

Classroom Management Practices: Methods and Approaches Applied for the Purpose of Student's Personal Development



Assoc. Prof. Katerina Mitevska Petrusheva, PhD¹, Prof. Biljana Popeska, PhD²

¹Faculty of Education, International Balkan University, Skopje, North Macedonia

²Faculty of Educational Sciences, Goce Delcev University, Stip, North Macedonia

ABSTRACT: Classroom management practices which teachers apply in their everyday practice are focused on creating positive environment which will enable students to effectively work and learn on a daily basis. Additionally, some practices familiar in the educational theory, known as methods of educational work, can have much bigger impact and contribute toward long-term changes related to student's overall personal development. Their application influences on developing and strengthening some personal qualities like: positive beliefs and attitudes toward learning and personal improvement, self-control, self-discipline, diligence, responsibility, positive work habits etc. This paper examines the use of the methods of educational work, through the frequency of use of different approaches and strategies in teachers' everyday classroom management practice, focusing on praise, reward, and training, as a part of the process of developing habits; inhibition and punishment in situation when negative behaviour occurs, and others. The sample includes 364 secondary school teachers in North Macedonia, with different length of working experience in the teaching profession.

The application of these methods is seen as an important part of teachers' practice, and due to this it should be considered as a necessary component of the initial teacher education, as well as teachers' continuous professional development. The paper stresses the importance of teacher education in this domain, emphasizing that their appropriate or inappropriate use can lead either to long-term positive outcomes or to negative consequences.

KEYWORDS: personal characteristics, reward, punishment, reprimand, praise.

INTRODUCTION

In today's educational settings, learning outcomes and student's achievements are in the focus of teacher's work. This means that the overall work is organized and directed mostly toward achieving better results in the learning process, mainly because of the tendencies of assessing student's knowledge through using standardized tests. This results with underestimating and putting in a second plan practices which are related to student's personal development, i.e., developing positive personal characteristics, forming the character, developing moral values, attitudes, and beliefs. Within the framework of educational sciences this is referred as the Methodics of educational work (Mitevska Petrusheva, 2015, p.78), which in everyday practice is applied through a variety of classroom management practices. In this regard, teachers use different methods and approaches which besides managing the classroom environment, also serve in achieving these long-term goals of student's personal development.

Working on student's personal development as a long-term educational goal, should not be omitted during the education process, since it has major impact on student's overall development and personal growth. This is also recognized by OECD when arguing that teachers should support all aspects of student development, including attitudes and values (OECD, 2019a). This is closely related to teacher's educational role, which is defined as "the influence of the teachers in forming the moral characteristics of students and impact in developing student's overall personality." (Mitevska Petrusheva & Popeska, 2014, p. 258).

Because of its complexity, the fulfilment of this task is complex, difficult to plan, deliver and assess its final results. This comes from the nature of the outcomes which usually are more difficult to define and measure (for example: students to be self-disciplined, persistent, responsible, honest, with strong work habits, etc.), compared with academic outcomes. But the complexity in performing and assessing, does not imply that is impossible to achieve it. This requires from teachers to have the necessary knowledge, skills, and competences to plan and apply appropriate classroom management practices which will contribute to achieving this task successfully.

This paper examines the practices of teachers in managing the classroom environment, concretely the use methods and strategies which teachers apply in their everyday practice, focused on achieving positive outcomes in student's personal development. It should be noted that the theoretical basis is explored within the frameworks of the pedagogical discipline Theory

Classroom Management Practices: Methods and Approaches Applied for the Purpose of Student's Personal Development

of education and covers issues related to methodics of educational work. Some of them, specifically those related to methods of encouragement and prevention, in western literature are often covered in the area of Classroom Management.

METHODS AND APPROACHES IN EDUCATIONAL WORK

In available literature, methods of educational work are categorized as follows: method of persuasion; method of training and developing habits; method of encouragement; method of prevention and inhibition (Kostova, 2004; Suzic, 2005; Doležalová, Hábl & Janiš 2014). In order to be applied successfully, their main characteristics need to be considered.

