

Investigation of the Relationship Between Decision-Making Skills and Self-Regulation Skills of Classroom Teachers*

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Abstract

In this study, it is aimed to examine the relationship between classroom teachers' decision-making skills and self-regulation skills in the direction of the mixed research method. This study is conducted with explanatory sequential design, one of the mixed research designs. The first stage of the study, quantitative study, is conducted with the classroom teachers working in Aziziye, Palandöken and Yakutiye countries of Erzurum province in 2018-2019 academic years. The quantitative dimension of the study was conducted with 345 primary school teachers selected with the purposive sampling method, and the qualitative dimension was conducted with 50 classroom teachers selected with purposeful sampling among the teachers in the study group. The quantitative data were collected through the "Melbourne Decision-Making Questionnaire" and the "Self-Regulation Questionnaire", and the qualitative data were collected through the "Structured Interview Protocol". According to the quantitative findings obtained from the study, it has been determined that self-regulation skills have a negative relationship with self-esteem in decision-making and have a positive relationship with decision styles. However, the self-monitoring sub-dimension of self-regulation has been found to be the most powerful predictor of decision-making skills. From the analysis of the structured interview protocols applied in the qualitative dimension, it has been seen that the teachers think that there is a relationship between self-regulation and decision-making skills and they more likely evaluate this relationship as self-regulation skill predicts the decision-making skills. Accordingly, it has been determined that the findings obtained through qualitative methods explain and support the quantitative findings.

Keywords: Decision-making skills, self-regulation skills, decision, classroom teacher, mixed method.

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Sınıf Öğretmenlerinin Karar Verme Becerileri ile Öz Düzenleme Becerileri Arasındaki İlişkinin İncelenmesi

Öz

Bu araştırmada, sınıf öğretmenlerinin karar verme becerileri ile öz düzenleme becerileri arasındaki ilişkinin karma araştırma yöntemi doğrultusunda incelenmesi amaçlanmıştır. Bu araştırma, karma araştırma yöntemlerinden olan açımlayıcı sıralı desen çerçevesinde yürütülmüştür. Araştırmanın ilk aşaması olan nicel çalışma, 2018-2019 eğitim-öğretim yılında Erzurum ili Aziziye, Palandöken ve Yakutiye ilçelerinde bulunan sınıf öğretmenleri ile gerçekleştirilmiştir. Araştırmanın nicel boyutu, amaçlı örnekleme yöntemiyle belirlenen 345 sınıf öğretmeni, nitel boyutu ise çalışma grubundaki öğretmenler arasından amaçlı örnekleme yoluyla seçilen 50 sınıf öğretmeni ile yürütülmüştür. Araştırmanın nicel verileri “Melbourne Karar Verme Ölçeği” ve “Öz Düzenleme Ölçeği” ile nitel verileri ise araştırmacı tarafından hazırlanan “Yapılandırılmış Görüşme Formu” aracılığıyla toplanmıştır. Araştırmadan elde edilen nicel bulgular doğrultusunda öz düzenleme becerisinin karar vermede öz saygı ile negatif, karar stilleri ile pozitif ilişkisi olduğu saptanmıştır. Bununla birlikte karar verme becerisinin en güçlü yordayıcısının öz düzenleme alt boyutlarından öz izleme olduğu tespit edilmiştir. Nitel boyutta uygulanan yapılandırılmış görüşme formlarının analizinden ise öğretmenlerin öz düzenleme becerisi ve karar verme becerisi arasında ilişki olduğunu düşündükleri görülmüştür. Bununla birlikte öğretmenlerin karar verme becerisi ile öz düzenleme becerisi arasındaki ilişkiyi daha çok öz düzenleme becerisinin karar verme becerisini yordaması yönünde değerlendirdikleri analiz edilmiştir. Elde edilen sonuçlar doğrultusunda nitel yöntemlerle elde edilen bulguların nicel bulguları açıkladığı ve desteklediği belirlenmiştir.

Anahtar Kelimeler: Karar verme becerisi, öz düzenleme becerisi, karar, sınıf öğretmeni, karma yöntem.

