POSITIVE STUDENT BEHAVIOR MANAGEMENT PRACTICES AND TEACHERS' PERCEPTIONS OF THE SOCIO-EMOTIONAL CLIMATE IN THE CLASSROOM: RESEARCH IN PRIMARY SCHOOLS WITH ALBANIAN-LANGUAGE INSTRUCTION IN NORTH MACEDONIA

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Abstract

Positive student behavior management is an essential aspect of a teacher's work and can contribute to creating a supportive, safe, and emotionally positive learning environment. The purpose of this research was to examine the relationship between positive student behavior management practices and how teachers perceive the socio-emotional climate in their classrooms, within Albanian-language primary schools in North Macedonia.
The study employed a quantitative, cross-sectional, and correlational research design. The analysis included complete responses from 193 of the 200 participating teachers in Albanian-language primary schools across the municipalities of Tetovo, Gostivar, and Kichevo. Data were collected using a structured self-report questionnaire. Positive behavior management practices were examined across five domains: clearly defining expectations for student behavior, teaching and modeling desired behaviors, positive reinforcement, proactive classroom management, and constructive responses to inappropriate behavior. The socio-emotional climate in the classroom was examined through teacher-student relationships, emotional safety, respect and fairness, student belonging and cohesion, as well as open communication and support.
Teachers' responses indicated a high frequency of positive behavior management strategies ($M = 4.504$, $SD = 0.413$) and a positive socio-emotional climate within their classrooms ($M = 4.559$, $SD = 0.398$). The results showed a statistically significant positive correlation between the two overall scales ($\rho = .621$, $p < .001$). From this, we can conclude that teachers who reported more frequent use of positive behavior management strategies held more positive perceptions of the socio-emotional climate within their classrooms.

Keywords: positive behavior management, classroom management, socio-emotional classroom climate, Albanian-language education, North Macedonia.

1. Introduction

1.1. The Importance of Classroom Management

Classroom management entails organizing instructional activities, establishing rules and behavioral expectations, fostering student engagement, and responding to inappropriate behavior. Beyond the common perception that management is merely about controlling or preventing disruptive behavior, it involves creating an environment that promotes academic growth and supports students' social and emotional development (Evertson & Weinstein, 2006). Preventive practices and constructive responses to behavioral challenges are interconnected aspects of a teacher's work (Chow et al., 2024), while classroom management, as a whole, represents a fundamental component of quality teaching and teacher preparation (Emmer & Stough, 2001).
Recent research increasingly emphasizes the importance of positive approaches that focus on desired behaviors, positive reinforcement, and the development of supportive relationships. Implementing these practices fosters a positive socio-emotional climate and a sense of belonging among students in the classroom (Jennings & Greenberg, 2009; Wilkins et al., 2023).

Given the importance of classroom management, this study examined the relationship between positive behavior management practices-as reported by teachers-and their perceptions of the socio-emotional climate in Albanian-language primary school classrooms within the municipalities of Tetovo, Gostivar, and Kichevo, in the Republic of North Macedonia.

1.2. Positive Classroom Behavior Management

Positive classroom behavior management encompasses a set of preventive, supportive, and educational practices through which the teacher establishes behavioral expectations, teaches students how to behave appropriately, acknowledges positive behaviors, and responds constructively to behavioral issues. This approach treats behavior as something that is learned and developed through instruction and ongoing practice within the classroom.

In this research, positive behavior management practices are examined through five interrelated areas: clearly defining behavioral expectations, teaching and demonstrating desired behaviors, positive reinforcement, proactive classroom management, and responding constructively to inappropriate behaviors. Clear expectations help students understand the rules and ways to participate in learning activities, while the organization of work and the planning of transitions between activities aim to prevent behavioral difficulties (Evertson & Weinstein, 2006; Chow et al., 2024).

