

EFFECTS OF CLASSROOM MANAGEMENT STYLES ON STUDENTS

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Received: 22 Jun 2021

Accepted: 25 Jun 2021

Published: 30 Jun 2021

ABSTRACT

Since the beginning of time there has been educators in classrooms, one of their key concerns has been effective classroom management. Both the instructor and the students are negatively impacted when there is insufficient control of the classroom. The purpose of this research is to investigate strategies for improving kids' academic performance that can be implemented in primary school classrooms. Studies have shown that some kind of intervention has a positive impact not only on teachers and students but also on the atmosphere of the entire school. To ensure that each student in the classroom feels comfortable and at home, it is imperative that teachers develop meaningful relationships with each of their charges.

KEYWORDS: *Management, Students, Class Room, Teachers*

INTRODUCTION

Management of the classroom as well as maintaining order and compliance with rules are perennially ranked among the most challenging issues first-year educators face in their careers. Due to the fact that this is the case, many experienced educators choose not to sponsor student instructors because they are concerned that the lack of classroom supervision will result in their students' test results falling. The inability to adopt appropriate classroom management can lead to a level of ongoing irritation that pushes starting instructors to their breaking point; some of these severely upset teachers end up leaving the profession all together (Durmuscelebi, 2004). This paper is being written to inform teachers of various classroom management strategies as well as the research that explores classroom management and the frustrations that come along with being a beginning or first year teacher. The goal of this paper is to slow the growth in the percentage of teachers who end up leaving the profession. According to studies conducted on the topic of classroom management, instructors who do not have adequate classroom management abilities have a propensity to respond to disruptions in the classroom rather than preparing and planning for them in advance. Both the pupils and the teacher are negatively impacted by the poor management of the classroom. Studies have indicated that instructors who are able to have a handle on classroom management early on in their careers have a lower likelihood of leaving the profession due to the high levels of stress associated with the job (Arends, 1997).

According to Emmer, Evertson, and Anderson's findings, which were reported in Marzano (2003), conducting classroom management training for instructors at the beginning of the school year led to better behavior among both teachers and students for the remainder of the academic year. The conflict between behaviorist and social constructivist points of view is at the root of the debates that arise around effective classroom management tactics. Both behaviorists' and social constructivists have a tendency to focus their attention on the individual student, while social constructivists are more likely to concentrate on the group as a whole and what will work best for the group as a whole (Arends, 1997). Previously, the term "classroom management" was defined as "the arrangement of students/groupings, materials, and

furniture, and the movement of these over time, moving from one large group lecture to small cooperative groups or lab tables as the correction procedures of misbehavior in the classroom." Today, however, the term "classroom management" is more commonly used to refer to "the movement of these over time."

Arends (1997) defined classroom discipline as the processes that are used to rectify students' inappropriate conduct in the classroom. On the other hand, discipline refers to these methods. The next chapter is a discussion of research studies that have been conducted that focus on different approaches to the management of classrooms. The outcomes of the investigations led to the organisation of the research into three distinct categories: preservice and first-year instructors; difficult student conduct; and urban surroundings. According to the findings of the research presented in the first part, which focused on preserve and first-year teachers, there are a wide variety of different variables that create stress and dissatisfaction in new instructors. The absence of effective classroom management strategies was the root cause of all of this stress and frustration, and it was even a contributing factor in the decision of some educators to quit the field altogether. The following section, which focuses on challenging student behavior, came to the conclusion that some kind of intervention should be used with students who exhibit disruptive behavior. However, the studies that were looked at lacked classroom management strategies that could be used to address the disruptive behavior of students. The third part of this article, titled "Metropolitan Environments," examines the impact of classroom management in various urban settings all throughout India.

According to the findings of the research, there are a variety of approaches that may be used with students in an urban setting, and it is essential for instructors to spend the time to get to know their pupils on a personal level in urban settings. This literature review is mostly concerned with elementary school students, and it makes very few references to middle school or high school students. In addition, the studies that were looked at here focused on the impact that classroom management had on students' overall academic performance. Because classroom management and discipline are routinely ranked towards the top of the list of the most challenging challenges first- year instructors face, it is essential for inexperienced educators to develop methods that have been shown to be effective. The new teacher will have an easier time establishing classroom management for their particular classroom if they start by looking for tactics that have been shown to work via past research and studies. The students' performance on standardized tests may suffer if the first-year instructor is not well prepared with classroom management tactics. A lack of classroom management skills may have a negative impact not only on the students, but also on the teachers, who may find themselves at such a point of frustration that they decide to abandon the teaching profession altogether.

