

Teachers' Classroom Management Proficiency as a Correlate of Students' Academic Performance in Social Studies

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ABSTRACT This study investigated teachers' management proficiency as correlate of students' academic performance in social studies in junior secondary schools in Lagos state. One hundred (100) respondents comprising of students and teachers were randomly selected to form the population in this study with a self-developed questionnaire having a reliability of co-efficient 0.86 administered using Pearson Product Moment Correlation (PPMC) to analyze the data collected. Four (4) hypotheses were formulated in this study. Three of the null hypotheses showed that there is a significant relationship between the independent variable and the dependent variable, while one differs indicating that there is no significant difference between the two variables. The study concluded that, the level of experience of the teacher is a determinant of students' academic performance while classes effectively managed by teachers are likely to perform better than those poorly managed because the students will lack concentration. It is therefore recommended that, regular workshops and seminars be organized for the teachers.

INTRODUCTION

Educational administrators, policy makers, parents and the society at mostly complain of ineffective teaching and learning process in secondary schools which as a result leads to poor academic performance. The level of success achieved by teachers in the dissemination of knowledge is a function of how effectively the classroom is managed by the teachers. Adeyemo (2012), emphasized that effective teaching and learning process cannot be achieved without proper classroom management.

Classroom management concept according to Everston and Weinstein (2006), refers to the method or technique which a teacher adopts to ensure that every learner utilizes available resources with the aim of achieving the goal of the school system towards learning. Adeyemi JK (2006) described management in education as the process of providing leadership within an educational system by coordinating activities and making decisions that would lead to the attainment of school objectives which are effective teaching and learning. Hence, the school teacher who is directly linked with the class room must co-ordinate and administer the activities of the multicultural groups in the classroom in order to achieve the set objectives.

Social studies as an encompassing subject in the school curriculum is designed to produce well informed citizens who appreciate the culture of the people and the ethos of governance within the society. Social studies education is hoped to be of immense value to the students because of the totality of their education. The subject helps to train the students to think deeply and critically and assess both economic and social issues in the society as they arise (Dada et al. 2016). Because of the multi-disciplinary nature of social studies, it enables the students to formulate sound judgment, draw reasonable conclusions and make the right decisions on their day to day activities.

Despite the fact that social studies play a tremendous role in our everyday lives, most students are yet to realize the importance of social studies. Besides, among all the factors contributing to high academic performance of students in Basic Education Certificate Examination (BECE), it was observed that teachers' classroom management is the major contributory factor to help in improving the academic performance of students not only in social studies but in all other subjects.

In the light of the above, this pertinent question that readily comes to mind is that are Nigerian teachers able to manage classroom effec-

tively and efficiently? It is against this backdrop that the researcher want to find out whether teachers' classroom management proficiency can be related to students' academic performance in social studies or not.

Objectives of the Study

- The aim of this study is to examine;
- The relationship between teachers' classroom management efficiency and students' academic performance in social studies.
 - The relationship between teachers' abilities and students' academic performance
 - The relationship between teachers' qualification and students' academic performance
 - The relationship between years of teaching experience and effective classroom management
 - The relationship between class size and teachers' management proficiency

Hypotheses

1. There is no significant relationship between teachers' classroom management and students' academic performance in social studies.
2. There is no significant relationship between teachers' abilities and students' academic performance.
3. There is no significant relationship between teachers' qualification and students' academic performance.
4. There is no significant relationship between teachers' years of teaching experience and effective classroom management.
5. There is no significant relationship between class size and teachers' management proficiency.

Literature Review

Management as a concept connotes different meanings to different people. Some school of thoughts view management as a group of individuals who have the responsibility to run an enterprise while others such as Adu et al. (2014) defined educational management as the coordination of the resources made available to education through the process of planning, organizing, directing and controlling in order to achieve educational goals and objectives. Adeyemi TO (2006), on his own described man-

agement as the process of providing leadership within an educational system by coordinating activities and making decisions that would lead to the attainment of school objectives, which are effective teaching and learning.

Classroom management refers to some forms of arrangement and coordination that goes on in the classroom. Wherever activities are not recognized, there will be confusion and chaos. The classroom buildings, students' furniture and facilities all of which must be properly arranged and coordinated for the comfort of the learners and effective teaching and learning process to take place. Classroom management is created and motivated by the teacher and the way a class is managed shows the type of relationship that exists between students and teachers.