The method of persuasion is related with cognitive domain and its aim is to help students to actively engage in acquiring new knowledge. This is seen as a conscious and planned process where teacher influences on students to think and critically examine new information acquired in the teaching process, in order to evaluate it positively or negatively, to accept or reject the information and further to internalize it as a part of their previous knowledge base. This method has aim to guide the student on how to make connection between rational components with emotional and volition components, which will further motivate the student to act appropriately.

Using this method, teacher helps the student to develop own point of view for different issues and to form attitudes and beliefs. This method is implemented by using different approaches as: sharing scientific facts, information, explanation, use of examples from everyday life, solving moral dilemmas, critical evaluation etc. (Kostova, 2004; Suzic, 2005). Persuasion as a method is a basis for individual's development, because only the person that is deeply convinced, believes and has emotional affection toward certain attitudes, will be internally motivated to behave in appropriate way. Through persuasion, teacher influences on intellectual and emotional component, but this still doesn't guarantee that the student will act in accordance with these beliefs. That's why educational process needs to continue with the next step – that is training and developing habits.

The method of training and developing habits gives the basis toward action. Training is repeating some activities which enables it to develop into skill and become a habit (Barrow & Woods, 2006). It helps students to achieve automaticity for well-practiced knowledge and skills (Ormrod, 2015). But, training is not only mechanical and unconscious activity, but rather, it must include student's conscious involvement which enables the trained activity to develop into habit. This method has importance in developing necessary hygienic, cultural and working habits. Developed appropriately, these habits contribute to success in the teaching process. Results achieved using this method are long-lasting. In school they are manifested through being on time, completing the assignments in defined deadlines, following classroom rules, putting one's best effort, being a hard worker (Simpkins et al., 2020) which in later life contributes to successful adjustment in the work setting (Corno & Kanfer, 1993) and can be manifested through improved time management skills (MacCann, Fogarty & Roberts, 2021), punctuality in work, respecting the deadlines, habit for regular physical activity etc. From the perspective of educational role, the task of teachers is to help students to incorporate all these habits into a specific lifestyle.

Study and work habits predict academic performance (Crede & Kuncel, 2008) and are related with earning higher grades. Dvorak and Miaoging (2016), suggest that academic achievement is a function of discipline and good time management, and not just a function of intellect. On the other hand, when these habits are formed, they have influence and reflect on the discipline and the atmosphere in the classroom (Reyes, Brackett, Rivers, White & Salovey, 2012), which are key factors for teacher's effectiveness (Shindler, 2010). The study of Bo Ning (2018) showed that disciplinary climate in the classroom has significant influence on students' high achievements and that depending on the classroom disciplinary climate, students can benefit or hinder. Accordingly, disruptive classrooms require more time to be spent on keeping order and students are more likely to have lower achievements (OECD, 2021).

Good work habits are also related to volitional aspects. Volition refers to "strength of will", "persistence when faced with difficulty, associates with characteristics as disciplined, self-directed, striving, diligent and has weakness as its opposite" (Corno, 1993, p.14). According Corno (1993), one function of volition is 'meta motivational' which "controls and directs intellectual, emotional, and behavioral energy toward academic or other difficult goals, helps students to persist at achieving goals, to exercise control over other more desirable behavior, protects the effort from internal and external distractions, and in long term increases the skills in task management and promotes growth of responsibility" (Corno, 1993, p.15).

Since volition is not directly observable or measurable, it is inferred from the effects of an identifiable set of inputs on behavior (Corno & Kanfer, 1993), or in school context through behaviours like turning assignments on time, respecting deadlines, persistence, consistency, diligence, self-discipline etc.