Introduction

Teachers are of great importance in the realization of educational activities, the training of individuals and the creation of qualified societies. This importance requires teachers to have some professional competencies (Ertuğrul, 2006). One of these competencies is the ability to make decisions (Barutçugil, 2002) because teachers are the most important decision-makers of education and training processes (Englert and Semmel, 1983).

Decision-making skill means that one can choose and apply the most suitable alternative for him/herself among multiple options for solving a problem (Demirbaş-Nemli, 2018). In this context, the necessity that the teachers have decision-making skills is related to the fact that they encounter different options at every stage of teaching. For example, teachers should make the most appropriate educational decision in case of which method or material will be used, how the assessment will be made, what assignment will be given or what purpose will be followed (Eskiocak, 2005). Therefore, the integration of decision-making into teaching is considered as the professional activity that teachers do continuously before, during and after a lesson (Shavelson, 1983).

Teachers' decisions are important because they guide both education and learning outcomes (Klimczak, Balli and Wedman, 1995). At this point, it should not be ignored that teachers' decisions may be affected by some factors. Orlich et al. argue that these factors may be related to the educational ideologies of the state, the

individual differences of students and the characteristics of the school in which they work, as well as the characteristics of teachers (as cited in Eskiocak, 2005). When the literature is examined, it is seen in the studies that teachers' participation in the decisions changes according to some factors. In the related studies, there are studies that conclude that the level of participation of female teachers in decisions in terms of gender variable is high (Tuncer and Bahadır, 2017), there are significant differences in favor of male teachers in studies, as well. Gılıç (2015) argues that this may be due to the patriarchal structure of Turkish society. On the other hand, Kuku and Taylor (2002) found in their study that the levels of participation in decision-making of the teachers with 11-20 years of professional seniority were higher as teachers' participation in decisions could be related to their professional seniority. In addition, it was stated that teachers involving in decision-making could be more open to changes and innovations in education (Thien and Adams, 2019). In addition to these studies, some of the studies related to the decision-making skills of teachers in the literature are related to the decision styles of teachers (Çorapçı, 2015; Kırgil, 2015; Vanlommel, Vanhoof and Petegem, 2016). Research shows that teachers have high self-esteem in decision-making and teachers generally adopt a careful decision-making style (Temel, 2015). However, some of the skills that teachers have can affect how they make decisions and their beliefs about how their decisions are concluded. At this point, Özkurt (2013) stated that the empathic skills of teachers may negatively affect logical decisions, while Develioğlu (2006) underlines that problem-solving skills will benefit the individual to make rational decisions. In line with the related studies, it is thought that the skills gained affect the right decision making and the decision-making processes. Based on the belief that individual characteristics may have an impact on decision-making skills, it is seen that self-regulation skills are mentioned when the literature is examined because, according to the researchers, individuals with self-regulation skills can act more effectively in the decision-making process (Güler, 2015) and make independent decisions (Çelik-Ercoşkun and Köse, 2014). Aksoy and Tozduman-Yaralı (2017) think that self-regulation is the basis of decision-making and making a choice as self-regulation implies that individuals can control their emotions, thoughts, and behaviors in order to achieve their goals (Zimmerman, 2002). In other words, self-regulation is to be able to direct and regulate our behavior (Senemoğlu, 2010). Based on the current findings, it is thought that there may be a relationship between decision-making and self-regulation. However, as a result of the literature review, it is seen that there are not enough studies on teachers' decision-making skills and self-regulation skills. As it is thought that the quality of education may change depending on teachers' decisions, it is predicted that examining the decision-making skills of classroom teachers will contribute to the studies related to teachers' professional competencies. In addition, it is considered that addressing a variable that may be the predictor of the decision-making skills aimed at gaining individuals will contribute to increasing the effectiveness of education processes. In this context, the study aimed to examine the relationships between classroom teachers' decision-making skills and self-regulation skills in line with the findings obtained from the mixed research method, and the answers to the following questions were sought:

1. Is there a relationship between classroom teachers' decision-making skills and self-regulation skills?

2. Are self-regulation skills of classroom teachers the predictors of decision-making skills?
3. What are classroom teachers' views on decision-making and self-regulation skills?
4. How are the findings of the predictive effect of self-regulation skills on decision-making skills explained by the findings of the interview process?