In light of the information presented above, the primary objective of the researchers is to investigate the views held by students on the various methods of classroom management used over the duration of the course. In addition to this, the researchers are concerned in the impact that different types of classroom management have on the academic accomplishment and motivation levels of students who are learning English. In addition, it is the goal of the researchers to examine the methods of cultivating constructive motivation via the use of various management strategies in the classroom.

In brief, to achieve these aims above, this paper is conducted to answer the following questions:

- What are the views of the students on the various methods of classroom management that were used during the course?

- How much of an impact do different types of classroom management have on the students' desire to learn English and their overall academic performance?
- What are the perceptions of educators about the ways in which positive motivation may be built via the adoption of classroom management styles?

LITERATURE REVIEW

Classroom Management Styles

The word "classroom management" is used rather often; however the precise meaning of this term is interpreted in a number of different ways depending on who you ask. "The activities and tactics instructors take to handle the issue of order in classrooms," as defined by Doyle (1986), is the definition of classroom management (p. 397). It indicates that Doyle is worried about the manner in which the rules and regulations governing classrooms are carried out in an efficient manner when difficulties emerge. Moore and Hansen (2012) not only claimed that classroom management was the immediate reaction of teachers against problems in the classroom, but also expanded the meaning of classroom management to "the establishment and maintenance of the classroom environment so that educational goals can be accomplished." This interpretation of classroom management is more broadly accepted and encompasses a broader scope of meaning (p.53). In other words, they placed an emphasis on taking preventative measures or following standard operating procedures, both of which were beneficial to the students' educational experience. The researcher came to the conclusion that the terms "classroom management" and "discipline" should not be used interchangeably or regarded equivalents of one another. It is possible to think of classroom management as a "umbrella" that helps teachers keep an eye on a variety of different learning activities, such as student conduct and social interaction among students (Martin, Yin & Baldwin, 1998). Management of a classroom focuses on developing processes and routines to the point that they become rituals, while discipline in a classroom focuses on how individuals behave and cultivating self-control among students. As a result of this differentiation, it is clear that Doyle's explanation of classroom management is, in fact, the explanation of classroom discipline. To summarize, it is generally acknowledged that effective management of a classroom is tied to the creation of an atmosphere that is task-oriented, predictable, and consistent (Wong & Wong, 2005).

Aspects of Classroom Management

As was just briefly touched on, the terms "classroom management" and "classroom discipline" are often used interchangeably. Nonetheless, administration of a classroom involves a great deal more than just enforcing rules of conduct. It has been hypothesised that classroom management is not only a "bag of tricks" that has been employed in the same way by successive generations of teachers, but rather that it is an undertaking that involves several facets and goes beyond merely regulating the conduct of pupils (Evertson & Weinstein, 2006). Management of a classroom is a complex concept that may be broken down into three major categories: management of instructional activities, management of personnel, and management of students' behaviours (Martin et al., 1998).

To begin, instructional management is comprised of sub aspects such as controlling the physical setting of classrooms, developing daily routines, and assigning resources. Other examples include managing materials and distributing them. The manner in which these activities are carried out has an impact on the overall environment of the classroom as well as the management methods used in the classroom (Burden, 1995; Kounin, 1970; Weinstein & Mignano, 1993). According to Brophy (1988), it was necessary for instructors to have strong instructional abilities so that they could

more effectively plan and arrange the activities and provide a seamless transition from one activity to the next. For instance, instructors may offer teaching in a step-by-step fashion, beginning with organizing the content before moving on to modelling it. Teachers are better able to keep their pupils focused and on target if they do this.

Regarding the management of people, it is common knowledge that supervising a big number of pupils at once is a challenging endeavor. When interacting with pupils, it is imperative that instructors take into account the myriad of distinct personalities that comprise the student body. To put it another way, it is the responsibility of instructors to find ways to encourage student cooperation and compliance. To be more explicit, people management include both the beliefs that instructors have about students as individuals as well as the actions that teachers use to persuade students to engage in certain behavior's so that certain goals may be achieved (Hill, 2003). For example, a teacher may provide her class with the option for their pupils to develop

Types of Classroom Management Styles

It is common known that various instructors use different methods of managing their classrooms on account of the wide variety of personalities and philosophies that they embody. Therefore, it is very difficult for academics to identify all of the many approaches of classroom management that are now in use. However, there is a general agreement among researchers that there are four distinct types of management styles that teachers can employ in the classroom. These styles are differentiated along two dimensions: the amount of control that is exercised over students and the degree to which teachers are involved with students (Baumrind, 1971; Dunbar, 2004).

