

CLASSROOM MANAGEMENT AND ITS IMPLICATIONS ON LEADERSHIP

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ABSTRACT

Teacher training and teacher quality are an important part of the education system, hence there is a need for new training programs for teachers to gain new knowledge and skills and to support their professional development.

In aquasi experimental study with 420 students from 50 classrooms (grade 1 to 5) and 300 teachers, we investigated the impact of teacher training in classroom management on burnout level in teachers and also student's academic performance in class. Teachers of experimental group classrooms received training on classroom management, whereas teachers in control group classrooms did not receive any training in classroom management. The students performance was assessed both pre and post teachers training in Classroom management. Our findings show that teacher training was successful; the teachers of experimental group experienced less burnout post training as opposed to teachers of control group. Students in experimental group showed significant improvement in performance post teachers training compared to students in control group whose teachers did not undergo any training in classroom management

KEYWORDS: *Classroom Management, Performance, Burnout, Stress*

Article History

Received: 26 Jan 2020 | Revised: 05 Feb 2020 | Accepted: 14 Feb 2020

INTRODUCTION

Classroom management can be defined as a collection of non-instructional classroom procedures implemented by teachers in classroom settings with all students for the purposes of teaching prosocial behaviour and preventing and reducing inappropriate behaviour. These procedures are considered to be universal because they are implemented with the entire class rather than with individual children or small groups requiring additional behavioural support.

Classroom Management is one of the first professional activities to be developed at the start of the teaching career, and represents one of the most significant difficulty to be overcome when a student teacher first begins to teach (Zabalza and Marcelo, 1993). Classroom discipline management refers to control of time and behaviour of students as well as of teachers in a classroom setting (Fredrick et al. 2000). There has been great focus from media and much concern from the public about students' misbehaviour toward classmates and school teachers (Elam and Rose 1995 cited in Evertson, 2013). Not only does students' misbehaviour interrupt the learning process in classroom, it also prevents students from pursuing their studies. Classroom culture, such as teacher and student relationship, is also affected by students' misbehaviour (Kronberg 1999). Classroom discipline management strategies play an effective role in building positive teacher-student relationships. This in turn could improve students' academic achievement and their emotional and behavioural operations (Wang et al. 1993).

Several studies have been undertaken to study role of teachers in classrooms (Akube, 1991; Cangelosi, 2000; and Huitt, 1999).

Akube(1991) concluded that instructional and management role of teachers is about his /her preoccupation with lessons-guiding students learning of lesson contents; his management role is about establishing a suitable learning climate and utilising all resources for achieving educational objectives.

School discipline issues such as disruptive behaviour and violence also have an increased effect on teacher stress and burnout (Smith & Smith, 2006). Significant body of research is there for attesting the fact that classroom organization and behaviour management competencies significantly influence the persistence of new teachers in their teaching careers (Ingersoll & Smith, 2003).

Teachers who have significant problems with behaviour management and classroom discipline often report high levels of stress and symptoms of burnout and are frequently ineffective (Berliner, 1986; Browsers & Tomic, 2000; Espin & Yell, 1994).

The progression and malleability of maladapted behaviour is affected by classroom management practices of teachers in the early grades (Greer-Chase et al., 2002).

Research indicated that aggressive students in aggressive or disruptive classroom environments are more likely to be aggressive in later grades (Greer-Chase et al., 2002).

Classroom management can be broadly described as any action a teacher takes to create an environment that supports and facilitates both academic and social-emotional learning (Evertson & Weinstein, 2006). Instructional procedures could also be considered classroom management by this description; however, effective instruction alone is insufficient for establishing universal classroom management. Procedures that structure the classroom environment, encourage appropriate behaviour, and reduce the occurrence of inappropriate behaviour are necessary for strong classroom management (Evertson, Emmer, Sanford, & Clements, 1983).

The components of effective classroom management are important in various ways. For example, focusing on preventive rather than reactive procedures establishes a positive classroom environment where the teacher focuses on students who appropriately behave (Lewis & Sugai, 1999). Rules and routines are powerful preventative components to classroom organization and management plans as they establish a behavioural context for the classroom that includes what is expected, what is going to be reinforced, and what will be retaught if inappropriate behaviour takes place (Colvin et al., 1993). This prevents problem behaviour by giving students specific, appropriate behaviours to engage in. Monitoring student behaviour allows the teacher to acknowledge students who are engaging in appropriate behaviour and prevent misbehaviour from escalating (Colvin et al., 1993).