Methodology

Research Design

The aim of this study was to investigate the relationship between classroom teachers' decision-making skills and self-regulation skills. The mixed method research is a type of research that allows both quantitative and qualitative data to be collected, combined, and thus concluded, so that research problems can be comprehensively comprehended (Creswell, 2017; Johnson, Onwuegbuzie and Turner, 2007). The reasons for using mixed method research in the study are related to multiple reasons called triangulation, complementarity and expansion. Thus, it is aimed to validate, complete and expand the relationships and orientations in the data obtained as a result of quantitative statistics with qualitative data (Greene, Caracelli and Graham, 1989).

Research Sample

The research population consists of classroom teachers working in the central districts of a city located in the east of Turkey in the 2018-2019 academic years. In accordance with the research carried out with the exploratory sequential pattern technique based on this universe, a two-step path was followed in determining the study group. At this point, Creswell and Plano-Clark (2015) emphasize that in the studies aiming to explain the results obtained from the quantitative part, first the quantitative sample should be determined and the participants who will form the qualitative dimension should be composed of individuals in the quantitative dimension. According to them, the participants in the qualitative part should form a subset of the sample participating in the quantitative part. In this direction, firstly, the quantitative sample was determined and then the participants to form the qualitative dimension were selected among the individuals in the quantitative sample. In both stages of the study, convenience sampling method among purposeful sampling methods was preferred in order to speed up and provide practicality to the study and to prevent loss of time and labor (Yıldırım and Şimşek, 2013). Accordingly, the sample constituting the quantitative dimension was determined as 345 classroom teachers. The qualitative dimension was carried out with 50 classroom teachers selected on a voluntary basis.

The Validity and Reliability of the Study

Since this research is conducted within the framework of a mixed method, the procedures performed to ensure its validity and reliability are specified in quantitative and qualitative dimensions. Accordingly, for the "Melbourne Decision Making Questionnaire" used in the quantitative dimension, Deniz (2004) concluded that the reliability coefficients were between $r = .68$ and $r = .87$, in addition, he conducted validity studies using the content validity and convergent and

discriminant validity method. Regarding the "Self-Regulation Scale", factor analysis was conducted to determine the construct validity, and exploratory factor analysis was applied to reveal that the variables included in the factor analysis were collected on how many factors. In exploratory factor analysis, Kaiser-Meyer-Olkin (KMO) value was found to be, 91 (Aydın, Özer-Keskin and Yel, 2013).

In the preparation of the structured interview form used in the qualitative dimension of the research, the relevant literature was taken into consideration and expert opinion was consulted to ensure the validity, comprehensiveness and content validity of the research. The reliability of the questions in the process of obtaining expert opinions was calculated according to the formula of Miles and Huberman (1994). Accordingly, the coefficient of concordance was found to be 1.00. The results showed that the questions in the interview form can be used with high reliability. For the interview form prepared, a pilot study was conducted with 5 classroom teachers on a voluntary basis. After the arrangements made after the pilot implementation, the interview form was finalized.

In order to ensure the construct validity of the studies carried out within the framework of the case study, it is expected that the study report is read to a person from whom the data has been collected and how the results are obtained in order to ensure internal validity should be clearly stated. In this study, a chain of evidence was formed for the data collected to ensure the construct validity, and then the report of the research was read to one of the individuals from whom the data was collected. In addition to this, internal validity has been tried to be provided by presenting the inferences clearly in a conceptual framework and showing the views of the participants on the subject without commenting directly under the themes. In addition, it is aimed to provide reliability by providing detailed descriptions and frequent use of direct quotations (Yıldırım and Şimşek, 2013).

Data Collection Tools

Qualitative and quantitative data collection tools were used in the study. In this respect, quantitative data were obtained through the "Melbourne Decision Making Questionnaire" and "Self-Regulation Questionnaire", and qualitative data were obtained through a structured interview protocol prepared by the researcher. Data collection tools are described in detail below.

