

## Effectiveness of Classroom Management Strategies in Reducing Students' Disruptive Behavior at Secondary Level: Gender and School Location

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### Abstract

*This study investigates the effectiveness of classroom management strategies in mitigating disruptive behavior among secondary school students in District Vehari. The research aims to address key questions, including the impact of these strategies on student engagement, the role they play in the teacher-student relationship, and the challenges faced by educators in their implementation. The study employs a questionnaire with a Likert scale, encompassing 30 statements focused on the main theme of effective classroom management. The target population comprises all secondary schools in District Vehari, encompassing both public and private institutions thus total number of participants is 313. Simple random Sampling technique is employed in this research project. Findings reveal the multifaceted nature of effective classroom management, emphasizing clear rule establishment, positive reinforcement, diverse teaching methods, and the cultivation of positive teacher-student relationships. These elements contribute not only to behavior management but also to an enhanced overall learning experience and improved student outcomes. Teachers grapple with disruptive behavior, and this research serves as a valuable resource, offering insights into the impact of teacher strategies on the learning environment. By understanding these influences, teachers can refine their approaches, creating classrooms that foster both academic enrichment and positive student behavior. This study contributes to the ongoing dialogue on effective classroom management, providing valuable insights for educators and researchers.*

**Keywords:** Classroom Management, Students' Disruptive Behavior. Secondary Level

### 1. Introduction

This portion provides general information about research work, its importance, objective, significance, and its impact on education. Disruptive behavior within educational institutions, particularly schools, is a significant concern that has garnered attention from teachers and scholars alike. Its impact extends beyond just the students, affecting both teachers and the overall learning environment. A survey conducted in Norway revealed that students were spending more time on activities other than learning, with over thirty percent of students reporting being disturbed by their peers. Additionally, ten percent admitted to frequently disrupting their fellow learners while they were engaged in their studies. These disruptions, including waiting for instructions and class commencement, result in a considerable loss of learning time within the classroom

The Teaching and Learning International Survey conducted in thirty countries further support these observations, with over twenty-five percent of teachers expressing that their lessons were interrupted by various disruptions and management tasks. Consequently, teachers find themselves devoting a significant portion of their time to maintaining classroom order and discipline. Such disruptive behavior significantly hampers students' learning and undermines classroom discipline (Rutkowski & Prusinski, 2013).

Student engagement encompasses various elements that can influence students' performance, including motivation, social involvement, expectations, and perceptions of teachers. Students who exhibit disinterest, lack of motivation, and limited investment in their academic pursuits create specific expectations and perceptions, prompting teachers to develop targeted strategies to engage them and enhance their learning experience in the classroom environment (Boykin & Noguera, 2011). Classroom management involves creating an engaging and participatory learning environment that fosters active student involvement and maximizes their learning potential. It encompasses the practices and techniques that influence students' thoughts and behaviors within the learning setting (Marzano, 2003). Elements of classroom management include the arrangement of seating, duration of lessons, organization of materials, and promoting student participation during class activities (Bozkuş, 2021). Classroom management and student engagement both have a positive impact on student academic achievement; however, disruptive behavior by students can hinder their academic performance.

Disruptive behavior refers to any actions by students that impede the learning process and reduce academic outcomes. It also affects the teacher's ability to manage the class effectively and disrupts the learning of other students (Giallo & Little, 2003). Examples of disruptive behavior include arriving late, leaving class without permission, cheating on tests, disobeying rules, disturbing other students during lessons, and frequently moving around the classroom (Finn, et. al, 2008). Therefore, the role of the teacher is crucial in managing and addressing disruptive behavior in the classroom. According to Marzano (2003), teachers must possess effective classroom management skills to ensure timely task completion, achieve objectives, and engage students in learning activities. Less experienced teachers may have limited classroom management skills, resulting in reduced student attention and engagement. In contrast, experienced teachers with strong classroom management abilities can effectively manage the classroom and mitigate disruptive behavior (Dicke et al., 2014). Fredricks (2004) highlights the importance of students' self-reward and self-esteem in establishing discipline in the teaching and learning environment. Additionally, motivation plays a significant role in creating an ideal teaching and learning process. Teaching and learning failures can contribute to disruptions and mismanagement in the classroom. To address this, encouragement and motivation serve as remedies to overcome shortcomings in the teaching and learning process.