Clearly defining behavioral expectations, a cornerstone of successful classroom management, provides students with guidance on how to conduct themselves during daily activities. Everson and Weinstein (2006) and Chow et al. (2024) emphasize the importance of explaining and teaching rules and routines, rather than assuming that students are already familiar with them.

Teaching and demonstrating desired behaviors involves providing concrete examples and creating situations where students can practice the expected behaviors. The way a teacher communicates and responds in various situations serves as a model for students, in line with Bandura's (1986) social-cognitive theory. This theory emphasizes the importance of observation, modeling, and the interaction between the individual and their environment.

Promoting and valuing positive behaviors, known as positive reinforcement, occurs when teachers support and encourage desired actions through praise, positive feedback, and recognition of students' efforts, with the aim of ensuring these behaviors are repeated. According to Wilkins et al. (2023), positive reinforcement, healthy relationships, fair treatment of students, and the implementation of conflict management strategies all serve to strengthen a child's sense of belonging.

Preventive approaches to classroom management aim to reduce the likelihood of behavioral problems arising. This prevention is intended to occur naturally during the course of instructional activities-through the careful planning of transitions between activities, as well as through the sustained engagement of students. Chow et al. (2024) link the improvement of the learning process, along with increased student motivation and engagement, to preventive practices in classroom management.

Constructive responses to inappropriate behavior focus on improving a student's reactions and specific actions, using methods that avoid placing the student in situations where they might feel humiliated, insulted, or labeled. Once the origin and circumstances surrounding the unwanted behavior are understood, the teacher takes appropriate steps to guide the student toward improving that behavior. Wilkins et al. (2023) emphasize the importance of a disciplinary approach rooted in positive relationships and open, respectful communication within the classroom.

1.3. Socio-emotional climate in the classroom

The socio-emotional climate refers to the quality of relationships within the classroom, specifically, the emotional environment that emerges during classroom work and interaction. The socio-emotional climate is linked to the broader school climate, which encompasses the quality of interpersonal relationships, safety, the academic environment, and institutional structure (Wang & Degol, 2016; Thapa et al., 2013). Given the focus of this research, the study centers on the classroom climate, examining five domains through the perceptions of teachers.
Positive relationships between teachers and students are defined by trust, appreciation, and support-an interaction achieved through the teachers' application of social and emotional skills (Jennings & Greenberg, 2009). Such relationships are linked to students' academic achievement, behavior, motivation, and overall well-being (Emslander et al., 2025).
Emotional safety implies that students are free to express their opinions without fear of being ridiculed, humiliated, or rejected. They should feel secure enough to ask questions, as well as to make mistakes in the process of trying. This aspect is closely linked to the interpersonal relationships discussed in the literature on school climate (Thapa et al., 2013).
Respect and fair treatment entail valuing students' dignity and diversity, ensuring impartiality, and providing equal opportunities for inclusion. Wilkins et al. (2023) emphasize the importance of equity and methods that prevent exclusion in fostering a sense of belonging within educational environments.
A sense of belonging and cooperation in the classroom reflects the extent to which students perceive themselves as integral members of the classroom community and provide mutual support. Interpersonal relationships and social support are considered components of school climate and student belonging (Thapa et al., 2013; Wang & Degol, 2016; Wilkins et al., 2023).
Open communication and support provide students with the opportunity and space to share their concerns and problems, helping them feel heard and taken seriously. Jennings and Greenberg (2009) emphasize the teacher's role in fostering supportive relationships, while Wilkins et al. (2023) link teacher care and communication to the development of a sense of belonging within the educational environment.

1.4. The Link Between Positive Behavior Management and the Socio-Emotional Climate in the Classroom

Classroom management entails organizing behavior and creating conditions for students' academic and socio-emotional development (Evertson & Weinstein, 2006). The Prosocial Classroom model, developed by Jennings and Greenberg (2009), addresses the connections between these aspects by integrating teachers' social and emotional competencies, supportive relationships with students, effective management, and a positive classroom climate.
Drawing on the perspective of Wilkins et al. (2023), which posits that practices fostering a sense of belonging at school include positive reinforcement, teacher support, fairness, and communication for conflict resolution, we examined whether a more frequent use of positive behavior management practices (as reported by teachers) is associated with more positive perceptions of the socio-emotional climate in their classrooms. This association does not imply a causal relationship, as correlational data do not establish the direction of influence and cannot rule out the involvement of other factors.