Melbourne decision-making questionnaire. Developed by Mann et al. (1998) and adapted to Turkish by Deniz (2004) was used in the study in order to measure the decision-making skills of classroom teachers. In the first part of the scale, which consists of two parts, 6 items aim to measure self-esteem in decision-making (self-confidence) and 22 items in the second part aim to measure decision-making styles. Scoring the items of the scale with 4 sub-dimensions including vigilance (6 items), buck-passing (6 items), procrastination (5 items) and hypervigilance (5 items) decision-making style, are True for me = 2, Sometimes True = 1, Not True for me = 0. Deniz (2004) concluded that the reliability coefficients were between $r = .68$ and $r = .87$, in addition, he conducted validity studies using the content validity and convergent and discriminant validity method.

Self-regulation questionnaire. Developed by Brown, Miller and Lawendowski (1999) and adapted to Turkish by Aydın (2012) was used to measure the self-regulation skills of classroom teachers in the study. The scale consists of 51

items and is a five-point Likert scale, which is scored between “Strongly disagree” and “Strongly agree”. The scale has three sub-dimensions: self-reinforcement, self-monitoring and self-assessment. Regarding the “Self-Regulation Scale”, factor analysis was conducted to determine the construct validity, and exploratory factor analysis was applied to reveal that the variables included in the factor analysis were collected on how many factors. In exploratory factor analysis, Kaiser-Meyer-Olkin (KMO) value was found to be, 91 (Aydın, Özer-Keskin and Yel, 2013).

Structured interview protocol. In order to determine the opinions of classroom teachers about decision-making skills and self-regulation skills, four open-ended questions are included in the interview protocol prepared by the researcher. In the preparation of the structured interview form used in the qualitative dimension of the research, the relevant literature was taken into consideration and expert opinion was consulted to ensure the validity, comprehensiveness and content validity of the research. The reliability of the questions in the process of obtaining expert opinions was calculated according to the formula of Miles and Huberman (1994). Accordingly, the coefficient of concordance was found to be 1.00. The results showed that the questions in the interview form can be used with high reliability. For the interview form prepared, a pilot study was conducted with 5 classroom teachers on a voluntary basis. After the arrangements made after the pilot implementation, the interview form was finalized.

Data Analysis

Since the exploratory sequential pattern was used in the study, data analysis was performed in accordance with this model. Accordingly, firstly quantitative data and then qualitative data were analyzed. Finally, quantitative and qualitative data were correlated (Creswell, 2017). SPSS.22 software was used to analyze the quantitative data of the study. Extreme value analysis was primarily conducted on the data on the “Melbourne Decision Making Scale” and the “Self-Regulation Scale” applied to classroom teachers. In the analysis, the data of 16 participants were excluded from the data set due to their extreme value. Median, arithmetic mean, z scores, skewness and kurtosis values were calculated in order to determine whether normality condition was fulfilled, and the data had normal distribution (Büyüköztürk, 2011). From this point of view, the quantitative dimension of the research was analyzed by the Pearson Product Moment Correlation and regression analysis.

Content analysis was used to analyze the qualitative data of the study. Since the data collected in the content analysis technique are conceptualized, the themes and categories identified are determined in detail (Yıldırım and Şimşek 2013). In the analysis of the data obtained in this study, the views expressed by 12% and more of the participants were taken into consideration and the findings were examined and listed under the themes identified. In the analysis of the data, teachers were coded as Ö1, Ö2, ... Ö49, Ö50, and direct quotations were included in the presentation of the findings.

Results

Results of Quantitative Data

Findings on the relationship between classroom teachers' decision-making skills and self-regulation skills. The results of the Pearson Product Moment Correlation conducted to determine whether there is a significant relationship between classroom teachers' decision-making skills and self-regulation skills are presented in Table 1.

Table 1

Correlation Analysis Results related to the Relationship Between Decision-Making Skills and Self-Regulation Skills

	Self-reinforcement	Self-monitoring	Self-evaluation	Self-regulation Total Score
Self-respect in Decision-Making	-.366**	-.551**	.127*	-.504**
Vigilance	-.417**	-.387**	.113*	-.444**
Buck Passing	.275**	.445**	.052**	.400**
Procrastination	.223**	.483**	.006**	.397**
Hypervigilance	.264**	.570**	.030**	.465**
Decision-Making Styles	.142**	.449**	.011**	.331**
Total Score				

(** : $p < .01$, * : $p < .05$)

When Table 1 is examined, while there is a negative and significant relationship between self-esteem and self-reinforcement, self-monitoring and self-regulation total scores, there is a positive and significant relationship between self-esteem and decision-making. In addition, when the relationship between self-regulation skills and decision-making styles is examined, it can be seen from Table 1 that there is a positive and significant relationship between total scores of decision-making styles and self-reinforcement, but there is not a significant relationship between self-monitoring and self-regulation total scores.

