

CLASSROOM MANAGEMENT TOWARDS TEACHING SKILLS OF TEACHERS

MAZEDAN EDU. REVIEWS AND TEACHING METHODS

e-ISSN:

Article id-MERTM0201001

Vol.-2, Issue-1

Received: 23 Feb 2022

Revised: 08 Mar 2022

Accepted: 11 Mar 2022

MELINDA J. CRISPIN*, MARVIEN M. BARRIOS

Citation: Crispin, M. J., & Barrios, M. M. (2022). Classroom Management Towards Teaching Skills of Teachers. *Mazedan Educational Reviews and Teaching Methods*, 2(1), 1-7.

Abstract

The primary objectives of this research project were to investigate the levels of classroom management and teaching abilities possessed by instructors. This study found that there is a substantial association between the classroom management skills of public primary instructors and the teaching abilities of their students. In conclusion, the purpose of this research study was to investigate the impact that classroom management has on the instructional, guiding, managerial, interpersonal, and leadership abilities of public elementary school teachers. The research strategy for this study was a descriptive-correlational approach. The research instrument for classroom management and teaching skills was adapted from the Department of Education (DepEd) Order No. 42 series of 2017, as well as from the study carried out by Catolos and Catolos (2017). Participants in the research were 197 public elementary school teachers from the south district of Matalam, which is located in Cotabato province. They were selected using a sampling method known as random. The level of each variable was determined using the mean as well as multiple regression, which allowed the hypotheses of the research to be tested. According to the findings, the vast majority of respondents had a very strong agreement regarding the management of the classroom in terms of the learning environment, the diversity of the students, the curriculum and planning, the community linkages and the professional engagement as well as the professional growth and professional development. While others were in agreement about subject matter expertise, teaching, evaluation, and report writing. In a similar vein, the majority of the respondents have considerable expertise in the areas of guidance, management, interpersonal communication, and leadership, but just a few of them have such expertise in instructional matters. The findings also demonstrated that there is a significant relationship between teachers' classroom management in terms of learning environment, diversity of learners, curriculum and planning, assessment and reporting, and professional growth and development, and that this relationship has a significant influence on teaching skills in terms of instructional skills, guidance skills, and management skills. Moreover, the findings demonstrated that this relationship is significant. This leads one to the conclusion that the classroom management skills of instructors have a substantial influence on the teaching abilities of those teachers.

Keywords: Classroom Management, Teacher's Teaching Skills, Teaching performance, Philippines.

1. INTRODUCTION

Because of the prevalence of problematic and disruptive student behaviour in schools in the Philippines, a substantial amount of research has been conducted into the factors that contribute to such behaviour, and foundations for training teachers to effectively manage their classes using appropriate disciplinary measures have been developed (Lewis, 2011). Because of shifts in society, educational establishments in some regions of the nation are facing more behavioural challenges, which may have an impact on how a teacher runs their classroom (Etheridge, 2010). Concerns over classroom discipline are becoming worse in comparison to the past, which is having an effect on the academic performance of pupils (Colavecchio & Miller, 2012; Etheridge, 2010). Progress made by students is hindered when there are problems with the administration of the classroom.

According to Williams and Burden (2007), successful classroom management is tied to the capacity of instructors to set a constructive tone in the classroom and earn the respect and cooperation of their pupils (Williams & Burden, 2007). According to Kyriakides, Creemers, and Antoniou (2009), a teacher's conduct in the classroom is a symptomatic indicator of their teaching skill. As a result, the manner in which instructors discipline their classrooms has a substantial influence on how they present themselves as competent teachers. For the purpose of avoiding disciplinary problems, more concerned instructors opted for coercive disciplinary strategies (such as hostility and punishment) rather than relationship-based disciplinary strategies (such as addressing students' inappropriate conduct with them) (Noddings, 2007). According to a few studies, students have a more positive

Cotabato Foundation College of Science and Technology (CFCST)
Doroluman, Arakan, Cotabato, Philippines

*Corresponding author email- melinda.crispin@deped.gov.ph

perception of instructors who are empathetic and who use relationship-based punishment as a form of discipline. These teachers are also seen as more successful (Teven & McCroskey, 2007).