Another important task of the teacher is to influence on preventing negative habits or, if they are already developed, to help students to correct and transform into positive. This method encompasses preventive and corrective function of education and is seen as very important in students' development. Strategies applied for the method of training and development of habits are the following: setting rules and acting accordingly, repeating the desired behaviour, regular monitoring, self-evaluation of achieved progress, etc.

Classroom Management Practices: Methods and Approaches Applied for the Purpose of Student's Personal Development

The method of encouragement promotes and fosters positive behaviour. It influences on student's emotional and volition component by encouraging student to endure when faced with difficulties and has doubts whether to continue or quit. It's manifested through acknowledging student's effort or achieved success. Through this method, teacher focuses on positive and acceptable behaviour, rather than negative one. Putting the focus on student's effort in the process of achieving results, and with encouraging, teacher motivates student even more, emphasizing the importance of developing multiple positive characteristics, such as persistence, endurance, as qualities of volition component, and proudness, dignity, self-confidence, and self-affirmation. With encouraging, teacher shows appreciation for student's contribution and focuses on his/her's strengths (Tauber, 2007). Strategies applied for the method of encouragement are: demonstrating care and interest for students' positive results, praise, public acknowledgment, rewards and grades.

In the last decades, the impact of some of these strategies is widely discussed, especially in classroom management practices. Some authors consider that use of praise, rewards, incentives etc. as extrinsic motivational strategies are limited and have only short-term positive effect, i.e., while the reinforcer is present (Shindler, 2010, Kohn, 2005). In this regard, when praise is used to reinforce what the student is doing, is the most destructive form, since it contains some form of judgement and evaluation. This "directs the attention away from the task and toward the reaction" (Kohn, 2005, p.156). According to Kohn (2005), "only paying attention and showing interest for the activity is a form of encouragement" (Kohn, 2005, p.155). On the other hand, Shindler (2010) considers that praise messages, used in a 'healthy way', i.e., when is focused on student's behaviour and given for effort and accomplishment, derived from students' own goals, and not imposed by extrinsic motivator (teacher), can be beneficial (Shindler, 2010).

Taking into consideration the impact of positive learning habits in achieving good learning outcomes, not just in school but also further in future professional life, the importance of applying this method in everyday practice must be emphasized.

One of the approaches for encouragement is positive reinforcement. It refers to related activities which, as progressing through, lead to developing self-control i.e., "starting from reinforcement by others in form of social approval or praise, through self-managed reinforcement, till self-generated satisfaction in form of felling pride about individual's own achievements" (Smith & Laslett, 2002, p.101). By using this approach, teachers can influence intentionally by motivating students "to move "throughout the hierarchy.

The last method, method of prevention or inhibition is used only in situations when all other methods haven't given the expected results. It is a set of measures and acts which teacher uses as warning and/or giving appropriate sanctions for undesired behaviour, with aim of preventing and optimizing student's positive development (Suzic, 2005, p.465).

Students' misbehaviour has negative consequences not only on classroom atmosphere, but also on student's achievements. In the report of OECD is noted that "More disruptive classrooms are more likely to have lower achieving students which in turn means more time spent on keeping order" (OECD, 2021, p. 24).

There are two types of prevention: stopping and forcing. By stopping or interception teacher turns student's attention from negative, maleficent, to some other positive behaviour and action. Used in this way, it has preventive function.

Forcing is used to provoke negative feelings, with aim to stop the negative behaviour and to motivate student to act in positive direction (Vukasovic, 1993, p. 274). Because of that, teacher should use it very restricted, only in situations when student has developed negative habit or behaves inappropriately. But, if it's used too often, it can lose its value and can have negative influence on student's development. This method should never be used for frightening, and teacher should be especially careful not to humiliate or denigrate student's personality. This method is applied through use of warning, threatening, reprimand, punishment, etc.