Findings related to classroom teachers' self-regulation skills predicting their decision-making skills. According to multiple regression analysis was used in order to determine whether the scores of the classroom teachers from the Self-Regulation Skills questionnaire predicted their decision-making skills. Accordingly, findings related to self-regulation skills predicting self-esteem and decision styles in decision-making were determined and presented in Table 2 and Table 3.

Table 2

Findings Regarding Self-Regulation Skills' Predicting Self-Esteem in Decision Making

Model	Variable	B	Standard error	β	t	p
Model 1	Constant	8.943	.593**		15.087	.000**
	Self-monitoring	.101**	.008**	.551**	11.949	.000**
Model 2	Constant	7.714	.763**		10.117	.000**
	Self-monitoring	.101**	.008**	.549**	11.993	.000**
	Self-evaluation	.105**	.042**	.116**	2.531	.012**

(Model 1: $R = .551$, $R^2 = .304$, $F = 142.784$, $p < .01$; Model 2: $R = .563$, $R^2 = .317$, $F = 6.406$, $p < .01$)

According to Table 2, self-monitoring explains 30.4% of the variance of self-esteem in decision-making (Model 1: $R=.551$, $R^2=.304$, $F=142.784$, $p<.01$). In other words, it can be understood that the most powerful predictor of self-esteem in decision-making is the self-monitoring among the sub-dimensions of self-regulation skills. Moreover, the self-esteem variance value increased to 31.7% in decision-making due to the effect of self-evaluation dimension and contributed 1.3% to explaining self-esteem variance in decision-making (Model 2: $R=.563$, $R^2=.317$, $F=6.406$, $p<.01$). This is interpreted as a change of 1 unit in the self-monitoring dimension that will result in $-.101$ change in self-esteem in decision-making and a change of 1 unit in the self-evaluation dimensions will result in $.105$ change in self-esteem in decision-making.

Table 3
Findings Regarding Self-Regulation Skills' Predicting Self-Esteem in Decision-Making

Model	Variable	B	Standard error	β	t	p
Model 1	Constant	8.210	1.890		4.343	.000**
	Self-monitoring	.246**	.027**	.449**	9.075	.000**
Model 2	Constant	14.384	2.901		4.958	.000**
	Self-monitoring	.297**	.033**	.542**	9.129	.000**
	Self-reinforcement	.085**	.031**	.165**	2.785	.006**

According to Table 3, self-monitoring explains 20.1% of the variance regarding the total score of decision-making styles (Model 1: $R=.449$, $R^2=.201$, $F=82.361$, $p<.01$). In other words, it can be understood that the most powerful predictor of total scores of decision-making is the self-monitoring among the sub-dimensions of self-regulation skills. In addition, with the effect of the self-reinforcement dimension, the variance value of the total score of decision-making styles increased to 22% and it contributes 1.9% to the explanation of the variance related to decision-making styles (Model 2: $R=.469$, $R^2=.220$, $F=45.909$, $p<.01$). This situation is interpreted as a change of 1 unit in the self-monitoring dimension will result in a $.297$ change in the total score of decision-making styles and a change of 1 unit in the self-reinforcement dimension will result in a change of $-.085$ units in the decision-making total score.

Results of Qualitative

Datafindings related to classroom teachers' opinions on decision-making and self-regulation skills. *The views of classroom teachers about decision-making skills:* Regarding decision-making skills, 72% (36) of the classroom teachers expressed their opinions on decision styles and 36% (14) expressed their opinions on self-esteem in decision-making. Teachers who expressed their opinions on decision styles stated that they could act vigilance, hypervigilance, procrastination and buck-passing. At this point, teachers who stated that they were trying to make more careful decisions underlined that they did research while making decisions, they took responsibility for their decisions, and they revised their decisions when

necessary. The opinion of one of the classroom teachers regarding this situation is as follows:

"I think about it thoroughly when I make a decision. I exchange information with experienced people who are related to the subject. After I filter the situation I have to decide with pros and cons, I make a decision"
(T, 26)

In the research, it is seen that the classroom teachers who give their opinions about self-esteem in decision-making rely on their decisions and think that their decisions have been concluded well. Accordingly, the opinion of a classroom teacher who considers himself/herself successful in decision-making is given below.