In Chamundeswari's (2013) Classroom Management Styles Inventory, the component of Knowledge was introduced in addition to the variables of Student Control and Student Involvement. According to the researchers' point of view, one's level of knowledge might have an effect on the classroom management style that they use, thus the researchers decided to include this variable in their analysis of different management strategies. There are a number of different taxonomies that describe the management styles that teachers use in the classroom; however, the researcher only used the generally known taxonomy that was produced by Baumrind (1971), which is comprised of four different types: styles that are authoritative, styles that are authoritarian, styles that are indulgent, and styles that are permissive.

Language Learning Motivation

Importance of Motivation in Language Learning

According to Terrell H. Bell, who was quoted by Ames in the year 1990, "There are three things to remember in education. The first one is having the necessary motivation. The second one is having the necessary motivation. The third one is having the proper motivation. This sheds light on how critically important motivation is to the whole learning process. Indeed, acquiring a second language calls for a significant amount of time, energy, and persistence on the part of the student, regardless of whether or not the learner already has the talent to do so. It would seem that one's dynamism is the source of one's effort and patience. When students have a clear idea of what they want to learn and why they want to acquire it, whether the motivation comes from inside them or from outside influences, the learning process becomes simpler and more straightforward. As a direct consequence of this, ambitious students will sooner or later realize their goals and realism their dreams of success. According to Gardner (1972), Wigfield, and Wentzel (2007), motivation may alter the results of language acquisition regardless of linguistic ability. Therefore, it should come as no surprise that motivation is one of the essential components that drives the process of language acquisition.

Relationship between Classroom Management and Students' English Learning Motivation

In a study on teacher characteristics and their effects on students' attitudes, Ackgoz (2005) stated that in order to facilitate a learnable and teachable classroom climate, pedagogical and professional characteristics of teachers are not enough; rather, personal traits are the most influential in this case. This was found in the context of a study on teacher characteristics and their effects on students' attitudes. It is obvious that the methods of classroom management used by instructors, which are somewhat influenced by the qualities of the teachers themselves, also contribute to the development of a favorable environment for learning. According to the research of Akgoz (2005) and Morehouse (2007), a classroom environment that is supportive and encouraging has a good impact on the intrinsic motivation of students. That is to say, the types of classroom management that make it possible to create such a positive environment also help to boost the students' intrinsic drive. Alternately, Nation (2001) made the observation that "without the involvement or attracted the attention of the pupils, there may be limited possibility for other circumstances encouraging learning to take place" [citation needed] (p. 63). As a result, the administration of the instructors is ineffective in this scenario as well. It is thus clear that the learning motivation of students might also have some unfavorable consequences on classroom management, in particular the management methods used by teachers in the classroom.

MATERIALS AND METHODS

For the purpose of this research, secondary data was gathered from a wide variety of publications and journals. The researcher looked at 30 different studies on how to manage a classroom effectively, and the report is broken up into three components. The first part of the article, which is geared for pre-service and starting teachers, provides an overview of the difficulties that are common to all newly hired educators as well as some recommendations for adopting preventative measures to address these problems. The second portion, which is titled "Challenging Student Conduct," investigates the effect of intervention tactics on students who are exhibiting disruptive behavior. The findings of this investigation revealed that disruptive students benefited positively from at least one kind of intervention. The final part of the chapter is titled "Urban Environments," and it delves into the consequences of teaching in an urban setting, as well as the significance of getting to know each student on a personal basis.

Population

Participants in this research included 14 English instructors (nine men and five females), 201 students in the tenth grade, and 197 students in the twelfth grade. The participants' ages ranged from 28 to 42, and they had teaching experience ranging from 5 to 17 years. At this point in their schooling and psychological development, the students in the tenth grade were at a crucial juncture. Because they had graduated from the secondary school they had attended before and entered the unfamiliar setting of the high school, everything they experienced during their time there had the potential to either negatively or positively affect their personalities and their academic performance. Evidently, during this decisive moment in the learning process, pupils might be inspired to study by a variety of elements that instructors consider to be the most significant entities, or they could be demotivated to learn by those same things. The 10A1 class was the sole gifted class out of the five 10th grades, and it was where the pupils who scored the highest on the admission test were placed. The students in the 12th grade were the ones who were toward the end of their high school careers and were the ones who had developed the most in terms of learning experience, self-efficacy, autonomy, and maturity in psychology. The researcher used a method called stratified sampling to pick student samples for the study, and a total of 398 students participated in the investigation.