Research on effective teaching also demonstrates that a high level of classroom discipline is required in order to provide an environment that is conducive to the learning of students. This is because inappropriate student behaviour disrupts the learning and teaching process and undermines the effectiveness of even the most meticulously designed sessions (Barton, Coley & Wenglinsky, 1998). There is an increase in the number of psychological and somatic complaints that are heard in the classroom when instructors utilise severe disciplining measures (Banfield, Richmond, & McCroskey, 2006). This has a negative impact on student learning (Sava, 2002). This issue has an impact on the work that the teacher does in the classroom and makes it harder to address ongoing behaviour issues, which is one of the factors that contributes to the stress and burnout that teachers experience on the job (Lewis, 1999).

The relevant research and studies that were cited earlier provided data that demonstrates how the classroom management practises of the instructors impact the overall performance of the pupils. There have been no large-scale research done to determine whether or not classroom management has an effect on the teaching abilities of instructors. As a result, the researcher has the intention of carrying out a study that bridges the gap between classroom management and teaching abilities in a number of primary schools located in the Matalam South District of Matalam, Cotabato.

Statement Of The Problem

Is there a significant influence of classroom management on the teaching skills of DepEd public school elementary teachers?

2. CONCEPTUAL FRAMEWORK

The example demonstrates the link and impact between the classroom management skills of instructors and their own teaching abilities. According to DepEd Order No. 42 Series of 2017, the Philippine Professional Standards for Teachers, classroom management includes a number of different indicators. These indicators include content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages, and professional engagement. In this study, personal growth and professional development will be the independent variable.

According to Catolos & Catolos (2017), indices of teaching abilities among public elementary school teachers include the following: The instructional skills, managerial skills, guiding skills, interpersonal skills, and leadership abilities that participants possess will be the focus of this study's dependent variable..

3. METHODS

Research Design

A descriptive-correlational research design was used by the researcher for this study to determine the level of agreement in classroom management; and level of teaching skills of teachers; additionally, the researcher will determine the relationship of the variables of the classroom management on teaching skills of teachers as well as the influence of classroom management on teaching skills of teachers. The questionnaire was returned with the indicators having been filled out by the respondents. According to Arikunto (2007), descriptive-correlational research is conducted with the goal of gathering some information on the trend in a certain subject. It indicates that the administration, regulation, and supervision of this kind of study are not undertaken by the researchers themselves. The association technique explores the connection between variables and the correlation coefficient, which measures the degree of link between two variables. Creswell (2012) also provides support for the view that in the design phase of correlation testing, researchers used statistical correlation tests to define and calculate the degree of association (or relationship) between two or more variables or sets of scores. This view is supported by the fact that correlation testing was used to designate and evaluate the design of correlation testing. According to this perspective, the researchers shouldn't try to control or manipulate the variables in the same way that they did in the trials. They do this instead by relating, via the use of statistics for the correlation, two or more scores for each person.

Data Gathering Methods

In gathering data to complete this study, the researcher prepared a letter of permission to conduct the survey, which the Dean of the Graduate School noted. The researcher transmitted the letters to the Schools District Supervisor of the study's school locale for approval stating the researcher's request to conduct the study. As the letter was approved by the public school's district supervisor, the researcher transmitted a copy of it to elementary schools' school heads. The researcher finally administered the questionnaire to the respondents and collect it for data tabulation and analysis.

Participants of the Study

The respondents in this study were the elementary school teachers in the municipality of Matalam for School Year 2020-2021. The respondents were composed of 197 teachers in selected schools from the municipality of Matalam, South District. The presentation of several respondents included in the study is in Table 1.