Methodology

Research Aim and Objectives

The aim of this study is to examine the relationship between positive behavior management practices and teachers' perceptions of the socio-emotional climate in the classroom within Albanian-language primary schools in the municipalities of Tetovo, Gostivar, and Kichevo. Previous research has focused on school climate and its connection to safety, interpersonal relationships, student development, and educational outcomes (Thapa et al., 2013; Wang & Degol, 2016), as well as on classroom management, organization, student engagement, teacher-student relationships, and approaches to addressing inappropriate behavior (Chow et al., 2024). Focusing on the context of the schools involved, this research explores the reported level of positive behavior management practices, the assessment of the socio-emotional climate, and the relationship between these two factors.

The data are based on teachers' self-reports. The research examines how teachers evaluate the socio-emotional environment of the classrooms in which they work; it does not present direct assessments from the students themselves. This distinction is important for the interpretation of the results and for determining the limits of the conclusions that can be drawn from the research.

The specific objectives of the research are:

1. To determine the reported level of use of positive behavior management practices by teachers in Albanian-language primary schools.
2. To examine how teachers perceive the socio-emotional climate in their classrooms.
3. To analyze the relationship between positive behavior management practices and the perception of the socio-emotional climate in the classroom.

Research Questions

The research is guided by the following questions:

RQ1. What is the reported level of implementation of positive behavior management practices by teachers in Albanian-language primary schools in Tetovo, Gostivar, and Kichevo?

RQ2. How do teachers assess the socio-emotional climate in their classrooms?

RQ3. What is the relationship between positive behavior management practices-based on self-reported accounts-and teachers' assessments of the socio-emotional climate in the classroom?

Research Design

The research employed a quantitative approach with a correlational design, utilizing data collected through a single measurement point. To examine positive behavior management practices as reported by teachers, as well as their perceptions of the socio-emotional climate in the classroom, a structured questionnaire consisting of three sections was administered. The first section includes seven questions regarding demographic variables. The second section (Part B) focuses on positive behavior management practices; respondents indicated how frequently they used the practices described in the statements using a Likert scale (1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = always). Part B evaluates these practices through 20 items-four items for each of the following five dimensions: Dimension 1 - clear behavioral expectations; Dimension 2 - teaching and modeling expected behavior; Dimension 3 - positive reinforcement and encouragement; Dimension 4 - proactive classroom management; and Dimension 5 - constructive response to problematic behavior. Part C assesses teachers' perceptions of the socio-emotional climate in the classroom through 17 items across 5

dimensions: Dimension 1 - teacher-student relationships (3 items); Dimension 2 - emotional safety (3 items); Dimension 3 - respect and fairness (3 items); Dimension 4 - student belonging and cohesion (4 items); and Dimension 5 - open communication and support (4 items). Teachers evaluated this section by selecting from a Likert-type scale for each statement: 1 - strongly disagree, 2 - somewhat disagree, 3 - neither agree nor disagree, 4 - somewhat agree, and 5 - strongly agree. To assess the internal consistency of the questionnaire, a reliability analysis using Cronbach's alpha was conducted for each dimension separately. For the final analysis, due to missing responses in Part B, only the complete responses from participants were included.