Data Collection Instruments

The tools that were used to gather data for this study included questionnaires, preliminary and final exams, as well as in-depth interviews. The purpose of the questionnaire was to gather data on the management styles of the English instructors as well as how the management styles of the English teachers impact the students' motivation in studying English. The questionnaire for students consists of 2 sections. In the first part of the activity, students are tasked with determining the management techniques used by their instructors by picking any quality possessed by their instructors. In the second section of the survey, students are asked to use a Likert scale to score the amount of instructor control and student motivation they experienced throughout the learning experience. In addition, the participants in the two groups had completed two different sorts of examinations, including pre-tests and post-tests, in order to determine how the management styles of the professors affected the participants' academic performance. At the beginning of the course, all of the students in the 10th grade were required to complete the pretests so that a comparison could be made between the input levels of the grades at a time when there had been no control and instruction from instructors. The post-tests served as the course's final examination and were administered at the very end of the semester. On a scale of one to ten, the instructor rated each student's performance. Through the utilization of an interview guide, the researchers are able to guarantee that the identical fundamental lines of inquiry are followed with each individual who is questioned. It indicates that the guide will assist interview a large number of individuals in a structured manner. As a result, it will make the researchers' job easier when it comes time to analyse the data. The researchers decided what aspects of the topic they wanted to study, and based their questions on those aspects in the interview guide. Specifically, the first question in the interview guide addresses the instructors' perspectives on the effect that their approaches to classroom management have on the pupils. The remaining questions investigate three aspects of classroom management styles: knowledge, student involvement, and student control. This allows each interviewer's preferred methods of managing a classroom to be uncovered and evaluated.

Data Collection and Analysis

With the aid of the SPSS 25.0 programme, the results of the survey were evaluated using methods that were both qualitative and quantitative. The initial step in the process of analyzing the data consisted of carrying out an investigation into the dependability of the data. These results provided solid evidence for the unidimensionality validity of the variables, ensuring accurate data treatment for the study objectives. A frequency descriptive test was used to assess the demographic information of the participants as well as the percentage of different classroom management techniques. The investigator used an independent t-test to examine whether or not there was a significant difference in the degrees of managerial control and motivation shown by instructors between the 10th and 12th grades. After that, a Paired-sample T-test was used to analyse the difference between pre-tests and post-tests for students in the 10th grade, and a regression test was performed to examine the link between teacher control levels, motivation level, and academic accomplishment. Interviews were used by the researcher to gain information for the third question since face-to-face interviews with instructors make it simpler to get their perspectives on a topic.

RESULTS AND DISCUSSIONS

The first part of the reviewed studies, which focused on pre-service and beginning teachers, examined the influence and impact that first-year teachers had on students during their first couple of years of teaching, as well as the impact that students and the stress of classroom management have on these new teachers. Overall, this research came to the conclusion

that there were a great number of distinct causes that produced significant stress for new teachers. Furthermore, several of these studies indicated that some of these stress factors prompted new instructors to abandon the teaching profession completely. The primary obstacles that led inexperienced instructors to leave the field were connected to deficiencies in their ability to maintain order in the classroom. According to the results, instructors were more worried about the quality of their lessons when they were initially starting out in the industry. Because of this, the majority of instructors felt overwhelmed as a result of their lack of emphasis on maintaining order in the classroom. Educators who took part in classroom management workshops and received specialized training in the art of classroom management reported feeling less stress and having a greater sense of control over the environment of their classrooms. Another strategy that assisted instructors who were having difficulty maintaining order in the classroom was engaging in self-reflection. For starting teachers, it was helpful to examine how they were operating the classroom, the repercussions of running it in that manner, and how things might be altered for the better. According to Desiderio's (2005) research, it was discovered that pupils were able to adapt to the management strategies of two distinct teachers at the same time. According to Kalis (2007), increasing the use of self-reflection to enhance classroom management was helpful. [Citation needed]