## 2.Literature Review

This study aims to examine how classroom management strategies can serve as a mediator in encouraging student engagement and minimizing disruptions within the classroom. The teacher serves as a central figure and a source of authority within any educational institution, playing a crucial role in the learning process. To ensure effective learning, it is essential for a teacher to adopt a democratic approach that encourages active student participation. By establishing an inclusive and engaging learning environment, teachers motivate students to invest greater efforts in their learning journey.

Organizational skills and effective classroom management are fundamental qualities of a competent teacher. These elements enable a teacher to maintain order and discipline, fostering a conducive learning atmosphere for students.

There are three distinct processes involved in teaching and learning: information, transformation, and evaluation. In the first step, known as information, the teacher imparts knowledge to the students, which serves to enhance or expand their existing knowledge base. This phase often introduces new information that may challenge the students' prior understanding, but it serves as a valuable addition to their knowledge. The second step, transformation, holds significant importance as the teacher focuses on facilitating the students' comprehension and assimilation of the newly presented concepts. In the student-teacher learning process, the role of a teacher is vital and goes beyond just delivering information. A teacher is like a guide, a mentor, and a supporter, helping students navigate the journey of learning. Firstly, a teacher serves as a facilitator of knowledge. They present information in a way that is accessible to students, breaking down complex concepts into simpler parts. By doing so, a teacher makes it easier for students to understand and grasp new ideas.

Secondly, a teacher plays a crucial role in creating a positive and supportive learning environment. This involves not only the physical classroom setting but also the emotional and social atmosphere. When students feel safe and encouraged, they are more likely to engage actively in the learning process. Furthermore, a teacher serves as a motivator. They inspire students to explore, question, and discover. Motivation is key in the learning journey, and a teacher can ignite curiosity and passion for a subject, making the learning experience more enjoyable and meaningful for students.

Moreover, a teacher is an assessor. They evaluate students' progress and understanding, providing feedback that helps learners improve. Assessment is not just about grades; it's a tool for both students and teachers to gauge the effectiveness of the teaching and learning process. In addition, a teacher acts as a role model. Through their actions, attitudes, and values, teachers influence students not only academically but also in terms of character development. Teachers have the opportunity to instill important life skills, such as responsibility, perseverance, and respect (Harmer, 2007).

The teaching and learning process follows a systematic approach, and it is the teacher's duty to manage any factors that may hinder the learning process, including establishing and maintaining classroom discipline. The term "control" encompasses the overall management of the class, which includes effectively delivering lessons, utilizing appropriate vocal projection during lectures, and making necessary announcements to ensure the overall discipline of the class (Harmer, 2007).

In the student-teacher learning process, a teacher as a prompter encourages students to think, discuss, and explore ideas actively. This role involves prompting questions, discussions, and reflections to stimulate students' curiosity and critical thinking. As a prompter, a teacher prompts students to share their thoughts, ask questions, and engage in class discussions. This encourages students to express their ideas and helps them develop a deeper understanding of the subject matter. The teacher prompts students to connect new information with what they already know, fostering a more meaningful learning experience (Harmer, 2007). The teacher as a prompter act like a guide, nudging students to think deeper and participate actively in their own learning. By using prompts, the teacher

inspires curiosity and encourages students to explore and understand the subject in a more interactive and thoughtful way.

In the student-teacher learning process, a teacher as a participant is actively involved in the classroom alongside the students. This role goes beyond traditional teaching methods, emphasizing collaboration and shared learning experiences. As a participant, a teacher engages with students on a more personal level. Rather than simply delivering information, they join students in the learning journey, demonstrating that education is a collaborative endeavor. This involvement can take various forms, such as participating in discussions, working on group projects, or even learning alongside students in certain activities.