It should be noted that from these definitions that management is a universal phenomenon because management functions are identical in all formal organizations, be it a profit-making organization or a non-profit making organization. Teachers are managers because they perform managerial functions as they plan teaching activities, organize students and materials, coordinate, direct, motivate, counsel and evaluate students in order to bring about successful teaching-learning process in the school system.

Effective education refers to the degree to which schools are successful in accomplishing their educational objectives. Numerous findings have shown that, teachers play a key role in shaping effective education. Effective teaching and learning cannot take place in poorly managed classrooms (Jones and Jones 2012; Koper-shoek et al. 2014).

Arogundade (2009), refers to the method or technique which a teacher adopts to ensure that every learner utilizes available resources which is the aim of achieving the goals of the school system towards learning. In the same vein, Pane (2010) defined classroom management as the process whereby human and material resources are organized, students motivated and inspired and a cooperative working environment is created to accomplish set educational goals and objectives. From the foregoing, classroom management can be summed up as the utilization of material resources and securing the cooperation of pupils or students for performing the functions of planning, organizing, directing, and coordinating at classroom levels by teachers.

It involves all activities put in place by the teacher and school-heads to ensure effective teaching-learning process in the classroom. Effective classroom management strategies support and facilitate effective teaching and learning and generally based on the principle of establishing a positive classroom environment encompassing effective teacher and student relationships. It focuses on preventive rather than reactive classroom management procedures. The commonly used preventive strategy among the teachers in the secondary education sector is that they negotiate classroom rules instead of imposing it (Marzano et al. 2003), they also constantly use reactive strategies, for example, punishing disruptive students (Shook 2012; Rydell and Henricsson 2014) whereas it is ambiguous if these strategies effectively change student behaviour which may be as a result of inadequate knowledge about the effectiveness of particular strategies despite ample empirical evidence that the strategy has been successfully implemented in many classrooms (Smart and Brent 2010).

Classroom management using an authoritarian or punitive approach did repress disorderly behavior, but it didn't foster students' growth or allow the acquisition of more sophisticated mode of learning, such as critical thinking and reflection. Adequate classroom discipline is generally regarded to be one of the most essential aspects of education as well as an absolute prerequisite to achieving instructional objectives and safeguarding the psychological, social and physical well-being. Effective classroom management implies implementing strategies that create a safe, fair and rule based learning environments for students to flourish in the classroom (Adeyemo 2012).

According to Arogundade (2009), teachers that are effective classroom managers have planned rules and procedures that are carefully and systematically taught to students. In order to gain maximum attention of the students, teachers should organize instructions for the students and be engaged meaningfully to ensure success of the students. On the contrary, teachers who have problems with managing behavior of students and classroom discipline are frequently ineffective in the classroom. Teachers who are interested in fostering and promoting effective learning cannot ignore classroom behaviour of their students. They work towards ensuring that learners acquire important habits that would help

them to feel, think and act with respect for themselves and other people. These enables learners to acquire skills to pursue their own well-being and act in consideration of the feelings of others. Teachers behaviour and management styles attach a special significance in the intervention techniques teachers adopt to manage their classes are perceived to be the sign of their professional adequacy by students and an important motivator of learning. A friendly learning environment devoid of threats develops a sense of belonging among students and enables them to have self-confidence, hence increasing their desires to learn. On the other hand, the use of coercion by teachers through punitive strategies affects learning negatively (Rahimi and Karkami 2015).

Adams (2016), raised fundamental questions that may be responsible for disruptive behaviours in the class. Is the cause from the school/class environment? Is it from the child? Or is it from the teacher? These questions need to be addressed because disruptive behaviours are inappropriate behavior which interfere with the academic and administrative activities of a school. These behaviors commonly identified by teachers includes; bullying, hitting, names calling, sleeping in class, verbal or physical threat to students or teachers, prolonged chatting, and excessive lateness, unexcused exit from class, eating in the class etc.

These behaviors may persistently or grossly interfere with the academic learning of the school, making it difficult for both learners and teachers to function effectively and efficiently. Learners who are disruptive have been observed not only to cause a lot of problems to their classmates and teachers, but are mostly affected socially and educationally (Adams 2016). Sufficient degree of classroom discipline is required to create an atmosphere conducive to students learning, a student's misbehaviour during classes distract the process of learning and teaching and ruins the effectiveness of the most important environmental factors that can assist learners to develop positive attitudes towards learning and promoting students efforts in carrying out learning tasks.