According to Sempowicz (2011)'s findings, having a mentor teacher who was encouraging, introspective, and constructive contributed to the preserve teacher's feeling of self-assurance. Martin (1996) discovered that starting instructors had expectations that are implausibly high on how to successfully manage their classes. Stewart (1997) observed that first-year teachers' favorable reactions to pupils and parents were significantly boosted when the teachers had both a sense of humor and confidence. Sandholtz (2011) discovered that the majority of future preserve teachers concentrated more on instruction than on classroom management when they were in the student teaching phase of their education. Tal (2010) discovered that instructors benefited from participating in a classroom management course since it served as a useful learning tool. The second part of the studies that were examined, which was titled "difficult student behavior," investigated challenging student conduct in the classroom, intervention approaches to deal with disruptive behavior's, and classroom management measures to minimize the severity of these behavior's. In general, the findings of this research indicate that some kind of intervention should be used with children who exhibit disruptive conduct. However, the studies do not include any classroom management practices designed to address the disruptive behavior of students. According to the findings of the research that presented a behaviorist point of view on the world, educators who included praise as part of the intervention process saw a reduction in the amount of disruptive student behavior in the classroom. Studies that presented a social constructivist point of view on the world discovered that when students were reprimanded by their teachers, it often served as a kind of positive reinforcement for the conduct, and pupils kept engaging in the activity even after receiving the reprimand. Fowler (2011) discovered that kids who had previously been reprimanded by the court were at a greater risk of dropping out of school if they attended zero tolerance schools.

According to Wilkinson (2003), adopting a school-based behavioral consultation as an intervention tool was proven to be an effective way to help both instructors and children. According to the research conducted by Reinke (2008), classrooms had greater rates of interruptions than compliments, leading instructors to believe that intervention was beneficial. Ornelles (2007) discovered that a structured intervention led to higher engagement as well as increased initiations among participants. According to Nowacek (2007), middle school instructors were aware of important traits linked with ADHD and were able to adopt measures for classroom management. According to the findings of Tidwell (2003), educators were more likely to address problematic behaviors shown by pupils when those children were younger.

The instructors, assuming that the pupils had reached an age where they should know right from wrong, began sending students directly to the office of the principal as the students' ages increased.

According to Erdogan (2010), problems with classroom management include a lack of enthusiasm among students, violation of classroom rules, and insufficient classroom intervention. According to Scott (2000), different pupils have various responses to various intervention tactics. Evertson (1989) discovered that when a classroom management programme is put into place, the outcomes of the classrooms taught by instructors who participated in the programme are significantly improved. According to the findings of Sutherland (2005), emergency-licensed instructors have a limited perception of their own capabilities when it comes to dealing with kids that exhibit problematic behaviors in the classroom. Baker (2002) showed that instructors in inquiry-based classrooms have more obstacles and more work as a result of the need to adjust activities in order to fulfill the requirements of all of their students.

According to the findings of Durmuscelebi (2010), there is no statistically significant correlation between the number of disciplinary issues that occur in private and state schools. Arbuckle (2004) discovered a substantial inverse association between the level of confidence that teachers have in the classroom and the number of referral tactics that they employ for male pupils. The third part of the studies that were looked at, which was titled "urban environments," investigated the impact that metropolitan settings have on both students and instructors in terms of how classroom management is handled. According to the findings of this research, there are a number of different approaches that may be used with kids in an urban setting, and it is essential for instructors to take the time to get to know their pupils on a personal level in urban regions. Pupils did not have a positive attitude toward instructors who utilized an authoritative teaching style and who also intimidated them. This kind of instructor was not well received by the students. The layout of the classroom was an additional important consideration in this study as well. Teachers who set up their classrooms to be cost, welcoming, and comfortable were able to connect with their pupils on a deeper level, and children reported feeling more at ease while attending school as a result.

According to the findings of Jeanpierre (2004), the quality of teaching is the most important factor in the dynamic between students and instructors. According to the findings of Kuo (2010), educators in early childhood education saw instructional aids as successful and helpful in achieving their educational objectives. According to the findings of Garrahy (2005), the majority of educators make use of various incentives and penalties in the classroom. According to the findings of McKinney (2005), urban educators are obligated to cater to the requirements of their pupils by developing culturally responsive classrooms. Miller (2005) discovered that intervention led to a reduction in disruptive and inappropriate classroom conduct in an urban region in the southeast.

Burke (2004) came to the conclusion that teachers should not expect pupils to modify their choices about the surroundings or study despite such preferences. Little (2008) discovered that instructors reported high frequency of using evidence-based classroom management strategies. Hoffman (2009) came to the conclusion that there should be more support for educating teachers in different methods of classroom management. The designs of the studies and the demographics of the instructors who participated in the studies are examples of trends and patterns that have emerged from the corpus of research. The responses from instructors were collected for the most majority of these research via the use of some kind of survey or questionnaire. This appeared to be the most realistic approach to obtain a big quantity of information from instructors who were not located in close proximity to one another in their respective classrooms.