Table 1. Internal consistency of the scales and sub-dimensions of the instrument

Dimension / Scale	**N**	**No. of questions**	**Cronbach's α**
B1 - Clear expectations for behavior	193	4	0.755
B2 - Teaching and modeling expected behavior	193	4	0.772
B3 - Positive reinforcement and encouragement	193	4	0.776
B4 - Preventive classroom management	193	4	0.800
B5 - Constructive response to problematic behavior	193	4	0.716
B - Behavior management practices (total)	193	**20**	**0.922**
C1 - Teacher-student relationships	193	3	0.783
C2 - Emotional security	193	3	0.595
C3 - Respect and justice	193	3	0.740
C4 - Student belonging and cohesion	193	4	0.824
C5 - Open communication and support	193	4	0.835
C - Perceived socio-emotional climate (total)	193	**17**	**0.915**

Note: N = 193; α = Cronbach's Alpha coefficient, calculated based on the original items of each scale.

As can be seen in Table 1, the reliability of the instrument was assessed using the complete responses from 193 participants. The results indicate very high internal consistency for the overall scale of behavior management practices (α = 0.922) and for the scale of perceived socio-emotional climate (α = 0.915). Regarding the sub-dimensions, the coefficient values range from 0.716 to 0.800, demonstrating acceptable to good consistency; the dimension "Constructive response to problematic behavior" shows the lowest consistency, at 0.716. Similar results are observed for the socio-emotional climate scale, although the "emotional safety" dimension exhibits low internal consistency (α = 0.595), warranting caution when interpreting results for this dimension.

Sample and Data Collection Procedure

This research involved 200 primary school teachers who teach in the Albanian language in the municipalities of Tetovo, Gostivar, and Kërçova, selected through non-probability sampling. The final analysis included 193 complete responses. An electronic questionnaire was

administered via the Google Forms platform, with the link distributed through schools and the researchers' professional contacts.

Statistical Procedures

For the purposes of this research, an analysis of the normality of score distributions was conducted to determine the appropriate statistical procedures to apply. Specifically, the Shapiro-Wilk test was used to assess the normality of the score distributions for both components. As shown in Table 2 and Plot 1, the scores for the "Behavior Management Practices" component deviate significantly from a normal distribution ($W = 0.915$, $p < 0.001$), with the skewness indicating that responses are concentrated primarily at the higher end of the scales. Similar results were observed for the "Perceived Socio-Emotional Climate" component ($W = 0.907$, $p < 0.001$). This concentration of scores can also be observed in the plots presented in Figures 1 and 2.

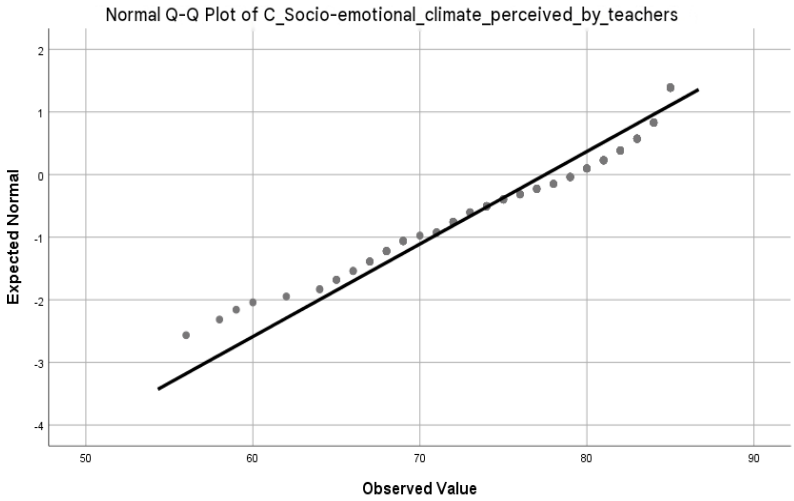
Table 2. Shapiro-Wilk test for the normality of score distribution

Scale	N	Shapiro-Wilk (W)	p	Skewness
B - Behavioral management practices	193	0.915	< 0.001	-1.055
C - Perceived socio-emotional climate	193	0.907	< 0.001	-0.793

Note. N = 193. For both scales, the Shapiro–Wilk test indicated a statistically significant deviation from a normal distribution ($p < 0.001$). The SPSS value of ".000" is reported as $p < 0.001$, not $p = 0.000$.