(Pianta and Hadden, 2008) stressed the importance of moving beyond a dependence on early-childhood teacher credentials or other preparation program outcomes to create higher quality teachers. They state that the substance and content of the training program play the largest role in improving results for children. As is the case with K-12 teacher preparation programs, experts explore insufficient research on the relationship between preparation programs for early-childhood education teachers and student performance (Lobman & Ryan, 2006; Pianta & Hadden, 2008).

Numerous studies have shown that variations in student achievement can be linked to differences in the effectiveness of teachers (Rivkin, Hanushek, & Kain, 2005; Rockoff, Jacob, Kane, & Staiger, 2008). Few, studies offer

useful guidance on teacher characteristics that can potentially influence teacher effectiveness, and there is substantial concern among researchers in the field that teacher credentials and qualifications fail to adequately explain differences in teacher quality. Some researchers indicate evidence demonstrating a strong connection between teachers' qualifications and standardized test scores remains sparse and that teacher experience is arguably the sole teacher attribute consistently associated to student achievement (Rockoff, Jacob, Kane, & Staiger, 2008).

STUDIES ON IMPACT OF BURNOUT ON TEACHERS

Student disruptive behaviour is the primary reason for both new and experienced teachers to exit the profession (Brackett et al., 2011; Friedman, 2006; Hastings & Bham, 2003). Teacher stress, exhaustion, and well-being have been linked to student disruptive behaviour (Richards, 2012; Tsouloupas et al., 2010). School administrators report that classroom management is their greatest concern regarding new and struggling teachers (Ladd, 2000; Nixon, Packard, & Douvanis, 2010). Particularly in the middle school years (ages 12-14), classroom management should balance the needs of teachers and their adolescent learners, enabling students to take personal responsibilities that lead to self-discipline and improved well-being (Emmer & Gerwels, 2006; Chafouleas, Hagermoser Sanetti, Jaffery, & Fallon, 2012).

Burnout

Society's expectations that teachers manage the emotional lives of their students as well as teach subject matter may leave many teachers exhausted and burned out (Hargreaves, 1998).

Freudenberger (1974) started researching burnout during the free clinic movement and found that those involved were becoming "inoperative to all intents and purposes" due to the extreme working conditions (p. 160). Maslach, Jackson, and Leiter (1996), some of the most well-known researchers of burnout, constructed burnout as a combination of three components: Emotional exhaustion, Personal Accomplishment, and Depersonalization.

"Emotional exhaustion" is the emotional lassitude which a person experiences when they are fatigued and frustrated. "Personal accomplishment" is the person's self-evaluation of his/her own work. The final component, "Depersonalization," is when a person has a propensity to isolate themselves from others. Browsers and Tomic, 2000 shows that self efficacy in classroom management has had longitudinal effect on depersonalisation and synchronous effect on personal accomplishment and reversed relationship in case of emotional exhaustion.

Aloe, Amo and Shanahan, 2014 also show that burnout is a factor for attrition amongst teachers and self efficacy is a protective factor against burnout and stress.

Maslach Burnout Inventory (MBI) – Burnout

The MBI was created in 1996 by Maslach, Jackson, and Leiter. The MBI is the most well-known measure of teacher burnout and has been used in more than 90% of empirical studies on the subject (Hastings, Horne, & Mitchell, 2004; Schaufeli & Enzmann, 1998). The three main components of burnout measured by the 22 questions on the MBI include: emotional exhaustion, depersonalization, and personal accomplishment. Each of these 3 scores is measured using questions answered with a 7-point Likert scale and the answers range from 0 ("never") to 6 ("everyday"). "Depersonalization" - This variable is measured with five items on the survey that ask for the frequency with which they experience negative feelings towards other teachers and administrators. "Personal accomplishment" is the self-evaluation of the self-efficacy of the teacher's own work. Eight items on the survey test the teacher's feelings of personal accomplishment. "Emotional

exhaustion” measures fatigue, frustration, and stress. Nine questions on the survey are utilised to create a score for this component. Since they are measured by teacher stress, burnout, and retention frequency, the personal accomplishment scores were reverse-coded to match with the consistency of the results (McCarthy, Kissen, Yadley, Wood, & Lambert, 2006). The average of each of the twenty-two questions yields a burnout score for individual participants.