"I think I make good decisions most of the time. My decisions are generally good and clear that it reflects myself and makes me who I am, even if there are things that are not accepted by everyone." (T, 8)

In line with these opinions, it was found that classroom teachers generally evaluated the options realistically and tried to make their decisions in this way. Accordingly, it is an indicator that teachers try to make the right decision by considering individual and environmental factors and the positive and negative aspects of the events. On the other hand, it is thought that teachers' positive opinions about their self-esteem in decision-making may be the result of a rational approach in the decision-making process.

Importance of decision-making skills in terms of the teaching profession: The classroom teachers in the study think that decision-making skills are very important for the teachers in the professional sense. Based on the data obtained, 70% of teachers (35) evaluated the importance of this skill in terms of teacher leadership. The opinions of 30% (15) of the participants are related to the effect of decision-making skills on the process of making educational decisions. Evaluating the decision-making skills within the framework of teacher leadership, teachers stated that the decisions of educators are important in issues related to classroom management. In addition to this, they considered decision-making skills as professional competence and stated that they are role models for the students with the right decisions. The classroom teachers participating in the study underlined that they should make decisions at every stage of the educational process in terms of educational decisions, and that the accuracy of these decisions increases the quality of education. Some of the views of the classroom teachers about the relevant situations are as follows:

"Teachers' decisions affect education and training completely. It is extremely important that teachers have the ability to make decisions because the issues such as activities to be done, the choice of questions to be answered, and the decision of which teaching methods and techniques to use belong to the teacher." (T, 38)

Based on the views obtained, classroom teachers' views are generally related to the presence of leader behaviors in the education process and role models for their students. This can be considered to be the awareness of classroom teachers about decision-making, which is one of the teacher competencies and among the skills to be provided to the students.

Views of classroom teachers on self-regulation skills: Classroom teachers expressed their views on self-regulation processes, sub-dimensions of self-regulation skills and factors affecting self-regulation related to self-regulation skills. In this

context, 60% of the primary school teachers (30) underlined the first stage of the self-regulation process by referring to the planning of daily life in general and the setting of goals. The views of one of the teachers stating that this helped to make their lives easier and more organized are as follows:

“Planning is an indispensable situation that we have to do in every aspect of life. There is no way to complete daily routine tasks in an arbitrary life without planning, especially for working people. Therefore, I definitely make a plan in many areas of my life and before doing my work during the day.” (T, 11)

24% (12) of the classroom teachers who participated in the study expressed their opinions about the sub-dimensions of self-regulation. In this context, the participants stated that they made arrangements for their emotions, thoughts and behaviors. On the other hand, 16% of the participants (8) emphasized that this was affected by some individual and environmental factors, particularly emotional factors. The view of one of the classroom teachers participating in the research is as follows:

“Even though I plan on self-regulation, I think I have had inadequacies in implementing my plans. I can make changes in the short-term plans very quickly. I can't fully control myself to follow my plans. I cannot prevent my current emotions from exceeding the plans I made, rather than the plans.” (T, 6)

Based on the data obtained, it has been determined that classroom teachers give importance to self-regulation in order to make their daily life more planned and qualified, they especially resort to emotion regulation. At this point, it can be thought that there is a relationship in teachers expressing that they are more affected by emotion factors in self-regulation. In other words, it can be said that teachers tend to regulate emotions more as they are influenced by their emotions.