Recent research has revealed that punitive strategies militate against the promotion of responsible student behaviour, hence, should be substituted with proactive and interactive discipline practices (Pane 2010). The interactive dis-

cipline approach is the act of teaching students self-control based on an agreement binding a teacher and a group of students together for effective learning. Thus, emphasis is placed on student self-regulation by negotiating, discussing, and contracting between teachers and students (Rahimi and Karkami 2015) to allow the group take responsibility for ensuring the appropriateness of the behaviour of all its members.

Effective classroom management is obviously linked to teacher's ability to set an appropriate tone and gain learner respect and cooperation in class. The way teachers discipline their classes has a profound impact on the way they project themselves as effective teachers. It is evident that more caring teachers choose relationship-based discipline strategies (for example, discussing with students about their misbehaviour) over coercive strategies (for example, aggressive and punishment) in an attempt to prevent discipline problems. Rahimi and Karkami (2015), Noddings (2007) supported the fact that more caring teachers and those who use relationship-based discipline strategies are perceived to be more effective teachers by their students.

Teachers appropriate teaching strategies also help students to learn better as discipline protects students from disruption as well as emotional and cognitive threats. It also maximize students' academic performance and influence their motivation and achievement. In this wise, the more students perceive that their teachers care about them, the more the students will care about the class, and the more likely they will pay attention in class and consequently learn more.

According to Nie and Lao (2009), care and behavioral control were related to student's engagement, misbehaviour, and satisfaction with schools in Singapore. They found out that both care and behavioural control were positively related to student engagement. Behavioural control was found to be a hindrance to classroom behaviour, while care was a facilitator of student's satisfaction with school.

Constraints to Effective Classroom Management

Several factors can impede effective classroom management and these can be grouped into three (3) different factors according to

Arogundade (2009). They are student factors, teacher factor, and school factors.

Student Factors

Successful classroom management cannot be guaranteed where the learners are involved in activities which hinder effective teaching-learning process. These activities include:

- Absenteeism
- Disobedience (non-compliance)
- Fighting (verbal and physical)
- Inattentiveness (lack of concentration)
- Leaving seats for no good reasons
- Noise
- Inability to learn
- Sleeping
- Feet shuffling, tapping pencil or pen
- Refusal to do or complete assignment
- Untidiness.

Teacher Factors

Teacher factor causing ineffective classroom management include the following:

- Lack of cordial relationship
- Poor knowledge of the subject matter
- Lazy attitude of teacher
- Use of inappropriate method of instruction
- Poor communication skills of teachers
- Lack of teachers authority in the classroom
- Inadequate preparation and planning of lesson notes
- Moral laxity of the teacher
- Inability to appreciate individual differences of students in terms of their interest, ability and weakness
- Poor organization and use of industrial materials.

School Factors

The teacher may find it difficult to manage the classroom effectively as a result of some factors which include:

- Large class size
- Lack of, and provision of obsolete instructional materials
- Poor students welfare
- Poor teachers welfare
- Poor school administration and
- Harsh school environment

Teacher's Proficiency

How do we define a teacher's efficiency? Even when other factors are available, the ability of the teacher to arrange teaching and learning process is as a result of the training he has received from schools and practices in teaching field to achieve educational goals and objectives of the system. Hence, teaching proficiency is related to the quality of teaching, that is, how the teaching has been done and why.

The Australian Institute for Teaching and School Leadership (AITSL 2011) set some requirements to qualify as a proficient teacher. The requirements are as follows:

- Teacher must create effective teaching and learning experiences for their students
- Teacher should know the unique background of their children
- They should adjust their teaching to meet their individual needs and devise cultural, social and linguistic characteristics
- They should develop safe, positive and productive learning programs that meet curriculum assessment and reporting requirements
- They should use feedbacks and assessment to analyze and support their students' knowledge and understanding
- Proficient teachers should use a range of source, including students result to evaluate their teaching and to adjust their programs to better meet student needs
- Proficient teachers are active participants in their profession and with advice from colleagues, identify, plan, and evaluate their own professional needs
- They are team members, they work collaboratively with colleagues; they seek out and are responsive to advice about educational issues affecting their practice
- They communicate effectively with their students, colleagues, parents/ guardians and community members
- They behave professionally and ethically in all forums.