OBJECTIVES

Considerable proof suggests that teacher room management practices play an outsized role in deciding the number of your time students have interaction in educational tasks, however there has been very little experimental analysis on the direct benefits of classroom management training for academic performance. The classroom management training of teachers in early elementary school has been found to enhance children's social competence, emotion regulation skills, and behaviour in classrooms thus improving their overall performance.

In this study, the researcher examined:

- The effects of teacher’s classroom management training on the academic performance of students. The training program teaches specific strategies for managing student behaviour. These ways target building relationships with students and dealing with oldsters, using praise and incentives, promoting academic and social/emotional competence, and managing misbehaviour in classrooms. Despite giant analysis base for ways to extend acceptable behaviour and forestall or decrease inappropriate behaviour within the room, a systematic empirical research is necessary to establish effects of teacher’s universal classroom approaches.
- This study tried to ascertain the impact of, teachers training in classroom management and stress and burnout caused in teachers because of disruptive behaviours of students in class. It thought of teacher management behaviours because the discernible teacher actions in establishing an appropriate teaching-learning climate and utilizing resources for the fulfilment of instructional goals and objectives. Specifically, the study sought the relationship between academic performance of students with the identified management behaviours employed in classroom management indicated in Table1, such as: With-it-ness (Kounin,1999), Interest boosting (Zuckerman,2007), Sociation, Students involvement, Order, Proximal control, Smoothness of lesson Transition and momentum, Varying Instruction, Non-Verbal,(Emmer, 1981) and Others ,which were imparted as part of training methods.

Table 1

Contents of Classroom Management Training	
1.	With-it-ness
2.	Sociation
3.	Students Involvement
4.	Order
5.	Varying Instruction
6.	Non- Verbal
7.	Proximal Control

As adapted from, Marzano.J, Marzano. S, Pickering.J,2003, from the book “Classroom Management that Works”

The researcher identified teachers of five selected schools in Gurgaon and made them undergo classroom management training in August, 2018. This design kept the teacher student pair constant to reduce any variability in the rater, thus permitting a before and after comparison of students exam performance which was indicative of changes

observed by the teacher. Study was experimental with control groups and experimental groups. Control condition was one with 'No Treatment', 'Treatment as usual' or on other similar conditions that served to contrast to treatment condition and was not expected to produce change in the outcome of interest.

Teachers in experimental group underwent classroom management training whereas teachers of control group did not undergo any classroom management training.

In all 300 school teachers from five schools from Grade I to Grade V were surveyed to determine their burnout levels. Questionnaires were distributed in both control and experimental groups to test burnout scores amongst teachers both pre and post classroom management training.

The difference in the learning reflected either a group continued to see change in the students or a perceived change by the teacher. Educational literature indicates that both are good events since a better student learns more easily and disrupts classes less frequently (Jones and Jones, 2001) and also shows that a positive perception by a teacher encourages a student to excel in their work (Pigford, 2001).

- Participants were randomly assigned to experimental and control or comparison conditions.
- Participants in the experimental and control conditions were matched and matching variables included a pre-test for at least one qualifying outcome variable.

RESEARCH QUESTIONS

As outlined in the previous sections, we considered the fact that classroom discipline management strategies played an effective role in building positive student-teacher relationship. This in turn improved students academic achievement (Wang et al. 1993). In the present study, we were interested in understanding whether a classroom management training of teachers and the teachers applying those techniques in their classrooms made a difference to the performance of students in exams or not?

Classroom culture, such as teacher and student relationship, is also affected by student's misbehaviour (Kronberg, 1999).

We also tried to find out if the classroom management training made a difference to the stress and burnout level in teachers due to professional hazards?

In our study, we addressed the question "To what extent a teacher training in classroom management" made a difference on the:

- Performance of students in class and,
- Stress and Burnout level in teachers.

Hypothesis

Following hypothesis was tested in the study:

H01: There is no significant impact of teachers training in classroom management on student's performance.

H02: There is no significant impact of teachers training in classroom management on their stress and burnout.

Sample and Sampling

The target of population for this study was elementary school teachers and their students in five schools in Gurgaon (Haryana). Since the focus of the study was on students of middle and low income (a particular social-economic status) background, schools which are serving the needs of this social and economic class were selected for the study.