Graph 1. Normal Q-Q Plot of Behavior Management Practices



Graph 2. Normal Q-Q Plot of Socio-emotional climate percieved by teachers

Ethical Considerations

Teachers were informed about the purpose of the research, the voluntary nature of their participation, and the confidential handling of their responses, which would be used solely for research purposes.

Research Results

Based on the research objective and the research questions, the findings are presented by addressing each research question in sequence. The first research question aims to assess the extent to which teachers employ positive behavior management practices in the classroom. To address this, descriptive statistics were used to analyze the mean scores across the five dimensions of the first component. These were evaluated using a Likert scale, categorized as follows: low (M = 1.00 - 2.33), medium (M = 2.34 - 3.67), and high (M = 3.68 - 5.00). Based on the teachers' assessments-derived from the indicators included in the questionnaire-the results presented in Table 3 clearly indicate a high rating for the practices used in the classroom, with an overall mean of 4.504 (out of a maximum of 5). Notably, the dimension for "positive reinforcement and encouragement" received a mean score of 4.593.

Table 3. Descriptive statistics for positive behavior management practices

Dimension	N	M	SD	Min.	Maks.
B1 - Clear expectations for behavior	193	4.490	0.509	2.50	5.00
B2 - Teaching and modeling expected behavior	193	4.486	0.516	2.75	5.00
B3 - Positive reinforcement and encouragement	193	4.593	0.460	3.00	5.00
B4 - Preventive classroom management	193	4.411	0.546	2.50	5.00
B5 - Constructive response to problematic behavior	193	4.540	0.456	3.00	5.00
B - Behavior management practices (total)	**193**	**4.504**	**0.413**	**3.05**	**5.00**

Note: N = number of participants; M = mean; SD = standard deviation; Min. and Max. = observed minimum and maximum values. All statistics have been converted to a 1-5 Likert scale.

Regarding the second research question, concerning the level of the socio-emotional climate as perceived by teachers, descriptive statistics were employed by calculating the mean of responses across the five dimensions of the second component, assessed using a Likert scale. To facilitate a clearer interpretation of these mean scores, they were categorized into three groups: low (M = 1.00 - 2.33), moderate (M = 2.34 - 3.67), and high (M = 3.68 - 5.00). As shown in Table 4, Component C-Socio-emotional Climate, exhibits a high mean score of 4.559 (out of a maximum of 5), with the dimension of "open communication and support" recording the highest mean at 4.680. In summary, teachers rate the socio-emotional climate prevailing in their classrooms highly.

Table 4. Descriptive statistics for the socio-emotional climate as perceived by teachers (C)

Dimension	**N**	**M**	**SD**	**Min.**	**Maks.**
C1 - Teacher-student relationships	193	4.525	0.497	3.00	5.00
C2 - Emotional safety	193	4.530	0.531	2.00	5.00
C3 - Respect and fairness	193	4.563	0.487	3.33	5.00
C4 - Student belonging and cohesion	193	4.483	0.519	2.75	5.00
C5 - Open communication and support	193	4.680	0.417	3.25	5.00
C - Perceived socio-emotional climate (total)	**193**	**4.559**	**0.398**	**3.29**	**5.00**

Note: N = number of participants; M = arithmetic mean; SD = standard deviation; Min. and Max. = observed minimum and maximum values. All statistics have been converted to a 1-5 scale.