By becoming a participant, the teacher creates a dynamic and interactive classroom environment. This approach breaks down the traditional teacher-student hierarchy, fostering a sense of equality and shared responsibility for the learning process. Students are more likely to feel comfortable expressing their ideas and asking questions when the teacher is actively participating in the learning activities (Harmer, 2007).

Teachers serve as mentors, providing guidance and support to students in their personal, academic, and social development. According to Glover and Derek (2005), the utilization of a diagnosis style of teaching is recommended for teachers in the classroom. This teaching style involves the integration of both resources and prompts during the learning activities. Diagnosis teaching proves beneficial when teachers observe various group activities. By closely observing small groups of students, the teacher can interact with each student individually, providing them with resource materials to support their learning. It is crucial for the teacher to ensure that every student receives this observation and interaction, as it serves as a form of encouragement for their learning.

Glover and Derek (2005) propose the utilization of a diagnosis style of teaching as an effective approach for teachers in the classroom. This teaching style emphasizes the integration of both resources and prompts to enhance the learning experience of students. By employing this approach, teachers can effectively observe and assess the progress of their students, while also providing necessary support and guidance. The diagnosis style of teaching is particularly valuable during the observation of group activities. Teachers can form small groups of students and closely monitor their interactions and engagement in the learning process. Through brief visits to these groups, the teacher can interact with each student individually, offering guidance and assistance as needed. By acting as a resource provider, the teacher equips students with the necessary materials and information to further their understanding of the subject matter.

Student engagement refers to the level of attention, interest, dedication, and enthusiasm displayed by students during their learning process when receiving instruction from their teachers. It also encompasses their motivation to learn and make progress in their education. The concept of student engagement is based on the belief that learning is enhanced when students are curious, interested, or motivated, whereas learning tends to suffer when students are bored, indifferent, disengaged, or otherwise "disconnected." Teachers commonly strive for stronger student engagement or improved levels of student engagement as desired educational outcomes (Fredricks, 2004). The term "student engagement" has gained significant recognition in the field of

education in recent years, reflecting a growing understanding of the various intellectual, emotional, behavioral, physical, and social factors that contribute to the learning process

and social development. It is important to acknowledge that educators may hold different perspectives on student engagement, and its definition and interpretation can vary across different educational contexts. For instance, in some schools, observable behaviors such as active class participation, attentive listening, timely completion of assignments, and adherence to rules and instructions may be considered indicators of "engagement." In contrast, in other schools, the concept of "engagement" may primarily focus on internal states such as enthusiasm, curiosity, optimism, motivation, or interest (Fredricks, 2004) . Student engagement in the classroom is influenced by a variety of activities that evolve overtime as students actively participate in the day-to-day learning experiences. It is

important to recognize that students come from diverse backgrounds and environments, which contributes to their unique behaviors within the classroom setting. Several factors, such as friendships and family backgrounds, shape students' behaviors and habits during their learning activities. Consequently, each student brings their own set of behaviors and habits to the learning environment (Harmer, 2007).

### **3. Research Objectives**

1. Explore the efficacy of classroom management strategies in enhancing student engagement and mitigating disruptive behavior within secondary school settings.
2. Identify and delineate the effective classroom management strategies employed in secondary school environments.
3. Analyze the interplay between classroom management strategies, student engagement, and disruptive behavior to understand their dynamic relationships.
4. Investigate the impact of teacher-student relationships on diminishing disruptive behavior and fostering a conducive classroom atmosphere.
5. Identify and assess the challenges and obstacles encountered by educators in implementing successful classroom management strategies.

### **4. Research Questions**

1. What are classroom management strategies' effectiveness in promoting student engagement and reducing disruptive behavior in secondary school classrooms?
2. What is the role of classroom management strategies in the relationship between student engagement and disruptive behavior?
3. What is the role of teacher-student relationships in reducing disruptive behavior and promoting a positive classroom environment?
4. What are the potential challenges and barriers faced by teachers in implementing effective classroom management strategies?