Table 1 Data on the Distribution of the Respondents (all grade level in Matalam South District)

Schools	Population of Teachers
Matalam South District Conrado B. Biscarra ES	4
Dalapitan ES	19
Kidama ES	9
New Pandan ES	9
Estado ES	6
Kilada ES	19
F. Valdevieso ES	7
Taculen-Malamote ES	11
Manubuan ES,	9

Central Malamote ES	13
Marbel ES	15
Matalam CES	43
Leonard ES	6
Manupal ES	8
New Bugasong ES	8
West Patadon ES	4
Ilian ES	7
OVER ALL TOTAL	197

Statistical Tools and Data Analysis

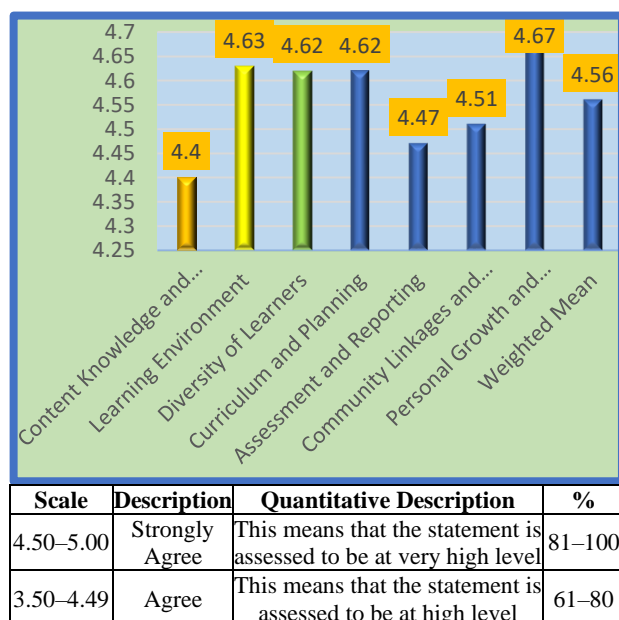
The mean was used in the process of providing results regarding classroom management in terms of content knowledge and pedagogy, learning environment, diversity of learners, curriculum and planning, assessment and reporting, community linkages and professional engagement, and personal growth and professional development; teaching skills of teachers in terms of instructional skills, guidance skills, management skills, interpersonal skills, and leadership skills. Everitt and Skrondal's definition of mean is that it is an average (2010). Instead of each data point having the same influence on the overall mean, they are weighted differently.

Using multiple regression, we were able to establish the extent of the effect that classroom management and the quality of a teacher's instruction had. Multiple regression analysis is a statistical method that may be used for modelling the connection that exists between a dependent variable and one or more independent variables. In particular, regression analysis reveals how the average value of the dependent variable shifts when one of the independent factors increases or decreases while the others stay the same. This occurs even while all of the other independent variables remain same (Tseng, Fu, Lu, and Shieh, 2011). RESULTS AND FINDINGS

Quantitative Strand

This section dealt with the result of the quantitative data gathered through the survey questionnaires.

Summary of Results and Discussions

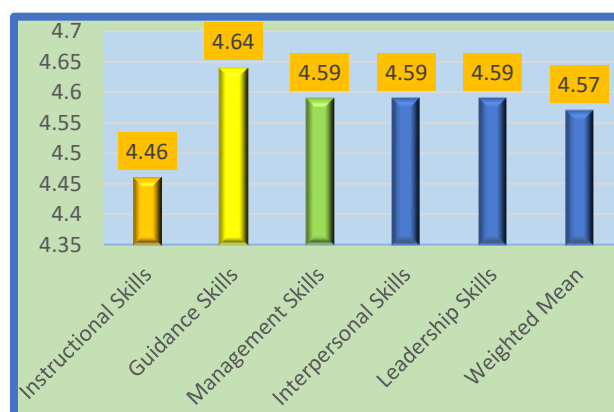


2.50–3.49	Moderately Agree	This means that the statement is assessed to be at moderate level	41–60
1.50–2.49	Disagree	This means that the statement is assessed to be at low level	21–40
0.50–1.49	Strongly Disagree	This means that the statement is assessed to be at very low level	01–20

To sum up the level of teacher's classroom management, personal growth and professional development obtained the highest weighted mean of 4.67 followed by learning environment (4.63), diversity of learners (4.62), curriculum and planning (4.62), and community linkages and professional engagement (4.51) having the same description as strongly agree. Only content knowledge and pedagogy obtained the lowest weighted mean of 4.4 which is described as agree. In general, the level of teacher's classroom management obtained a 4.56 weighted mean which is described as strongly agree.