Next, we present the statistical analysis for the third research question, which examines the relationship between reported positive behavior management practices and the assessment of the socio-emotional climate in the classroom. Given that the distribution of scores deviates from a normal distribution, the Spearman correlation was used for this analysis. Table 5 displays the correlations between the dimensions, as well as the total scores, of positive behavior management practices and the dimensions, and total scores, of the socio-emotional climate in the classroom. The data indicate a positive and statistically significant association between positive behavior management practices and the socio-emotional climate as perceived by teachers ($\rho = .621$, $p < .001$). Although this finding is exploratory, it suggests that teachers who reported a higher frequency of using positive behavior management practices tend to rate the socio-emotional climate in their classrooms more positively. Examining the dimensions of the overall components, a positive correlation is generally observed between the two blocks, specifically between the dimension of "preventive management" and the overall socio-emotional climate (B4; $\rho = .567$), followed by "constructive response to problematic behavior" (B5; $\rho = .545$) and "teaching and modeling expected behavior" (B2; $\rho = .537$). On the other hand, the overall component of general behavior management practices showed a strong, positive association with "open communication and support" (C5; $\rho = .580$), followed by "student belonging and cohesion" (C4; $\rho = .551$). All correlations were found to be positive and statistically significant, suggesting a consistent pattern between the two blocks.

Table 5. Spearman correlations between dimensions of behavior management practices and the socio-emotional climate

Dimension	C1	C2	C3	C4	C5	C total
B1	0.405**	0.305**	0.346**	0.398**	0.405**	0.440**
Sig. (2-tailed)	< .001	< .001	< .001	< .001	< .001	< .001
B2	0.455**	0.402**	0.466**	0.489**	0.491**	0.537**
Sig. (2-tailed)	< .001	< .001	< .001	< .001	< .001	< .001
B3	0.431**	0.417**	0.443**	0.438**	0.513**	0.523**
Sig. (2-tailed)	< .001	< .001	< .001	< .001	< .001	< .001
B4	0.423**	0.408**	0.516**	0.510**	0.528**	0.567**
Sig. (2-tailed)	< .001	< .001	< .001	< .001	< .001	< .001
B5	0.434**	0.412**	0.396**	0.487**	0.516**	0.545**
Sig. (2-tailed)	< .001	< .001	< .001	< .001	< .001	< .001
B total	0.512**	0.458**	0.507**	0.551**	0.580**	0.621**
Sig. (2-tailed)	< .001	< .001	< .001	< .001	< .001	< .001

*Note: N = 193. The first row for each dimension presents the Spearman correlation coefficient (ρ), while the second row presents the statistical significance (p; two-tailed test). * p < .05; ** p < .01. All correlations shown have p < .001 and are marked with **.*

4. Discussion of Results

This section discusses the findings of the current research in relation to empirical evidence and theoretical support from international literature, focusing on three key aspects: the level of positive behavior management practices employed by teachers, their perceptions of the socio-emotional climate in the classroom, and the relationship between these two components. The results, derived from the responses of 193 primary school teachers-teaching in the Albanian language across the municipalities of Tetovo, Gostivar, and Kichevo-indicate high self-reported levels for both components, as well as a statistically significant correlation between them. Regarding the first component-the frequent use of behavior management practices (M = 4.504, SD = 0.413)-this high mean aligns with the systematic review by Simonsen et al. (2008). In their research, Simonsen et al. identified 20 classroom management practices supported by empirical evidence; however, this comparison pertains to the nature of the practices examined rather than their specific frequency of use, as the various studies reviewed did not utilize the same measurement instrument. The components that can be considered as theoretical underpinnings include the organization of the environment, the definition and teaching of behavioral expectations, the reinforcement of appropriate behaviors, and the use of strategies to reduce problematic behaviors. Among the five dimensions, the dimension of "positive reinforcement and encouragement" yielded the highest mean (M = 4.593, SD = 0.460), suggesting that, when it comes to positive practices, teachers focus primarily on recognizing and fostering desired behaviors. These findings align with the work of Sugai and Horner (2006), who note that teachers find it easier to implement mechanisms for the positive reinforcement of specific behaviors than to construct complex preventive structures. This may also explain the high mean for the dimension of "constructive response to problematic behavior" (M = 4.540, SD = 0.456)-a result consistent with the "prosocial classroom" model proposed by Jennings and Greenberg (2009), which posits that teachers' social and emotional competencies are closely linked to their ability to maintain supportive relationships. We approach this analysis with caution, as we did not directly measure the teachers' socio-emotional competencies; therefore, it is unclear whether the perception of their constructive responses stems from these competencies or from other professional and contextual factors. Although these results-which show a high level of reported positive behavior management

