during the pandemic	Failure to maintain discipline	
	Students spend more time with technological devices	
Problems that arose during distance education during the pandemic	Putting the responsibility of homework on the shoulders of families rather than students	

Table 2 shows the problems of the teachers participating in the study that existed before the pandemic and increased during distance education during the pandemic. The issues that arose during distance education during the pandemic have been categorized. The opinions of some teachers who participated in the research are given below with direct quotes.

K7: "We experienced unfamiliarity and ignorance towards the online education system that we did not know and were not used to before. Fear, anxiety, and uncertainty about the process were prevalent. We experienced the financial difficulties experienced by students who did not have a computer or tablet. Some students and families could not use online education efficiently." K8: "During the online education we conducted during the pandemic, there was an increase in the number of children with special education needs. Children moved away from taking responsibility. Families started to fulfill responsibilities instead of children. This was achieved by constantly questioning the teacher. Children are integrated with the characteristics of being more bored, not wanting to do homework, and not being able to set goals."

The increase in the time spent at home and the distance from the classroom environment during the distance education process, which is an unusual experience for students, affects children's responsibility and motivation to learn (Mutdoğan & Mutdoğan, 2022). In the study conducted by Sarı and Nayır (2020), it was determined that teachers had problems with classroom management because they did not have enough knowledge and experience in distance education. According to the study conducted by Yaşar (2021), a decrease in students' attention span and motivation levels was expected during the adaptation process to school after the pandemic.

3.3. What are the different problems you have encountered regarding student behavior in terms of classroom management during the transition to face-to-face education after the pandemic?

Table 3

Teachers' opinions on the problems encountered in classroom management during the transition to face-to-face education after the pandemic

Themes	Categories
Changes in Cognitive Domain	– Not understanding what you read
	– Serious problems at the perception levels
	– Difficulties with expressive language
	– The level difference has reached a high level
	– There was a decrease in vocabulary
Motivation and Concentration	– His lack of concentration and focus problems have reached serious levels.
	– Lack of interest in the lesson
	– Don't get bored with writing
	– Getting bored of sitting in line
	– Not wanting to read
	– Don't get tired easily and don't give up
	– Individualization
Changes in the Social Field	– Decrease in social skills
	– Technology addiction
	– Fear, anxiety, and stress disorders occurred
	– Forgetting the rules and disobedience started
Discipline Problems	– Increase in unwanted disrespectful behavior
	– Get up and walk around
	– Put your feet up on the table
Psychomotor Changes	– Eating during class
	– Underdeveloped motor skills
	– Restricted and slow movements
	– Decreases in psychomotor skills

Table 3 categorizes the different problems in classroom management that the teachers participating in the study encountered regarding student behavior during the transition to face-to-face education after the pandemic. The problems are grouped under the themes of "Changes in the Cognitive Domain", "Problems in the Motivation and Concentration Domain", "Changes in the Social Domain", "Disciplinary Problems", and "Psychomotor Changes". The opinions of some of the teachers participating in the study are given below with direct quotes.

K4: " Serious cognitive problems have begun to occur in children's perceptions. We have serious problems with learning, understanding, and expressing skills. When they returned to the classroom, they had difficulties like those who have just learned to walk." K13; "Comprehension problems started to emerge more. There are problems in their ability to imagine the abstract expressions that are taught..." K15: "They did not want to do homework. Afterwards, I observe that most students exhibit behaviors such as detachment from the education process, unwillingness, and disinterest in learning." K11: "Children's attention span in class has decreased." K 4: "The tendency towards violence has increased, and their face-to-face communication skills have declined considerably." K9: "Most of the students

get bored with sitting at the desk after a while because they are used to being at home.” K 9: “Most of the students get tired quickly because they are inadequate in letter and line studies.”

Marshall et al. (2020) stated that not all students actively participated in distance education, but all of them received the highest grades. In addition, Yeşilyurt (2021) concluded that the level of validity and reliability in the field of measurement and evaluation during distance education was lower than during face-to-face education. The finding that, with the Covid-19 pandemic, the school could not fulfill its educational mission within the framework of knowledge transfer, while at the same time it could not meet the socialization needs of individuals, is consistent with the literature. (Colao et al., 2020; Wang et al., 2020).

3.4. Are the problems you have experienced regarding student behavior and classroom management continuing during the transition to face-to-face education after the pandemic?

Table 4

Teachers' opinions on the contributions and problems of distance education in classroom management during the transition to face-to-face education after the pandemic.