Research Problem No. 2

Teachers' teaching skills in terms of instructional skills, guidance skills, management skills, interpersonal skills, and leadership skills.



To summarize the teacher's teaching skills, guidance skills obtained the highest weighted mean of 4.64 having highly skilled as a description followed by management skills (4.59), interpersonal skills (4.59), and leadership skills (4.59) having the same description as highly skilled, respectively. Only instructional skills got the lowest weighted mean of 4.46 which is described as skilled. The data in the graph revealed that teacher's teaching skills obtained a general weighted mean of 4.57 which is described as highly skilled.

Research Problem No. 3

The result reveals that classroom management in terms of learning environment shows a significant relationship on teaching skills with regards to leadership skills at significant level of 0.01 (2 tailed). Therefore, the null hypothesis is rejected. It suggests that teachers who created healthy, secure and positive learning environment are highly skilled when it comes to their leadership skills in school community. This was supported by Renschlor (2012) who stated that the learning environment emphasizes the need for teachers to use a variety of resources and provide intellectually challenging and stimulating activities to encourage constructive classroom interactions aimed at achieving high learning standards. Mujis and Harris (2017) asserted that an individual's leadership qualities can be influenced through

participating actively in the decision-making process, leading teams and taking advantage of opportunities for initiative. The finding also indicated that classroom management in terms of diversity of learners reveals a

significant relationship between teaching skills with regards to instructional skills at significant level of 0.01 (2 tailed). Therefore, the null hypothesis is rejected.

Table 2. Correlation matrix showing the relationship of the teachers' classroom management and their teaching skills

Teaching Skills		Instructional	Guidance	Management	Interpersonal	Leadership
Content knowl. & Pedagogy	Pearson R	-0.034	-0.029	-0.030	0.018	0.097
	Probability	0.652	0.701	0.692	0.818	0.202
	N	176	176	176	176	176
Learning environment	Pearson R	0.010	-0.056	-0.044	0.094	0.190*
	Probability	0.893	0.462	0.566	0.216	0.012
	N	176	176	176	176	176
Diversity of learners	Pearson R	0.162*	0.119	0.159*	0.204**	0.205**
	Probability	0.032	0.115	0.035	0.007	0.006
	N	176	176	176	176	176
Curriculum and planning	Pearson R	0.035	0.089	0.080	0.999**	0.156*
	Probability	0.644	0.242	0.292	0.000	0.039
	N	176	176	176	177	176
Assessment and reporting	Pearson R	0.189*	0.196**	0.184*	0.080	0.050
	Probability	0.012	0.009	0.014	0.291	0.512
	N	176	176	176	176	176
Comm. link. & prof. engage.t	Pearson R	0.067	0.119	0.105	0.090	0.018
	Probability	0.374	0.115	0.167	0.232	0.810
	N	176	176	176	176	176
Prof. growth and development	Pearson R	0.176*	0.161*	0.195**	0.087	0.092
	Probability	0.019	0.033	0.010	0.249	0.226
	N	176	176	176	176	176

**Correlation is significant at 0.01 level (2-tailed).

This suggests that classrooms with a varied range of students provide instructors with the opportunity to design and develop a variety of courses and activities to meet the requirements of all of their pupils. In addition, variety helps teachers become more creative and promotes stronger ties between instructors and their students. When teachers look at the variety of their pupils, they are able to see that various learning styles need them to take diverse ways to teaching. They become more flexible, adaptive, and willing to test new techniques of transmitting information than they have ever been before when it comes to effectively accommodating a broad group of learners. This is a change from the past. In order to prepare the most interesting and engaging activities for their students, teachers learn to assess not only the efficacy of the lessons they have organised but also how well the teachings were received and understood by the students (Adams, Bell & Griffin, 2007). It also demonstrates that the management of the classroom in terms of the variety of the students has a substantial association between teaching abilities and management skills at a considerable level of 0.01 (2 tailed). Because of this, we cannot accept the null hypothesis.