The sample consisted of 420 students from 50 (10 classes from each school) Grade I to Grade 5 classrooms (about 6 years old to 10 years old) and two sections for each grade from five schools. They were drawn from five randomly selected private schools catering to students from middle to lower income group households in Gurgaon (Haryana). In each selected school an intact classroom was studied, however only approximately, 10 students in the class were used for the study (which is a part of a larger and detailed classroom observational study).

Based on the results in the pre-test, the classes were assigned to an experimental (25 classes, N = 210) and to a control group (25 classes, N = 210). Once the class was identified, about 300 teachers teaching the class for different subjects were selected. This is based on cluster sampling as every teacher teaching the selected class was included as sample for the study. The study involved 300 teachers (approximately 60 per school) and 420 students. School performance records ensured that selected students from each class were representatives of the class in terms of academic performance.

At the beginning of the session, the teachers of the sample classes took part in classroom management teacher training. The training for the experimental group was organized separately at the school premises and took one full day for the group. The teachers of the experimental group received a training about various components of classroom management like with-it-ness, Interest boosting, Sociation, Students involvement, Order, Proximal control, Smoothness of lesson Transition and momentum, varying Instruction, non-verbal, etc. whereas the teachers of the control group had a no exposure to this training. Based on their observations, two weeks later, second round of training was held for teachers of experimental group. Six months after the teacher training, the students of both groups took part in a Post-test, i.e. their class tests and teachers of both the groups filled the burnout questionnaires. During the six months, among others, the regular teaching of English, Maths and Science etc. was conducted by teachers in respective classes.

Instrumentation

Data collection procedure involved direct classroom observation and use of questionnaires.

Performance of students was measured through their composite test marks in English, Maths and Science etc. as per the curriculum of their respective grades both prior to teachers receiving training in classroom management practices and post teachers getting acquainted with new classroom management behaviours.

Instruments to test burnout in teachers used Maslach Burnout Inventory. Professional burnout was assessed by the Maslach Burnout Inventory (MBI-ED version for teachers) developed by Maslach and Jackson (1986). This scale has been used before with Greek teaching populations (Antoniou et al., 2000; Kantas, 2001). It consists of 22 statements where the respondents identify how often they feel professional burnout at a seven-point Likert-type rating scale ranging from 0 "never" to 6 "every day". Using Cronbach's alpha (reliability was calculated at $\alpha = 0.68$). The three dimensions of professional burnout assessed by this tool are: a) emotional exhaustion ($\alpha = 0.84$); b) depersonalization ($\alpha = 0.59$); c) reduced personal accomplishment ($\alpha = 0.78$). In another study by Yavuz, 2009, where burnout levels of elementary and secondary school teachers was done, results showed that levels of depersonalization were higher amongst males as

compared to females and secondary school teachers exhibited more interventionist attitudes than elementary school teachers.

Procedure for Data Collection and Analysis

The researcher with the consent of the school heads visited the schools and observed intact classroom lessons in these randomly selected schools in Gurgaon. Same topics were taught across the classes/schools observed. These topics were already there in the subject's curriculum for the term.

Each teacher was observed eight to ten times for the research (at least once each week) for a period of 8 to 10 weeks. Only the researcher observed to ensure uniform scoring across selected schools. Teachers were also asked to fill a questionnaire on Stress and Burnout prior to the training on Classroom Management and also almost six months after receiving the training.

RESULTS

The survey included quantitative data; inferential statistics were employed in analysing the data. T-tests were used to explore the impact of classroom management training on student's performance, and teachers stress and burnout.

Table 2: Comparison of Treatment and Control Groups Performance of Students Pre and Post Classroom Management Training of Teachers

Group	Performance Scores		
	Pre	Post	Statistic T(Within Groups)
Treatment	20.64	21.62	2.86*
Control	20.09	20.08	1.38ns
Statistic t(between groups)	0.98 ns	3.89*	

* $p < 0.05$

Paired sample t-test was used to determine whether there was a statistically significant mean difference between the performances of students post classroom management intervention of teachers, teaching them compared to pre intervention situation when teachers were not trained in these skills. Data are Mean \pm Standard Deviation unless otherwise stated. Performance of Students in experimental group's in exams prior to teachers receiving training in classroom management was (20.64 \pm 2.60) and for control group is (20.09 \pm 2.35), a statistically not so significant difference of 0.54 (95% Confidence Intervals were from -0.56 to 1.65), thus not including zero, and have statistically not significant mean difference, $p > 0.05$.