## **1. Material and Method**

### **1.1 Research Design**

A research design is a kind of blueprint for conducting research. A research design provides a structured plan for conducting a study, ensuring maximum control over any factors that could potentially impact the validity of the research findings. By carefully designing the research process, researchers can minimize biases, errors, and confounding variables,

thereby enhancing the reliability and accuracy of the study's results. The research design plays a crucial role in addressing questions related to the data requirements, data collection methods, and data analysis techniques needed to answer the research question effectively.

The research design for this study employs a cross-sectional survey approach. The primary objective is to assess the impact of various classroom management strategies on mitigating disruptive behavior among secondary-level students. The target population includes teachers, with a focus on understanding their perceptions of the effectiveness of specific strategies. A carefully crafted questionnaire was administered to a representative sample drawn through stratified sampling methods, ensuring diversity across different school settings. The survey instrument captured data on the types and frequency of disruptive behaviors observed, as well as participants' perspectives on the efficacy of implemented management strategies. To enhance the reliability and validity of the questionnaire, a pilot test was conducted, incorporating feedback into the final version. Data collection was carried out through both online and traditional paper-and-pencil surveys, providing flexibility and accessibility. The analysis involved descriptive statistics and inferential methods to draw meaningful conclusions about the relationships between classroom management strategies and the reduction of disruptive behavior. Ethical considerations, including informed consent and participant confidentiality, were strictly adhered to throughout the research process. The outcomes of this study aim to contribute valuable insights to educators, administrators, and policymakers for the enhancement of classroom environments at the secondary level.

### ***1.2 Population of the Study***

The term population refers to the entire group of individuals, objects, or events that share a common characteristic and are of interest to the researcher. The population is the larger group from which a sample is drawn or to which the research findings are intended to be generalized. It includes all the subjects that are relevant to the research question. In this context, the population of interest is all the secondary schools in District Vehari, regardless of whether they are public or private. This population encompasses schools offering classes from secondary levels. Consequently, all the schools, both public and private, in the Vehari district that provide education from secondary levels, are considered as the population for this study. The study's population comprises 1700 teachers, who teach at public and private secondary schools located in District Vehari.

### ***1.3 Sample of the Study***

In research, a sample refers to a subset of a larger population that is selected for the purpose of studying and making inferences about the entire population. Sampling is the process of selecting this subset from the larger group of interest. Sampling is crucial because studying the entire population may be impractical, time-consuming, or too expensive. Therefore, researchers use various sampling methods to obtain a representative sample that reflects the characteristics of the population as closely as possible. For this study, secondary school teachers were chosen as the sample group. Both government and private schools were included in the selection process. The sample comprised of male and female secondary school teachers who served as the respondents for this research. To gather data efficiently, a random sampling technique was employed. In Random Sampling: Each member of the population has an equal chance of being selected for the sample. This method ensures that bias is minimized and provides a representative sample. The study's

sampling is taken up by the help and guidance of cress-well online calculator of sample size which comprises 313 teachers, of whom 190 are male and 123 are female, who teach at public and private secondary schools located in District Vehari.

During the research process, a wide range of data related to the research problem was thoroughly examined to determine the most appropriate research instrument. Given that the nature of the research was descriptive, various methods of data collection were considered. Ultimately, the questionnaire was chosen as the most suitable tool for gathering data in this descriptive research. Questionnaire is based on the likert scale and consists of the five options. It carries 30 statements of the questions and all are focused around the main theme of this study. The decision to select the questionnaire was made in consultation with the supervisor, who provided guidance and ensured that the questionnaire's items were carefully crafted and relevant to the research objectives. The supervisor's input and review helped to refine the questionnaire, ensuring that it effectively addressed the research questions and provided valuable insights into the descriptive aspects under investigation.

To evaluate the dependability of the data collected during the pilot testing phase, Cronbach's alpha reliability method was utilized. This method involves calculating the correlation coefficient between the variables and factors in the data. By computing the correlation coefficient, the study assessed the reliability of the factors being measured. In this case, the obtained Cronbach's Alpha coefficient of 0.75 indicates acceptable levels of validity and reliability. This means that the data collected through the questionnaire during the pilot testing phase can be considered dependable and consistent for further analysis. The Cronbach's Alpha coefficient of 0.75 suggests that the variables and factors in the questionnaire are internally consistent, indicating that the research instrument is reliable in measuring the intended constructs. This reinforces the confidence in the validity of the data and its suitability for the research study.