This suggests that instructors might benefit from variety in terms of their ability to successfully plan, organise, and carry out activities that allow them to connect to people. Teachers may enhance the management skills that are linked with effective teaching practises by drawing from a diverse range of teaching experiences. When it comes to meeting the needs and interests of students that come from a variety of different backgrounds, every teacher is met with a tremendous challenge in the classroom. Nevertheless, in order to facilitate the entire development

of the students, it must be handled and controlled appropriately (Lewis, 2010). Diversity is not merely a problem; rather, it is an opportunity to investigate the creative potential of individuals who come from a wide variety of racial, cultural, and ethnic origins. A teacher's aptitude, expertise, and talents for managing diversity and establishing a pleasant learning environment have a significant impact on the conduct of students as well as their nature and interest in learning. (Erdogan, 2010). Additionally, the outcome demonstrates that classroom management in terms of the variety of students has a substantial association between teaching abilities and interpersonal skills at a significant level of 0.01. (2 tailed). Because of this, we cannot accept the null hypothesis. According to the findings, educators who possess strong interpersonal skills are better able to engage in conversation, socialise, and communicate with a wider range of pupils and members of their school community.

Diversity in the classroom is essential for developing a teacher's interpersonal skills. The children teach their teachers a wide variety of skills, including communication, empathy, humour, positive motivation, effective and good body language, and effective and excellent body language. (Gross, 2009). The management of the classroom in terms of the variety of students demonstrates a substantial association between teaching abilities and management skills at a significant level of 0.01. (2 tailed). Because of this, we cannot accept the null hypothesis. The findings imply that a teacher who can consistently and concurrently integrate himself or herself into leadership is one who can model certain distinguishing features and attributes of his or her pupils. The presence of diverse students in a classroom helps

teachers enhance not just their social skills but also their leadership abilities. In the research carried out by Kaser and Halbert (2009), the authors found that a teacher can exhibit leadership qualities if he or she interacts and socialises with a large number of students and other people who are a part of the school community and have a variety of personalities, characteristics, and attributes. The management of the classroom in terms of the variety of students demonstrates a substantial association between teaching abilities and management skills at a significant level of 0.01. (2 tailed). Because of this, we cannot accept the null hypothesis.

The findings imply that a teacher who can consistently and concurrently integrate himself or herself into leadership is one who can model certain distinguishing features and attributes of his or her pupils.

The presence of diverse students in a classroom helps teachers enhance not just their social skills but also their leadership abilities. In the research carried out by Kaser and Halbert (2009), the authors found that a teacher can exhibit leadership qualities if he or she interacts and socialises with a large number of students and other people who are a part of the school community and have a variety of personalities, characteristics, and attributes.

Table 2 also shows that there is a substantial association between the interpersonal skills of instructors and classroom management in terms of curriculum and planning. This relationship is significant at a level of 0.01. (2 tailed). Because of this, we cannot accept the null hypothesis.

This indicates that teachers with a high level of curriculum and planning are bringing high quality interpersonal skills both inside and outside of the school community. Some examples of this include planning and managing the teaching and learning process, aligning learning outcomes with learning competencies, becoming relevant and responsive to learning programmes, collaborating professionally to enrich teaching practise and teaching, and learning resources, including I.C.T.

This lends credence to the claim that curriculum and planning should address teachers' comprehension of and engagement with national and local curricular demands. Beane et al. (2006) made this claim, and this evidence backs it up. It is a reference to their capability of converting curricular information into learner-relevant learning activities that are based on efficient teaching and learning ideas. There is a substantial link, at a significant level of 0.01, between the teaching skills of teachers and their leadership abilities, when considering classroom management in terms of curriculum and planning (2 tailed). Because of this, we cannot accept the null hypothesis.

It shows that a well-organized and well-planned curriculum and planning may aid teachers in deciding which parts of the curriculum need to be improved and which issues need to be corrected. This is because of the fact that it can help instructors determine which problems need to be solved. Educators who are able to increase the effectiveness of their curricula and develop more

beneficial lesson plans for their pupils are in a better position to assume leadership roles in their schools.