Students who were exposed to teachers trained in classroom management intervention post intervention have (21.62 \pm 1.81) compared to students in control group (20.08 \pm 1.71) a statistically significant mean difference at (95% CI from 0.75 to 2.320), $p < 0.001$.

Performance test scores for control group are normally distributed as $p > 0.05$, as per Shapiro's Wilk test.

Performance test scores for experimental group are normally distributed as $p < 0.001$, $p > 0.05$.

The students who were exposed to teachers trained in classroom management training elicited a statistically significant increase in performance scores after six months compared to pre-test results where teachers were not using classroom management interventions, $t(39) = 2.86$ $p < 0.05$. $df = N - 1$ [40-1].

Effect size (Cohen's d)= $0.982/2.17=0.45$

As the effect size, d is 0.45; we can conclude from Table III. that there is small to medium effect.

$t(39) = 2.86, p < 0.0005, d = 0.45.$

Table 3: Effect Size and Strength

Effect Size	Strength
0.2	Small
0.5	Medium
0.8	Large

This shows that post teachers training in classroom management, there has been small to medium effect on student's performance in class.

Burnout Levels in Teachers

In addition to studying the impact of classroom management training of teachers on student's performance in exams, the researchers were interested in establishing the difference made by classroom management training to the stress and burnout level of teachers.

For burnout level we used Maslach Burnout Inventory.

All data were analysed using SPSS 17, the analysis of the data was conducted by a researcher who was blind to treatment-control allocation. The group was divided into treatment and control group and difference between the groups were measured using t-test comparison of means. Within-groups changes between pre and post scores were measured using paired sample t-test. Significance was set at 95% confidence interval where $p < 0.05$.

Burnout scores changed in a positive direction in the treatment group as "Personal accomplishment" scores increased while "Emotional Exhaustion" and "Depersonalization" scores decreased (Table IV).

Table 4: Comparison of Training and Control Group Burnout Scores Pre and Post Training

GROUP	Personal Accomplishment			Emotional Exhaustion			Depersonalization		
	Pre	Post	Statistic t	Pre	Post	Statistic t	Pre	Post	Statistic t
Treatment	4.40	5.11	2.14*	1.29	1.16	0.48**	0.69	0.56	0.56**
Control	4.79	3.81	16.64*	1.60	1.59	0.11**	1.63	1.56	0.65**
Statistic	0.76**	5.37*		-1.09**	-1.7**		-2.7*	-3.32*	

$P < 0.05$

*statistically significant

**Statistically not significant

However, pre and post treatment there were significant differences between treatment and control groups in terms of "Personal Accomplishment," "Emotional Exhaustion" or "Depersonalization".

For "Emotional Exhaustion" score for treatment group paired sample t-test elicits there is a mean difference between pre and post test of 0.50 with a standard deviation of 0.62 and 95% CI of 0.18 to 0.82. Mean difference is positive showing pre-test burnout scores were higher compared to post-test scores.

The classroom management training elicited decrease of 0.50 (95% CI, 0.18-0.82) in the EE burnout scores.

Mean difference between pre and post test of "Treatment Group" for "Personal accomplishment" score is -0.351 with a standard deviation of 1.12 and 95% CI of -0.95 to 0.24.

The difference is negative which shows that post-test PA score is higher as compared to pre-test in treatment group.

For Control group

The paired sample t test elicits, that there is a mean difference between pre and post test of 0.98 with a SD of 0.23 and 95% CI from 0.85 to 1.11 which was higher compared to post test.

For Experimental Group

Pre-test mean difference between experimental and control group on PA score is -0.18, Standard Deviation =0.98

$T(16) = 0.76(-0.69 \text{ to } 0.32)$, $p > 0.05$.

Pre-test mean difference between experimental and control group on EE score is 0.28 (S.D =1.05), $t(16) = -1.09(-0.82 \text{ to } -0.26)$, $p = 0.28$., indicating a not so significant difference.

Pre-test mean difference between experimental and control group on DP score is -0.85 (S.D=1.30), $t(16) = -2.70(-1.53 \text{ to } -0.18)$, $p < 0.001$, indicating statistically significant difference.