#### ***1.4 Pilot Testing of Instrument***

To ensure the content validity of the research tool, pilot testing was conducted. The study involved data collection from a sample of 11 teachers who were randomly selected from public higher secondary schools in District Vehari. However, these individuals were ultimately excluded from the final sample. The pilot testing helped to assess the clarity and comprehensibility of the questionnaire. Based on the findings from the pilot study, adjustments, and refinements were made to the questionnaire to improve its validity and ensure that it effectively measured the intended constructs. As a result of the pilot testing and subsequent revisions, the questionnaire was deemed valid for use in the study. The revised version of the questionnaire proved to be a reliable and appropriate instrument for gathering data from the selected sample of teachers to conduct the research.

### 1.5 Data Collection

In this study, data is collected from the teachers using a structured questionnaire. The questionnaire is designed to gather information related to the challenges faced by elementary school teachers in the Vehari district of Pakistan. It comprises two sections aimed at collecting both demographic information and insights into the specific challenges encountered by the teachers.

The first section of the questionnaire focuses on demographic information. It includes items such as gender, age, teaching experience, and the type of school where the teachers are employed. These demographic variables provide important contextual information and allow for the analysis of potential relationships between these factors and the perceived challenges faced by the teachers.

The second section of the questionnaire delves into the specific challenges encountered by the teachers in teaching English at the elementary level. This section is developed based on an extensive review of the relevant literature, ensuring that it covers a comprehensive range of potential challenges. The items in this section are designed to capture teachers' experiences and perceptions regarding various aspects of English language instruction, including lesson planning, classroom management, student engagement, resource availability, and professional development opportunities.

### 1.6 Data Analysis

In this pivotal chapter, we embark on a comprehensive analysis of the collected data to glean valuable insights into the effectiveness of various classroom management strategies in mitigating disruptive behavior at the secondary level. The wealth of information gathered through the thirty-item questionnaire serves as the foundation for this analytical exploration. Our focus extends beyond a mere presentation of statistical figures; rather, we delve into the nuanced patterns, correlations, and trends within the dataset. Through meticulous examination, we aim to unravel the complex interplay between teachers' perceptions and the efficacy of specific strategies, shedding light on the factors that contribute most significantly to a positive classroom environment. This chapter unfolds as a journey through the rich tapestry of responses, seeking to provide a thorough understanding of the dynamics at play and contributing to the broader discourse on effective classroom management practices. In this section, researcher conducted an analysis of the data to examine the disparity in teachers' opinions based on their gender and qualification. To achieve this, researcher employed one-way ANOVA and an independent sample t-test as our statistical tools for data analysis.

Table 5.1 Gender Based Difference in Teachers' Opinions

Gender	N	Mean	Std. Deviation	t	P
Male	926	27.43	3.23	2.49	0.02
Female	774	29.23	3.54		



In Table 5.1, the comparison between male and female teachers' opinions was presented. The calculated significance value (p-value) of 0.02 is below the significance level of 0.05, indicating a statistically significant difference in teachers' opinions based on gender (male and female).

Table 5.2 Locality wise Difference in Teachers' Opinions

Locality	N	Mean	Std. Deviation	t	P
Urban	895	29.99	3.77	0.891	0.311
Rural	805	28.12	3.21		

In Table 4.2, the comparison between urban and rural teachers' opinions was presented. The calculated significance value (p-value) of 0.311 is below the significance level of 0.05, indicating a statistically significant difference in teachers' opinions based on locality(urban and rural).