One of the most used assets of this method is punishment. The aim of punishment is the student to feel the consequences of some certain misbehaviour, but also to warn him/her not to repeat the same behaviour again. Punishment can be effective to stop or change the undesired behaviour, but teachers must always have in mind other negative effects it can provoke (Smith & Laslett, 2002), like embarrassment, withdrawing, etc. Shindler argues that its use is not likely to reduce the possibility for the student to repeat the undesired behaviour in long-term (Shindler, 2010). Punishment is also seen as not very useful in promoting student responsible behaviour, especially when increases in severity (Lewis et al., 2008).

Punishments give quick results, but they can be only for short period if teacher doesn't use it in appropriate way. It can also cause long-lasting negative effects toward student's personal development. It should also be noted that the use of punishment is effective only for a short period of time, i.e. it stops the current undesired behaviour, whereas in long term it's not effective because student's need, which have provoked the misbehaviour, remains unaddressed. (Dreikurs, Cassel & Dreikurs, 2004; Shindler, 2010).

There can be a lot of negative implications of inappropriate use of this method as: aggression, repeating the unwanted behaviour, and developing negative personal characteristics as stubbornness, disobedience, impulsiveness, or withdrawal. Also, it can have negative impact on the teacher-student relationship by causing negative attitudes toward the teacher, toward the subject or

Classroom Management Practices: Methods and Approaches Applied for the Purpose of Student's Personal Development

school, on the process of learning, and student psychological well-being (Cameron, 2006). Its use can reinforce cheating, lying, gives bad model of behaviour for other students etc.

Because all of this, it should be used only in situations when student is behaving inappropriately and as the last step. It can be used through different strategies which are preventive and serve to give a warning to the student and to point possible negative consequences. If they don't give positive result, then teacher uses more strict ones. This means that gradation in their use needs to be applied from easier to stricter.

In order to use all of the mentioned methods appropriately, teacher must know students and their individual characteristics when choosing appropriate method, because otherwise the method can give negative instead of positive effects. Also, teachers need to be confident in technique they choose to apply in their classroom (Lewis et al., 2008) and student should always be informed and aware why some specific method is applied.

Teacher must always have in mind that the final aim of education is student's personality and developing positive characteristics, not just reacting on accidental basis. Because of the complexity of the process of developing student's personality, teacher must have the vision what is the final goal that he/she wants to achieve (Shindler, 2010) to use the methods in the most appropriate way and adapted to individual characteristics of each student. Overall results will not depend only on use of some specific method or strategy, but rather of the systematic approach and overall organization of the teaching process.

Following previously elaborated methods, we were interested in their practical application in teacher's practice. Following this, the research problem of this study was to explore how much teachers' everyday practice is focused on supporting and guiding students' personal development, through the use of appropriate methods and strategies, incorporated in their classroom management practices.

The research questions we have defined were the following: 1) What is the frequency of use of the methods of educational work, applied through approaches and strategies like: encouraging discussion, setting requirements, systematic developing of positive and preventing negative habits, use of praise, punishment, criticizing etc., and 2) Does teacher's working experience has influence on the frequency of use of different methods?

METHOD

The sample of the study included 364 secondary school teachers in the Republic of North Macedonia, categorized according to years of working experience, as follows: from 0-5 years, 5-15 years, 15-25 years and 25 years of working experience and more.

This study was conducted with a use of a questionnaire specifically designed for the purposes of the study. It was composed of 13 statements, referring to the frequency of use of mentioned methods, on a 4- point Likert type scale, with answers ranging from Never to Always.

The data were analysed using basic descriptive statistic parameters and presented using frequencies and percentages. Mean, Skewness, and Kurtosis were calculated. Differences between categories were calculated using ANOVA test.

The obtained data are presented and discussed in accordance with the method of educational work and approaches used.