The demographics of the instructors did not even come close to representing diversity. The vast majority of teachers who participated in polls and questionnaires were white women from rural and suburban regions who identified as belonging to the teaching profession. The lack of variety in the observations was the source of the fallacy that was present in some of the conclusions. The majority of the investigations focused on a solitary educator in the classroom. The results were supposed to be transferrable to other classes, but there was no proof that this was indeed the case. It is difficult to think that children who live in a rural region that is primarily white would respond to the tactics that instructors are employing for classroom management in the same manner as students who live in an urban area that is predominantly of a lower socioeconomic status. A lack of observation and evaluation by a third party was another flaw that was present across all of the research. In several of the trials, the participants were limited to the researchers who were directly engaged. The wide variety of educators who participated in the study by filling out and returning questionnaires to the researchers was one of the studies' key strengths. Some of the studies had as many as 300 completed questionnaires, which were filled out by instructors from all around the state of Florida (rural, suburban, and urban areas). When a research is able to include this kind of demographic information, it increases the study's capacity to be transferred to a greater number of sites.

On the basis of the proportion of Classroom management styles adopted in graders 10-12, it is possible to see that each class with the distinctive traits was suitable with one type of class management. This is supported by the premise that the proportion of Classroom management styles adopted in graders 10-12. The disparity in ages and levels of education played a factor in the decision of which class style to regulate. It was evident that the students in the 12th grade who had more experience, were more mature in their understanding of psychology, and had the ability and abilities necessary for learning autonomy were more likely to suit the indulgent management type. Alternatively, the pupils in the tenth grade, who were the first-year ones at high school with a lot of differences and strangeness from the secondary school, need extra care and control from their instructors in order to have a good route in learning. Because of this, the most common approaches to classroom management in grades 10 are authoritarian and authoritative. These approaches, in turn, express high expectations of performance from students, facilitate growth, and respect pupils via active listening. In previous years, classrooms in grades 12 were characterized by indulgent and authoritarian modes of instruction. This outcome is consistent with the research that Baumrind (1971) and Dunbar have conducted (2004). It is generally agreed upon that in order for instructors to choose an appropriate management strategy for the classroom, they need first determine the traits, psychological aspects, and academic capacities of the pupils.

CONCLUSION

If the inexperienced teacher is able to acquire a fundamental knowledge and set of abilities in classroom management, he or she will be able to alleviate a significant portion of the worries that are associated with the position (Arends, 1997). The configuration of the space in the classroom should be the first management strategy that is put into place in a classroom. The space that the pupils will be occupying need to be one that is warm and welcoming. When it is too chilly in a classroom, it may be difficult for pupils to pay attention to the lesson that is being given. Therefore, the temperature has to be set at a level that is comfortable. The chairs that the students sit on also need to be comfortable; otherwise, they will waste their time wriggling about and attempting to find a comfy posture in the chair rather than concentrating on the lesson at hand. Create a space in the classroom where students may go to read in peace and quiet that is separate from their desks (an area with a rug or bean bag chairs works well for this kind of quiet reading space) (Jalilevand, 1997). It is essential that educators schedule time for themselves that does not entail any kind of school-related activity. The availability of this time

will be helpful in relieving some of the tension and anxiety that may be caused by problems with classroom management. This is of utmost significance for first-year educators, since they are the ones who often spend the most time developing grading scales and assessment rubrics. Before classroom management tactics are established and the teacher is extremely comfortable putting them into practise on a regular basis, the first three to five years will be the most difficult for the instructor. This might be challenging due to the fact that starting instructors are often moved around to various grade levels. When a teacher moves pupils into a different grade level the following school year, she may need to reevaluate the classroom management tactics she has used in the past to see whether or not they need to be modified to accommodate the new age group or the children she would be instructing. Taking some time for yourself is very vital in order to alleviate the tension that starting instructors experience. Both monitoring and reflecting on one's own behaviour are important aspects of the teaching profession. It is necessary for a teacher to be able to evaluate classroom management strategies, determine whether or not they are successful, and consider what may be done to make the strategies more effective. Self-monitoring may also refer to the process of keeping track of one's feelings and responses to various events that occur inside the classroom (Kalis, 2007). It has been shown that using comedy in the classroom helps kids and parents feel more comfortable in the learning environment. Students have a tendency to pick up on the instructor's state of mind and mirror it in how they behave in the classroom when the teacher is relaxed and comfortable (Stewart, 1997).

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