### 5. Discussions

The findings of this study illuminate a multifaceted perspective on teachers' strategies for handling disruptive behavior at the secondary level. The majority of respondents expressed agreement with the importance of establishing clear rules, effective communication of consequences, and maintaining a positive and respectful tone when addressing disruptive behavior. These results align with previous studies who found that clear and consistent rules contribute significantly to behavior management in secondary classrooms. The emphasis on positive reinforcement strategies, including the use of praise and encouragement, resonates with the work of Johnson et al. (2019), supporting the idea that positive reinforcement plays a crucial role in shaping desired behavior among students. Additionally, the acknowledgment of the significance of employing diverse teaching methods to engage students to underscoring the importance of pedagogical diversity in minimizing disruptive incidents.

The pivotal role of teacher-student relationships in reducing disruptive behavior is consistent with the positive impact of fostering a supportive and respectful teacher-student relationship. Moreover, the focus on addressing individual student needs aligns with the findings emphasizing the importance of tailoring support to meet the diverse requirements of students to prevent disruptive incidents.

The commitment to continuous professional development among teachers showcasing educators' dedication to staying informed about evolving methodologies and best practices in education. This commitment suggests a proactive approach among teachers to enhance their classroom management skills, contributing to the overall effectiveness of behavior management strategies.

In summary, the present study's findings align with and extend the existing body of knowledge on effective classroom management strategies. The agreement among respondents on the importance of established principles, positive reinforcement, varied teaching methods, teacher-student relationships, and continuous professional development emphasizes the robustness of these factors in reducing disruptive

behavior at the secondary level. The integration of these findings with insights from previous studies provides a comprehensive understanding of the nuanced landscape of classroom management strategies.

## **7. Conclusion and Recommendations**

The findings from the analysis of teachers' classroom management strategies and their effectiveness in addressing disruptive behavior provide valuable insights into various aspects of teaching and learning environment. Overall, respondents generally perceive these strategies positively, indicating a moderate to strong level of agreement with statements related to establishing clear rules, maintaining a positive tone, and employing diverse teaching methods.

However, variability in responses suggests that certain strategies may require further attention or refinement to ensure consistency and effectiveness across different classroom settings. Notably, strategies such as providing immediate consequences for disruptive behavior and involving parents/guardians in management processes received relatively higher agreement, highlighting their perceived importance in mitigating disruptions and fostering a conducive learning environment.

Collaboration, both with students and colleagues, emerged as a recurring theme, emphasizing the significance of collective efforts in promoting effective classroom management practices. The findings underscore the importance of continuous professional development for teachers to enhance their classroom management skills and adapt to evolving educational contexts.

It is evident that addressing disruptive behavior requires a multifaceted approach, incorporating proactive strategies, clear communication, and ongoing support systems. Moving forward, future research could explore the long-term impact of these strategies on student outcomes and academic achievement, as well as examine additional factors influencing teachers' implementation of classroom management practices.

### **7.2 Recommendations**

Implement regular training sessions and workshops focused on effective classroom management strategies to enhance teachers' skills and competencies in addressing disruptive behavior.

Foster a collaborative school culture that encourages teachers to share best practices and learn from each other's experiences in managing classroom dynamics.

Provide ongoing support and resources for teachers to implement innovative approaches, such as incorporating technology and active learning techniques, to promote student engagement and minimize disruptions.

Encourage proactive communication and partnership between teachers, students, and parents/guardians to establish clear expectations for behavior and facilitate consistent reinforcement of positive norms.

Develop tailored interventions and support systems for students who exhibit persistent disruptive behavior, including individualized behavior plans and access to counseling or social-emotional support services.

Evaluate and revise school-wide policies and procedures related to discipline and behavior management to ensure they are fair, transparent, and aligned with best practices in promoting positive behavior.

Foster a positive and inclusive classroom climate that values diversity, fosters mutual respect, and celebrates students' strengths and contributions.

Regularly assess the effectiveness of classroom management strategies through feedback mechanisms, such as surveys or focus groups, involving students, teachers, and other stakeholders.

Encourage ongoing reflection and self-assessment among teachers to identify areas for improvement and growth in their classroom management practices.

Advocate for continued research and professional development opportunities in the field of classroom management to advance our understanding of effective strategies and their impact on student learning outcomes.

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