According to Wiles (2008), the most successful curriculum leaders are those that embrace the unpredictable nature of their work and go above and beyond what is required of them. They aid in the development of schools by creating new pathways, bringing people and resources into alignment, encouraging involvement, and providing assistance with school reform. In this way, excellent leadership in curriculum management is also inclusive, embracing collaborative work with staff located at all levels of the system and charged with a variety of educational tasks (Spillane, Halverson, & Diamond, 2011).

Table 2 further demonstrates that there is a strong association between teaching skills and instructional skills at a significant level of 0.01 between classroom management and evaluation and reporting in terms of teaching skills (2 tailed). As a result, the study's null hypothesis can no longer be considered valid. It is implied that teachers' assessment and reporting, such as designing, selecting, organising, and implementing assessment strategies; monitoring and evaluating learners' progress and achievement; providing feedback to improve learning; communicating learners' needs, progress, and achievement to key stakeholders; and using assessment data to improve teaching and learning practises and programmes, have a significant impact on their instructional abilities while they are at school.

This study lends credence to the assertion made by Loreman et al. (2010), which states that monitoring, assessing, recording, and reporting learners' needs and progress are activities that are intrinsically tied to the many assessment methods and techniques used by teachers. Table 2 also demonstrates that the administration of the classroom in terms of evaluation and reporting, which displays a substantial association between teaching skills and guiding skills at a significant level of 0.01, is important (2 tailed). As a result, the study's null hypothesis can no longer be considered valid.

This indicates that evaluation and reporting serve as a guide for instructors to review and monitor the tasks they do on a daily, monthly, and annual basis for their pupils. Instructors are able to detect and determine the performance and status of their pupils in school with the assistance of assessment and reporting, which also helps teachers lead students through the learning process. Assessment and reporting in the classroom are especially crucial for the development of a teacher's pedagogical abilities. It makes it possible to provide direction and evaluation of skills that are difficult to evaluate via externally administered standardised tests. When done on a consistent basis, assessment and reporting provide educators with a road map that enables them to track the development of their students and adapt their pedagogy to better meet the demands of their students' learning (Clarke, 2012).

Also revealing a substantial link between teaching abilities and management skills at a significant level of 0.01 is classroom management in terms of evaluation and reporting (2 tailed). As a result, the study's null hypothesis

can no longer be considered valid. This suggests that teachers' management abilities may be improved by using an evaluation and reporting system that is accurate and well-constructed. She may be able to manage his/her tasks, obligations, and responsibilities very effectively, which will describe him/her as a competent manager of everything when she consistently delivers and demonstrates adequate evaluation and reporting in school.

According to Nazari, Ghasemi, and Sohrabi (2016), improving the management abilities of teachers requires effective evaluation as well as reporting of that assessment. The ability of teachers to create suitable lesson plans, assignments, and activities for their students, as well as to assess and monitor the students' grades and performances, is an essential component of effective management.

The findings also demonstrate that there is a strong association between effective classroom management and professional growth and development on teaching abilities in terms of the instructional skills of teachers at a significant level of 0.01. (2-tailed).

The results provide credence to Diaz-objective Maggioli's of teacher development as a continuous learning process in which instructors voluntarily participate to learn how to best adjust their teaching to the learning requirements of students (as quoted in González, 2007). The findings also demonstrate that there is a substantial association between classroom management in terms of professional growth and development and teaching abilities such as guiding skills at a significant level of 0.01. (2-tailed). As a result, the study's null hypothesis can no longer be considered valid. This implies that a teacher who maintains a

professional demeanour in both his or her personal and professional lives has the potential to assist students and others by fostering academic success and the discovery of skills and competencies, as well as instilling confidence in their students and others.

Teachers may enhance their abilities and particularly their ability to guide students toward success in life by engaging in professional growth and development activities. According to Smith (2013), a teacher who has undergone training for professional growth and development is aware of how to provide assistance and guidance to both other instructors and students throughout the process of teaching and learning. A teacher who has properly grown and developed professionally is in a better position to assist students in understanding and putting lesson plans into action. This can be accomplished by providing students with information and support, reinforcing educational knowledge, offering practises, and understanding how relevant pedagogical activities work. Additionally, it suggests that classroom management is effective.