Teachers Qualities and Academic Performance

A number of researchers have argued that teacher's quality is a powerful predictor of students' academic performance. The measure of teachers quality are more strongly related to stu-

dents achievement than other kinds of educational investments such as reduced class size, overall spending on education and teachers' salaries. Also, teacher's level of preparation and certificate is a pointer to students' academic achievement. The quality of the teachers exert a great influence on the quality of educational output and this fact was corroborated by Aina and Olanipekun (2015) when he pointed out succinctly that quality of the teachers with the ability to manage classroom effectively is an essential indicator in the measurement of the efficiency of the school system.

It should be noted that, in other to fully grasp teacher's effectiveness, there must be a linkage between the teacher's competence and student's performance. Some studies revealed that a positive relationship exists between teacher's classroom management and students' academic performance.

Akpotu and Adeyemi K (2009), asserted that for education to expand in quality and quantity, greater resource allocation in terms of human, materials, time and money is required. Of these, human resources requirement the teacher is most pivotal because they play great facilitative roles in classroom management for effective teaching-learning process, this position is corroborated in the works of Rice (2005) where he concluded that teachers who earn higher degrees in fields related to their area of specializations are better classroom managers.

Despite the arguments put forward by different researchers in support of teacher's certification and teacher's quality as a function of academic performance, Boluwaye (2007) had a contrary view. He asserted that, teachers classroom management have very little significant relationship on the academic performance of students, rather he opined that teachers quality is more vital in the teaching-learning process.

Fagbamiye (2006) opined that, teachers competence in classroom management contributes to students' performance, the performance of the learner therefore can directly be tied to the inputs of the teacher in the classroom teaching and learning interaction just as the learner cannot rise above the level of his academic experience, so also the teacher cannot transfer more than he knows. Everton and Weinstein (2006) asserted that classroom management can be described as actions teachers take to create a supportive environment for the academic and

socio-emotional learning of students. They describe five (5) types of actions as a pre-requisite to attain a high quality of classroom management, teachers must;

- a. Develop caring, supportive relationship with and among students
- b. Organize and implement instructions in ways that optimize student's access to learning, same opinion shared by Marzano et al. (2003).
- c. Teachers should encourage student's engagement in academic tasks which can be done using group management methods.
- d. Teachers must promote the development of student's social skills and self-regulation, that is, making students responsible for their actions.
- e. Teachers should be able to use appropriate interventions to assist students with behavior problems.

Classification of Classroom Management Strategies

Classroom management is about creating inviting and appealing environment for student learning. Classroom management strategies are tools the teachers can use to help create such an environment, ranging from activities to improve teacher-student relationship to regulate student's behavior. It is only when the effects of management fail that teachers should resort to reactive controlling strategies. Hence, it is imperative to distinguish between preventive and reactive classroom management strategy meaning that, there is a difference between strategies used to prevent behaviors and strategies used to respond to problem behaviors (Lane et al. 2011).

The establishment of rules and procedures and favorable teacher-student relationships are considered preventive strategies, whereas disciplinary interventions such as giving warnings or punishments are considered as reactive strategies. Although, it is generally assumed that preventive strategies are more effective than reactive strategies, the latter are sometimes needed to reduce disruptive or other undesired student behavior when the former fails (Marzano et al. 2003).

MATERIAL AND METHODS

Population

The population of this study are all teachers and students in junior secondary schools in Education District VI of Lagos state. A total of 100 respondents including teachers and students formed the sample population for this study.

Sample and Sampling Techniques

Ten (10) senior secondary schools out of fifty (50) schools in education district VI of Lagos state were selected for this study through a stratified random sampling technique. Five teachers and five students were randomly selected from each school comprising male and female teachers respectively. A total of fifty (50) teachers and fifty (50) students were used in the study.

Data Collection

The data is collected using the Teachers Classroom Management Proficiency Questionnaire (TCMPQ). The instrument which was self-developed by the researcher comprised of two sections. Section A sought for the background information of the respondents such as place of work, years of experience, qualifications, sex and class taught. Section B consisted of twenty (20) questions categorized under three (3) items; teachers' management proficiency, ability to teach, and attitudes of students to learning.

Validity and Reliability of (TCMPQ)

The content validity of the instrument was ensured by giving it to experts in the field of Teacher Education, Evaluation, Social Studies Education and experienced Social Studies teachers at the university level. The reliability of the instrument was evaluated in five (5) public secondary schools. The researcher with the assistance of the Vice-Principals and teachers in the selected schools administered the instrument on one hundred (100) Social Studies students. Kuder Richardson 20 was used to estimate the reliability which gave 0.86 at alpha level of 0.05

Data Administration and Instrumentation

The study was carried out for five (5) days with the researcher going from each school se-

lected to administer the instruments by himself with the assistance of the schools Vice-Principal (Administration).