Post-test mean difference between experimental and control group on EE score is -0.38(S.D=0.88), $t(16) = -1.7(-0.83 \text{ to } 0.076)$, $p = 0.097$, indicating $p > 0.05$, a not so significant mean difference.

Post-test mean difference between experimental and control group on PA score is 1.28(S.D=0.98), $t(16) = -5.37(0.77 \text{ to } 1.7)$, $p < 0.001$, indicating a statistically significant difference.

Post-test mean difference between experimental and control group on DP score is -0.90(S.D=1.12), $t(16) = -3.32(0.27 \text{ to } -1.48)$, $p < 0.05$, again indicating significant mean difference.

The burnout scores in, "Treatment group" pre and post training showed significant increase in personal accomplishment scores, but not so significant decrease in Emotional exhaustion and a statistically significant difference in depersonalisation scores. The burnout score pre and post training for, Control group were not so significantly different. The burnout scores were in a positive direction as there was a significant increase in personal accomplishment scores of pre and post training between treatment and control groups and also emotional exhaustion and depersonalisation scores decreased.

DISCUSSIONS

Although, relatively small, we are confident about the results as the data on pre and post training were analysed by a researcher blindly to train-control group allocations. There was a clear benefit of the training to qualified teachers as their burnout levels decreased and also the performance of students exposed to trained teachers increased.

Paired sample t-tests were conducted to test within group differences and independent samples t test was conducted to find between the group differences.

Research shows that almost up to 50 percent of teachers leave the profession by their fifth year of experience (Hanushek, 2007; Ingersoll, &Smith, 2003).

In terms of burnout, qualified training group showed significant improvement in personal accomplishment as also significant decrease in emotional exhaustion and depersonalisation. The scores in emotional exhaustion and depersonalization reduced to a greater degree in treatment group compared to control group, suggesting a protective effect

of training against certain aspects of burnout. It is likely that there is a link between performance of students, burnout level of teachers, although it needs to be stressed that there are additional factors that influence personal accomplishment, emotional exhaustion and depersonalisation.

The relatively small number of teachers that were trained make it difficult to reach any definite conclusions as to whether training would generalise to others and future training needs to consider teacher availability for training during planning courses.

Research suggests, if teachers build an effective classroom management system and change their behaviors, the behaviors of all students can change (Bulgren & Carta, 1992; Marzano & Marzano, 2003; Murdick & Petch-Hogan, 1996; Soodak & McCharty, 2006). However, teachers can correctly implement the methods and strategies they have learned (Witt, Noell, LaFleur, & Mortenson, 1997), thus student academic engagement and academic performance may increase.

In summary, findings from this study suggest that provision of classroom management intervention had a positive impact on the participants as there was significant decrease in their burnout levels and a positive impact on performance of the students.

CONCLUSIONS AND IMPLICATIONS

There are important implications in the findings of this study for leadership of schools as teacher training in classroom management has proved beneficial not only for teachers who feel stressed and burnout, because of professional hazards, but also for students as their performance in class improves since there is less disruption and more discipline in the class post teachers training in classroom management.

In our study, we trained experimental group of elementary level school teachers in classroom management techniques. The findings indicated that this teacher training was successful from two points of view: On the one hand, the teacher of the treatment group changed their way of handling students which showed a positive impact on burnout score of teachers. The effect size indicated moderate effects. On the other hand the performance of the students in the treatment group improved significantly in comparison to that of control group. The improvement is mainly based on a better performance in academic scores tested through class tests.

Analysing the data in detail we can see that there is no significant difference in the performance of students in pre-test of experimental and control groups whereas there is statistically significant improvement in the performance of students in experimental group post teachers training. Pre -post test data of control group does not show statistically significant differences in performances.

The results of our study reveal many interesting and relevant facts about burnout that teachers face, however there is a strong need for additional research in this field. The burnout levels classified as emotional exhaustion, personal accomplishment and depersonalisation score show considerable improvement post classroom management training in teachers of treatment group as compared to those of control group.

Nevertheless, further research studies are necessary to optimize the outcome of such training sessions.

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36. The project has been funded by Indian Council for Social Science Research, Ministry of HRD ,India with grant no (F.No. 02/239/2012-RP).