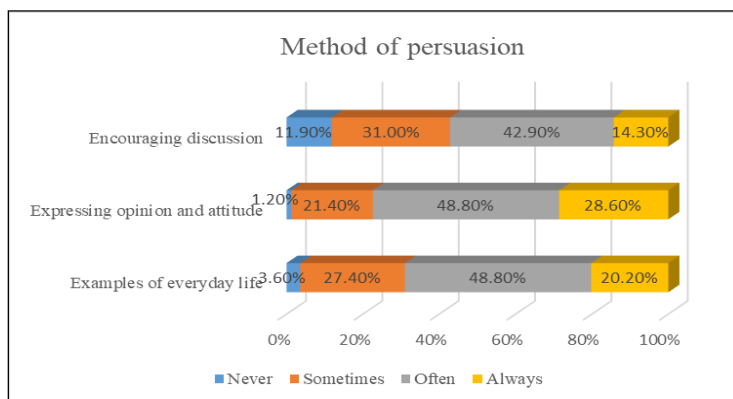
RESULTS

Method of persuasion

The use of the method of persuasion was explored through statements which referred to encouraging discussions for current events from everyday life and the broader social context; comparison of good and bad examples from history, literature, movies and everyday life, and encouraging students to share their personal opinion and attitudes.

Results have shown that more than half of the teachers, 57% (often 42.9% or sometimes 14.3%) in their work start discussions related with current events, to connect the content material with everyday life. Also, almost 70% (48.8% often and 20.2% always) answered that use comparison of good and bad examples in their practice, while mostly used approach is encouraging students to express their personal opinion and attitudes, used by 77.4% (48.8% often and 28.6% always) (Graph 1). The Mean values are 2.74, 3.02, and 3.16 respectively.

Classroom Management Practices: Methods and Approaches Applied for the Purpose of Student's Personal Development



Graph 1. Method of persuasion

Regarding the working experience, it can be noticed that for all groups prevail answers in categories often and always. Differences are notices related with encouraging students to participate in discussion and to share their opinion and attitude, where more teachers 30-40% with longer working experience from 15 to 25 years and more use less these approaches (never or sometimes) compared with those with shorter working experience (10-30%). Teachers with less experience (0-5/5-15 years) more often encourage students' participation and sharing opinion (73%). (Table 1 and Table 2). These results were confirmed with the ANOVA test values for encouraging discussion (0.019) and for expressing opinion and attitude (0.026), confirming statistically significant differences between teachers with different working experience, related with use of discussions and encouraging students to express their opinion and attitudes (Table 4).

Related with use of examples from history, literature, movies and everyday life, and comparison between good and bad examples, in all groups prevail answers in categories often (49.2%) and always (27.7%). The result from ANOVA (0.122), indicates no significant differences (Table 3 and 4).

Table 1. Encouraging discussions

Working experience * Encouraging discussion Crosstabulation						
		Encouraging discussion				Total
		Never	Sometimes	Often	Always	
Working experience	0-5 years	4.3%	31.5%	48.9%	15.2%	100.0%
	5-15 years	1.7%	26.1%	52.2%	20.0%	100.0%
	15-25 years	5.5%	35.6%	50.7%	8.2%	100.0%
	25 years and more	11.9%	31.0%	42.9%	14.3%	100.0%
Total within working experience		5.5%	30.5%	48.9%	15.1%	100.0%

Mean (2.74)

Table 2. Expressing opinion and attitude

Working experience * Expressing opinion and attitude Crosstabulation						
% within Working experience						
		Expressing opinion and attitude				Total
		Never	Sometimes	Often	Always	
Working experience	0-5 years		10.9%	51.1%	38.0%	100.0%
	5-15 years	.9%	9.6%	53.0%	36.5%	100.0%
	15-25 years	1.4%	20.5%	52.1%	26.0%	100.0%
	25 years and more	1.2%	21.4%	48.8%	28.6%	100.0%
Total		.8%	14.8%	51.4%	33.0%	100.0%

Mean (3.16)

Classroom Management Practices: Methods and Approaches Applied for the Purpose of Student's Personal Development