RESULTS AND DISCUSSION

Hypotheses 1: There is no significant relationship between the teachers' classroom management efficiency and students' academic performance (Table 1).

The correlation of 0.61 indicates a positive linear correlation which implies that there is significant relationship between teacher's classroom management efficiency and students' academic performance at 0.05 significance level. In line with the findings of Adams (2016), he discovered through his research findings that, there is positive association between teacher's classroom management efficiency and student's academic performance while Boluwaye (2007) had a contrary opinion.

Hypotheses 2: There is no significant relationship between the teacher's ability to teach and students' academic performance (Table 2).

A correlation coefficient of 0.97 show that a very high correlation exists between the two variables which can be interpreted as a strong correlation between teachers' ability to teach

Economics and student's academic performance in Economics, hence the hypotheses that there is no relationship between teachers ability to teach and student's academic performance is rejected. According to Fagbamiye (2006) and (Adams 2016), the quality of the teachers with the ability to teach and manage classroom effectively is an essential indicator in the measurement of the efficiency of the school system.

Hypotheses 3: There is no significant relationship between the experienced Economics teachers and ability to manage classroom effectively (Table 3).

A correlation value of 0.37 at 0.05 level of significance shows a weak relationship exists between teachers experience and ability to manage class effectively a statement corroborated by Boluwaye (2007) while on the other hand, Fagbamiye (2006) asserted that teachers' competency and experience have significant relationship with classroom management efficiency.

Hypotheses 4: There is no significant relationship between the teacher's qualification and student's academic performance (Table 4).

A correlation value of 0.86 at 0.05 level of significance indicates a positive linear correlation which implies that a significant relationship exists between teacher's qualification and stu-

Table 1: Teachers classroom management efficiency and students' academic performance

Teachers' classroom management efficiency χ	Students' academic performance in economics \tilde{O}	$\times 2$	\tilde{O}^2	$\chi\tilde{O}$
$\Sigma\chi=189$	$\Sigma\tilde{O}=98$	$\Sigma\chi^2=3608$	$\Sigma\tilde{O}^2=1175$	$\Sigma\chi\tilde{O}=1906$

$r= 0.61$

Table 2: Teacher's ability to teach and students' academic performance

Teachers' classroom management efficiency χ	Students' academic performance in economics \tilde{O}	$\times 2$	\tilde{O}^2	$\chi\tilde{O}$
$\Sigma\chi=120$	$\Sigma\tilde{O}=181$	$\Sigma\chi^2=1472$	$\Sigma\tilde{O}^2= 3302$	$\Sigma\chi\tilde{O}= 2200$

$r= 0.97$

Table 3: Teachers experience and ability to manage classroom effectively

Experienced economics teachers χ	Ability to manage classroom effectively \tilde{O}	$\times 2$	\tilde{O}^2	$\chi\tilde{O}$
$\Sigma\chi =182$	$\Sigma\tilde{O} =82$	$\Sigma\chi^2 =6012$	$\Sigma\tilde{O}^2 =1372$	$\Sigma\chi\tilde{O}=2013$

$r = 0.37$

Table 4: Teachers qualification and student's academic performance

Teachers qualification χ	Students' academic performance \tilde{O}	$\times 2$	\tilde{O}^2	$X\tilde{O}$
$\Sigma\chi = 184$	$\Sigma\tilde{O} = 82$	$\Sigma X2 = 3429$	$\Sigma Y2 = 7130$	$\Sigma XY = 1545$

$r = 0.86$

dents' academic performance, a view backed by Akpotu and Adeyemi (2009) and Fagbamiye (2006).

CONCLUSION

The study concluded that there was significant relationship between teachers' classroom management proficiency and student's academic performance in Economics and that there exist a relationship between teachers' abilities and students' academic performance which is a function of many years of teaching experience garnered by the teachers.

RECOMMENDATIONS

The following recommendations are put forward by the authors;

1. Emphasis should be made on effective classroom management by the government
2. Government should organize workshops and seminars regularly for the teachers in order to update their knowledge and hone their skills in social studies
3. Teachers in junior secondary schools should be encouraged to pursue higher degree in social studies.

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