Contributions	–	Students can use technology to their advantage
	–	Learning to access digital resources
	–	Students who miss school and their friends are more willing to participate in activities.
Problems	–	Academic success rate decreases as the time spent concentrating on the lesson decreases.
	–	Repetition is required many times because students' attention level has decreased.
	–	The teacher has to make more effort to attract attention.
	–	Students who have hyperactive behavioral disorders and cannot control their anger
	–	Questioning student profile
	–	Antisociality caused by exposure to phones and tablets
	–	Technology addiction formation
	–	Bullying caused by violent games
	–	Irritability caused by not being able to socialize
	–	Violating disciplinary rules
	–	Unwanted behavior of students who do not follow the rules
	–	Increased intra-class differences
	–	Don't act self-willed
	–	Procrastination (Don't write in class and say you'll write at home)
	–	Problems with respect, waiting one's turn, and patience

Table 4 categorizes the opinions of the teachers participating in the study regarding the contributions and problems of distance education in classroom management during the transition to face-to-face education after the pandemic. When the contributions and problems of distance education in the context of classroom management were evaluated during the transition to face-to-face education after the pandemic, it was determined that the problems outweighed the contributions, according to teachers. The opinions of some teachers who participated in the research are given below with direct quotes.

K13: “Since there is a loss of motivation, attention spans have also decreased. We need to make extra effort to keep students' attention.” K10: “During the pandemic, there were cognitive, sensory, and psychomotor differences between students who were cared for at home and those who were left alone, and this can only be balanced by determining the levels of these students and carrying out studies according to their levels.”

After the pandemic, students' motivation and concentration problems have become more apparent. It has been observed that students had difficulty focusing on the computer screen and staying silent for long periods during distance education. Therefore, students could find many reasons to distract themselves (Stamatis, 2021). In this regard, it should be taken into account that a decrease in students' attention span and motivation levels is expected during the post-pandemic adaptation process to school (Yaşar, 2021).

3.5. What are your suggestions for the problems you encounter regarding student behavior in the context of classroom management after the pandemic?

Table 5.

Teacher suggestions regarding problems encountered in classroom management regarding student behavior after the pandemic

To the School Administration Recommendations for	–	Artistic activities should be increased within the school.
	–	Students should be encouraged to participate in social activities at school.
	–	Lesson durations should be reduced
	–	Sports activities should be increased
	–	A period of adaptation and integration to school should be created.
	–	Environmental education should be given
	–	Parents should be made aware
	–	Compensatory education should be provided to students who need it.
National Education Recommendations for	–	Seminars should be given to families and students on the use of technological devices.
	–	The number of special education and guidance teachers in schools should be increased.
	–	The number of classes should be increased
	–	Education should be provided in diluted classes
	–	Student-centered education where students are more active
	–	Psychological support should be provided to the school
	–	Foreign students should be provided with separate language education
To Class Teachers Recommendations for	–	Class activities should be carried out to instill a sense of responsibility.
	–	Group work, observation, and self-expression should be emphasized.
	–	Group activities that improve communication skills should be increased.
	–	Students who need help should be directed to a guidance counselor.
	–	Individuals with special needs should be directed to a special education teacher.
	–	Teachers should cooperate with families
	–	Teachers should be able to use technology effectively in the classroom.
	–	In-service training should be received on the use of technology

Table 5 categorizes the suggestions of the teachers participating in the study regarding the problems encountered in classroom management regarding student behavior after the pandemic. The suggestions are grouped under 3 themes: "Recommendations for School Management", "Recommendations for the Ministry of National Education", and "Recommendations for Classroom Teachers". The opinions of some teachers who participated in the research are given below with direct quotes.

K15: "Activities that can be done outdoors should be increased to develop social relationships." K6: "It would be beneficial to direct children away from technological devices such as tablets or phones and to sports activities where they can spend their energy in better ways." K13: "The most important thing is to reduce the number of students. Solving problems with 33 students becomes difficult." K8: "...In this regard, the education system should also be updated and there should be student-centered education where children are active." K14: "Schools need a psychologist

to solve the problems experienced due to the changes in families and their children due to the development of technology.” K10: “Group work, observation, and self-expression activities should be emphasized.”

4. CONCLUSION

The findings addressing the problems faced by classroom teachers before, during, and after the pandemic, the contributions and problems of distance education largely coincide with the findings of the literature review.

It has been determined that the difficulties experienced by classroom teachers in distance education are more than the benefits. There has been a sense of unfamiliarity and ignorance towards the distance education system, which was not previously familiar and never experienced by both the student, the teacher, and the family. Since it is not known how long the pandemic will last, what it will bring, and how it will progress, there has also been anxiety and uncertainty about the education process. Due to inequality of opportunity, the difficulties experienced by students who do not have technological devices and the internet, students who do not connect to the lesson due to reluctance or insufficient family control despite having the opportunity, the difficulties experienced by students in accessing information due to the teacher or the student not being able to use technology well, and the failure to properly conduct academic evaluations since it is not certain whether the child or the family is doing the assigned homework, have been encountered as negative factors.