Table 3. Examples of everyday life

Working experience * Examples of everyday life Crosstabulation						
% within Working experience						
		Examples of everyday life				Total
		Never	Sometimes	Often	Always	
Working experience	0-5 years	1.1%	26.1%	43.5%	29.3%	100.0%
	5-15 years	.9%	18.3%	47.8%	33.0%	100.0%
	15-25 years	2.7%	12.3%	58.9%	26.0%	100.0%
	25 years and more	3.6%	27.4%	48.8%	20.2%	100.0%
Total		1.9%	21.2%	49.2%	27.7%	100.0%

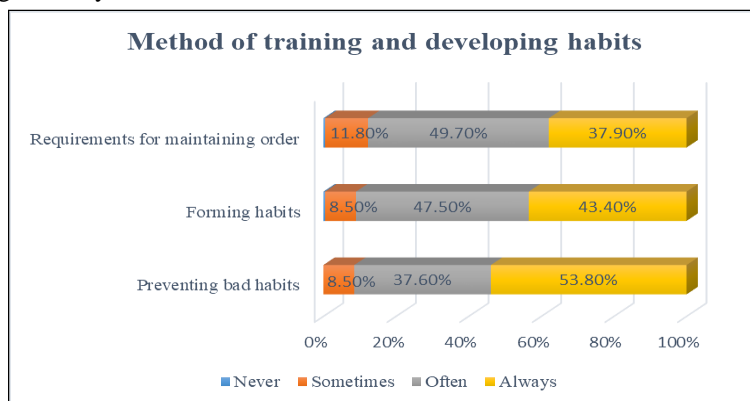
Mean (3.02)

Table 4. ANOVA results – Method of persuasion

Working experience * Method of Persuasion						
		Sum of Squares	df	Mean Square	F	Sig.
EncouragingDiscussion	Between Groups	5.985	3	1.995	3.345	.019
	Within Groups	214.696	360	.596		
	Total	220.681	363			
ExpressingOpinion	Between Groups	4.462	3	1.487	3.119	.026
	Within Groups	171.648	360	.477		
	Total	176.110	363			
ExamplesEverydayLife	Between Groups	3.336	3	1.112	1.948	.122
	Within Groups	205.530	360	.571		
	Total	208.865	363			

Method of training and developing habits

The use of this method was examined through setting clear requirements for activities which help in maintaining the order and contribute to forming cultural, work and hygienic habits; systematic and planned approach in developing work habits and taking action to prevent and change already installed bad habits.



Graph 2. Method of training and developing habits

Results have shown that for all statements most of the answers are concentrated in categories often and always. Specifically, for setting requirements for maintaining order this refers to 88.0% of teachers, for systematic approach in developing work habits and preventing negative habits 91.0%. The Mean values are 3.25, 3.34 and 3.45 respectively. A very low percentage of the participants answered that only sometimes use these approaches (less than 10.0 %) (Graph 2). Regarding teachers' working experience, following the results from ANOVA test: (0.733) for requirements for maintaining order, (0.124) for forming positive work habits and (0.955) for preventing bad habits, no statistically significant differences between teachers were found (Table 5, 6, 7 and 8).

Classroom Management Practices: Methods and Approaches Applied for the Purpose of Student's Personal Development

Table 5. Requirements for maintaining order

Working experience * Requirements for maintaining order Crosstabulation						
% within Working experience						
		Requirements for maintaining order				Total
		Never	Sometimes	Often	Always	
Working experience	0-5 years	1.1%	13.0%	42.4%	43.5%	100.0%
	5-15 years	0.0%	9.6%	52.2%	38.3%	100.0%
	15-25 years	0.0%	11.0%	57.5%	31.5%	100.0%
	25 years and more	1.2%	14.3%	47.6%	36.9%	100.0%
Total		.5%	11.8%	49.7%	37.9%	100.0%

Mean (3.25)