practices-address the first research question, they should not be equated with the quality or frequency of practices as directly observed in the classroom.
Regarding the second research question, teachers perceive the socio-emotional climate in their classrooms very positively (M = 4.559, SD = 0.398). According to Wang and Degol (2016), one of the constructs that shape school climate is precisely the quality of relationships and safety. In their model of the "Prosocial Classroom," Jennings and Greenberg (2009) emphasize that support for and communication with students depend directly on the teacher's individual self-efficacy-a variable we did not measure in this study. The dimensions of open communication and support (M = 4.680, SD = 0.417) and teacher-student relationships (M = 4.525, SD = 0.497) yielded high mean scores, suggesting that teachers perceive their interactions with students as supportive and open to communication. Roorda et al. (2011), in a meta-analysis of 99 studies, identified a positive link between the quality of teacher-student relationships and school engagement and achievement; however, that study did not directly measure open communication, whereas our study did not measure academic achievement. The dimension of student belonging and cohesion yielded a high mean score (M = 4.483, SD = 0.519). Nevertheless, according to Osterman (2000), supportive relationships between teachers and students are not necessarily experienced in the same way as the support received from peers.
The third research question aimed to assess the relationship between these two components. Correlation analysis confirmed a positive, moderate-to-strong, and statistically significant association ($\rho = 0.621$, $p < 0.001$), suggesting that the more teachers report using positive behavior management practices, the more they perceive a healthier socio-emotional environment. When broken down by dimension, preventive management showed the strongest association with the overall socio-emotional climate ($\rho = 0.567$, $p < 0.001$). This aligns with the findings of Bear (2010), who argues that structured prevention implemented by teachers creates a sense of security among students, which fosters a positive socio-emotional climate. Furthermore, the total management component showed a strong association with open and supportive communication ($\rho = 0.580$, $p < 0.001$) and student belonging ($\rho = 0.551$, $p < 0.001$). This is supported by the theory of Allen et al. (2013), which posits that supportive practices by teachers form the foundation for students' sense of belonging within the school environment.

5. Conclusion and further implications

The findings of this research suggest that teachers' professional development should encompass not only strategies for responding to problematic behaviors but also preventive practices and the cultivation of supportive relationships within the classroom. This is underscored by the relatively strong correlation between preventive management and the socio-emotional climate, indicating a need for greater focus on structuring the classroom environment. Furthermore, the link between behavior management practices and open, supportive communication highlights the importance of interpersonal skills in teachers' professional preparation. This should be taken into account by both teacher-training institutions and providers of professional development, who should incorporate training in areas such as constructive communication, conflict management, and strategies for building positive relationships.
Although this research presents a very positive picture, its findings should not be generalized. Specifically, the correlational design-based on a single point of measurement, does not allow for the definitive establishment of causal relationships between these two components. This is particularly relevant when comparing these results with studies that have employed intervention programs, such as the analysis by Korpershoek et al. (2016). A second limitation concerns data collection, which relies on teachers' self-reports. Furthermore, the high mean scores, combined with a negatively skewed distribution, suggest that future research should

incorporate direct classroom observations and include students' perspectives. A third, highly significant aspect to consider is the reliability of one of the dimensions. Although both overall scales demonstrated high internal consistency, the "emotional safety" dimensions, demonstrated high overall reliability, the "emotional security" dimension showed low internal consistency, indicating a need for further psychometric evaluation. These factors, together with the fact that participants were selected through non-probability sampling from only three municipalities, limit the generalizability of the findings.

The distinct contribution of this study lies in providing correlational evidence from primary schools where instruction is conducted in the Albanian language. These results offer an empirical foundation for future research, as well as for guiding professional development programs and the training of prospective teachers.

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