The cognitive, motivational, developmental, communication, social, and disciplinary areas before the pandemic have increased significantly after the pandemic, in line with the findings obtained, and new problems have emerged. The problems categorized as level difference and learning difficulties in the cognitive domain theme have been moved to a higher dimension, and problems such as not understanding what is read, serious problems in perception levels, difficulties in expressive language, and decreases in vocabulary have developed. In the field of motivation and concentration, the problems have reached serious dimensions, and problems of reluctance due to lack of motivation, such as disinterest in the lesson, getting bored of writing, getting bored of sitting at a desk, not wanting to read, getting tired quickly, and giving up have increased. In the social domain, which is of great importance to the environment, individualization has occurred after a long period of isolation at home, social skills have regressed due to being away from the social environment, technology addiction has emerged due to being exposed to technological devices for a long time, and within the scope of the health measures brought by the pandemic, fear of sharing, anxiety and concern about contracting diseases, and in addition to these, stress disorders have occurred. One of the leading concepts of classroom management, within the scope of discipline, getting used to the comfort of online education, an increase in unwanted disrespectful behaviors due to being away from the classroom environment, forgetting the rules, and disobedience have occurred to a much greater extent compared to the pre-pandemic period. In the psychomotor field, which is an important area related to development, especially in age groups that are in a critical period for the development of motor skills, staying at home during the pandemic and preferring digital games at home instead of physical activities outside due to technological devices being more attractive, caused motor skills to not develop and psychomotor skills to regress.

When the pros and cons of distance education were evaluated during the transition to face-to-face education after the pandemic, the problems it brought in terms of classroom management were much more than the contributions. In terms of classroom management, concentration and interest levels, interaction, communication, level difference, measurement-evaluation, and dependence on technology were the issues that classroom teachers complained about the most. Since the time to focus on the lesson decreased, the academic success rate also decreased, and since the students' attention level decreased, it was necessary to repeat it many times, and the teacher had to make more effort to attract attention. The asociality caused by exposure to phones and tablets, and the irritability caused by not being able to socialize, occurred. Differences within the classroom were observed to a high extent. The inadequacy of some teachers in using technology effectively and the fact that teachers and families did not receive any training on distance education before

this process came to the fore as problems. In addition, families' attitudes and knowledge towards distance education affect the process negatively or positively.

Finally, suggestions were made for the school administration, the Ministry of National Education, and class teachers, and judgments were made on what to do in this direction. It was suggested that the school administration could provide various aids by increasing social, artistic, and sports activities and providing educational support to students in need. As for the Ministry of National Education, suggestions were made such as providing students with a more qualified education by decreasing the number of students in the class and increasing the number of existing classes, contributing to equal opportunities by providing language education to those whose native language is not Turkish, assigning special education teachers to schools for students with special needs instead of class teachers whose area of expertise is not special education and increasing the number of guidance teachers assigned to all schools. It was suggested that the class teacher, who is the primary center of the class management, should be provided with training in the skills of using technology effectively to make the lesson more attractive and to benefit the students.

5. RECOMMENDATIONS

In line with the research findings, the following recommendations were made;

This study was conducted with 18 primary school teachers using the qualitative research method. It may be recommended to expand the sample group and use the quantitative method in future studies. In addition, student and parent opinions may be included in the studies to be conducted. Various club activities should be organized in areas such as artistic activities and sports activities to improve students' social skills and increase their interaction with their social environment, and to develop their psychomotor skills. To eliminate learning losses among students that occurred during the pandemic process, compensation and extracurricular support programs appropriate to the needs of the students should be organized to minimize the level difference between students. It is recommended that teachers be made aware to ensure fair and objective measurement and evaluation during distance education. It is recommended that classroom teachers be provided with training that includes different strategies for effective classroom management that will facilitate classroom management and that will develop their technology skills. In addition, teachers should be allowed to conduct research that will create opportunities to eliminate their identified deficiencies in classroom management and to develop their classroom management skills. Students should be encouraged to be more active with practices such as reducing lesson times in primary school, organizing the lesson program in a balanced way, and including important topics in the lesson programs. Teachers should encourage students to actively use technology in their learning processes by providing them with opportunities such as online research, using interactive educational materials, and game-based education.

Conflict of interest: No potential conflict of interest was reported by the authors.

Ethical Approval: The study adheres to the ethical guidelines for conducting research.

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