The importance of self-regulation skills in terms of the teaching profession: The classroom teachers participating in the study indicated the professional importance of self-regulation skills in terms of teachers, students, and educational planning. In this context, 62% of the participants (32) stated that self-regulation skill is professional competence and that teachers with this skill can be more successful. One of the classroom teachers stated the situation as follows:

“Self-regulation is an important factor that leads to success in the teaching profession. Being able to be planned and on the track in our works and being able to implement them both prevents confusion and enables us to progress to the target more confidently.” (T, 25)

16% (8) of the primary school teachers mentioned the importance of self-regulation skills based on the fact that education includes a pre-planned and defined process. At this point, the participants think that they will have the advantage of having self-regulation skills, particularly in the planning of education. On the other hand, 16% (8) of the class teachers who participated in the study stated that a self-regulated teacher would train qualified individuals as being role models for his/her students. The views on this subject are as follows:

“Self-regulation skills are very important for the teaching profession. Because teachers are the people who teach how to have self-regulation skills. By gaining this skill, students learn to organize themselves at school and at

home. Realizing how self-sufficient s/he is, s/he prepares plans and acts according to his/her goals." (T, 46)

Based on the opinions of classroom teachers, self-regulation skills were found to be very important for the teaching profession. At this point, the general opinion of the participants is that self-regulation skill, which is professional competence, is beneficial in determining the objectives of the education and in making the necessary planning. In addition, it is thought that a teacher with self-regulation skills will contribute to the training of qualified individuals and increase their professional success.

Evaluating the relationship between decision-making and self-regulation skills: In the study, it is seen that classroom teachers think that these skills have interrelationship, and they stated that these skills predict each other. In this context, 38% (19) stated that self-regulation predicted decision-making skills, 26% (13) stated that decision-making predicted self-regulation skills, and 26% (13) stated that there was an interrelation between two skills. The views of some of the teachers who state that self-regulation skill predicts decision-making skills are as follows:

"I think that individuals with high self-regulation skills behave smoothly in decision-making processes and are more willing and effective in making effective decisions." (T, 6)

"Self-regulation skills make decision-making a bit easier. It becomes easier to decide within a plan." (T, 42)

In the study, opinions that the decision-making skills predict the self-regulation skills were also expressed. Accordingly, teachers think that individuals who make the right decisions can make self-regulation in their emotions, thoughts and behaviors. In addition, it was stated that people who make effective decisions can have a planned and arranged life in line with their aims. In addition, teachers who think that there is an interrelationship between decision-making skills and self-regulation skills stated that these skills are interbedded and complete each other. The view of a teacher who emphasized that these skills are interdependent is as follows:

"Both concepts are actually too interconnected to be alone. While making the most appropriate decision while planning, we should not ignore planning while making the most appropriate decision." (T, 23)

Based on the research data, it was found that teachers think that there is a relationship between decision-making and self-regulation skills. At this point, the classroom teachers expressed their opinion that self-regulation skills predicted decision-making. In line with these opinions, it can be said that teachers have awareness about factors that may be effective in managing the decision-making process and making logical decisions and personal characteristics.

Discussion and Conclusion

The quantitative findings obtained in this study aimed to examine the relationship between classroom teachers' decision-making skills and self-regulation skills show that there is a significant relationship between decision-making and self-regulation skills. Findings suggest that self-regulation skills have a negative relationship with self-esteem and careful decision-making style in decision-making, and it has a positive relationship with buck-passing, procrastination and hypervigilance decision-making style. When the literature is reviewed, Vohs et al. (2008) reported that

decision-making and self-regulation skills come from the same basis and require energy, and thus may have a negative impact on each other, which is similar to the results of this study. However, Halama's (2017) determined in his study that careful decision-making has a positive relationship with self-regulation, which contradicts the findings of this study. Another finding obtained in the quantitative dimension of the study is related to the self-regulation skills' predicting decision-making skills. In this direction, it was determined that self-regulation skill predicts decision-making skills and self-monitoring is the most powerful predictor of decision-making among self-regulation sub-dimensions. In parallel with this finding, Aksoy and Tozduman-Yasar (2007) also state that self-regulation skills are the basis of decision-making. Similarly, according to Bauman, Sniezek and Buerkel (2001), self-regulation is one of the most important factors in decision-making. Based on these results, it is thought that the self-regulation skills of the individuals are beneficial for making the right decisions and directing the decision-making processes in a rational way. On the other hand, it can be said that the fact that self-monitoring dimension is the most powerful predictor of decision-making may be due to the similar characteristics of self-monitoring and decision-making process as self-monitoring is related to the awareness of individuals' desires, plans and goals. Therefore, it can be inferred that people who do self-monitoring towards their behaviors can better evaluate alternatives in the decision-making process.