This indicates that teachers may be able to manage their professional and personal lives, as well as their work at school and their obligations and responsibilities in the school community and with their families, provided they get the appropriate training on professional growth and development. Teachers may benefit from continued professional growth and development in order to become more capable and effective in handling the diverse student populations in their classrooms.

Research Problem No. 4

Table 3. *Influence of Classroom Management on the Teaching Skills of Public Elementary teachers*

Classroom Management		Teaching Skills				
		Instructional	Guidance	Management	Interpersonal Skills	Leadership
Content Knowledge and Pedagogy	t-value	-1.281	-0.603	-0.678	-0.728	-0.850
	probability	0.202	0.547	0.499	0.468	0.396
Learning Environment	t-value	-0.259	-2.633	-1.926	0.308	1.290
	probability	0.796	0.009**	0.050*	0.759	0.199
Diversity of learners	t-value	1.888	1.816	2.161	2.401	1.336
	probability	0.050*	0.071	0.032*	0.017	0.183
Curriculum and Planning	t-value	-0.541	1.499	0.546	-1.062	0.655
	probability	0.589	0.136	0.586	0.290	0.513
Assessment and Reporting	t-value	1.169	2.428	1.435	-0.241	-0.190
	probability	0.244	0.016*	0.153	0.810	0.849
Comm. Linkg. & Prof. engagement	t-value	-0.339	0.201	0.125	0.500	-1.775
	probability	0.735	0.841	0.901	0.618	0.078
Professional growth and development	t-value	0.310	-1.546	-0.421	0.245	0.321
	probability	0.757	0.124	0.674	0.807	0.748

4. CONCLUSIONS

1. Teachers rated themselves as skilled and highly skilled in teaching skills. This means that teachers become more efficient and effective in their teaching profession which they can be able to contribute to their student's success. Also, by having these skills, teachers possess to meet demands and standards of quality education.
2. Classroom management has significant relationship with teaching skills of teachers. This

means that classroom management improves the teaching experience of a teachers in terms of instruction, guidance, management, relationship with others, as well as leading students towards success.

Classroom management significantly influence the teaching skills of teachers. This means that the use of effective and efficient classroom management can improve teaching skills of teachers.

5. RECOMMENDATIONS

1. Teachers should continue to improve their teaching skills especially in instruction skills by adopting new trends, utilizing modern technologies, and participating in seminars and workshops related to instructional development that will help them become fully equipped teachers to address the needs of their students.
2. Teachers' teaching skills should be sustained since teacher-respondents were highly skilled in terms of management, guidance & leadership skills.
3. Teachers' classroom management methods should be developed and improved with the cooperation of school administration. Improvement in the area of content knowledge and pedagogy as well as assessment and reporting are necessarily needed. Allocating funding for necessary trainings and seminars to ensure optimal professional development of teachers is the greatest way to help this area of growth and development.
4. In this time of pandemic, school administration should look into the current situation of teachers. Teachers' workloads may be lessened if they are consulted and given praise and recognition for their efforts.
5. Based on the overall result of the study, an intervention plan is added to improve the instructional skills of teachers in South District of Matalam, Cotabato.

REFERENCES

- Lewis, R. (2011). Classroom discipline and student responsibility: The students' view. *Teaching and Teacher Education*, 17, 307-319.
- Etheridge, T. (2010). *Assertive Discipline and Its Impact on Disruptive Behavior*. Dissertation completed at Capella University. 1-118. Retrieved from ProQuest Dissertations & Theses database.
- Colavecchio, S. & Miller, K. (2012). Bad kids in class: How unruly students have changed the way today's teachers teach: the Palm Beach Post, Section A.
- Williams, M., & Burden, R. (2007). *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge University Press.
- Kyriakides, L., Creemers, B. P. M., & Antoniou, P. (2009). Teacher behavior and student outcomes: Suggestions for research on teacher training and professional development. *Teaching and Teacher Education*, 25, 12-23.
- Noddings, N. (2007). *Philosophy of education* (2nd ed.). Cambridge, MA: Westview.
- Teven, J., & McCroskey, J. (2007). The relationship of perceived teacher caring with student learning and teacher evaluation. *Communication Education*, 46, 167-177.