Some of the findings obtained in the study are related to the data collected in the qualitative dimension. The opinions of the classroom teachers about decision-making skills were more related to their high self-esteem in decision-making and careful decision-making. The fact that Çorapçı (2015) found in their study that classroom teachers had high self-esteem in decision-making and careful decision-making styles supports the findings of this study. It is thought that this may be due to the positive relationship between careful decision-making and self-esteem in decision-making. Many studies in the literature have shown similar results (Arslan and Yılmaz 2015; Atsan 2017; Avşaroğlu and Üre 2007). In addition to the present findings, some of the opinions of classroom teachers are related to the importance of decision-making skills in terms of professional life. In this context, classroom teachers underline that they have important decision-making skills because they make educational decisions, and they are role models for the students. Based on these findings, it can be considered that teachers are aware of their decision-making skills. Another part of the findings in the qualitative dimension of the study is related to the opinions of classroom teachers about self-regulation skills. The teachers' opinions, at this point, are mostly about planning and setting goals. The fact that Saracaloğlu et al. (2017) found that classroom teachers used their planning and goal setting skills at a high level supports this finding. In addition to the current findings, the classroom teachers in the study stated that self-regulation skills are very necessary for teachers, students and education planning, and mentioned the professional importance of self-regulation skills. The fact that particularly self-regulation skills provide professional success in the participants' views is also in line with the studies in the literature. In this context, Ruban and Reis (2006) underline that professional success depends on the development of self-regulation skills.

In the qualitative dimension of the study, the opinions of classroom teachers about the relationship between decision-making and self-regulation skills were also

evaluated. Based on the relevant opinions, it can be said that participants think that there is a relationship between self-regulation and decision-making skills. In addition to this, classroom teachers evaluated the mentioned relationship as self-regulation predicted decision making more. According to them, taking into account personal and environmental factors, self-regulation can lead to more accurate results in situations in which individuals need to make decisions. The findings obtained at this point support the findings obtained from the quantitative data source. In other words, self-regulation skills of classroom teachers are one of the factors explaining decision-making, self-regulation is beneficial for making qualified decisions and there is a relationship between these skills parallel to the findings reached through quantitative analysis. When the literature is examined for the present result, it is seen that there is a limited number of studies dealing with the relationship between decision-making and self-regulation skills. Accordingly, Çelik-Ercoşkun and Köse (2014) think that people with high self-regulation skills can better evaluate their capacities and make their own decisions. Byrnes, Miller and Reynolds (1999) also draw attention to the impact of self-regulation on decision-making by expressing that individuals make decisions by setting targets and evaluating options for them. In addition to these studies confirming the predictive effect of self-regulation on decision-making skills, the qualitative findings were not supported by the literature since there was no direct qualitative finding in the literature. However, according to the results obtained from the limited number of studies and different data sources that will support the research, it can be said that self-regulation skills contribute to making the right decisions and teachers are aware of this issue.

In this study, the relationship between classroom teachers' decision-making skills and self-regulation skills was examined. Based on the findings, professional training can be organized to develop and support the mentioned skills of the teachers. In addition to this, when it is considered that decision-making and self-regulation skills can be taught and developed, elective courses related to these skills can be added to the curriculums of the faculties of education which train teachers in order to increase the awareness and competence of teachers. On the other hand, since the self-regulation skills of classroom teachers are seen to predict decision-making skills, new research with experimental designs can be conducted to reveal the cause of this situation. Since the results of the research may be derived from the sample characteristics and the findings in the literature that some factors affect the skills in question, the relationships between decision-making and self-regulation skills can be examined in terms of different variables.

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Araştırmanın Etik Taahhüt Metni

Yapılan bu çalışmada bilimsel, etik ve alıntı kurallarına uyulduğu; toplanan veriler üzerinde herhangi bir tahrifatın yapılmadığı, karşılaşılabilecek tüm etik ihlallerde "Cumhuriyet Uluslararası Eğitim Dergisi ve Editörünün" hiçbir sorumluluğunun olmadığı, tüm sorumluluğun Sorumlu Yazara ait olduğu ve bu çalışmanın herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiş olduğu sorumlu yazar tarafından taahhüt edilmiştir.

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