Table 6. Forming positive work habits

Working experience * Forming positive work habits Crosstabulation						
% within Working experience						
		Forming habits				Total
		Never	Sometimes	Often	Always	
Working experience	0-5 years	1.1%	10.9%	50.0%	38.0%	100.0%
	5-15 years	0.0%	5.2%	45.2%	49.6%	100.0%
	15-25 years	0.0%	9.6%	54.8%	35.6%	100.0%
	25 years and more	1.2%	9.5%	41.7%	47.6%	100.0%
Total		.5%	8.5%	47.5%	43.4%	100.0%

Mean (3.34)

Table 7. Preventing bad habits

Working experience * Preventing bad habits Crosstabulation						
% within Working experience						
		Preventing bad habits			Total	
		Sometimes	Often	Always		
Working experience	0-5 years	8.7%	34.8%	56.5%	100.0%	
	5-15 years	8.7%	36.5%	54.8%	100.0%	
	15-25 years	8.2%	41.1%	50.7%	100.0%	
	25 years and more	8.3%	39.3%	52.4%	100.0%	
Total		8.5%	37.6%	53.8%	100.0%	

Mean (3.45)

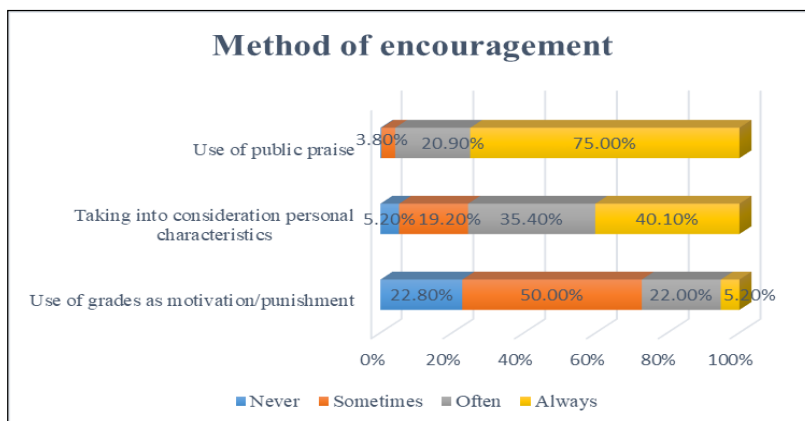
Table 8. ANOVA results – Method of training and developing habits

Working experience * Method of training and developing habits						
		Sum of Squares	df	Mean Square	F	Sig.
RequirementForMaintaining Order	Between Groups	.590	3	.197	.427	.733
	Within Groups	165.660	360	.460		
	Total	166.250	363			
FormingWorkHabits	Between Groups	2.464	3	.821	1.933	.124
	Within Groups	152.973	360	.425		
	Total	155.437	363			
PreventingBadHabits	Between Groups	.138	3	.046	.109	.955
	Within Groups	152.068	360	.422		
	Total	152.206	363			

Method of encouragement

Classroom Management Practices: Methods and Approaches Applied for the Purpose of Student's Personal Development

The use of the method of encouragement was explored through three aspects: use of public praise, taking into consideration student's personal characteristics in the process of assessment and the use of grades as a means for motivation or punishment. From the three listed approaches, public praise is most often used by 96% of the teachers (always 75% and often 20.9%). Taking into consideration student's personal characteristics like diligence, laziness, fulfillment of tasks, and their influence in evaluation process is approach applied by 75% of the teachers (always 40.1% and often 35.4%), while contrary this is not very important aspect for 1/4 of the teachers (25%).



Graph 3. Method of encouragement

The biggest variety in answers is noticed in the use of grades as a means to motivate or punish the student. 50.0% of teachers use this approach only sometimes and 22.8% never, while around 27.0% use it often/always (Graph 3). The Mean values are 3.71, 3.10 and 2.10, respectively for the three approaches.

Related with teacher's working experience, most differences are noted in approach which takes student's personal characteristics into consideration in the evaluation process (Table 10). Teachers with longest working experience use it often (32.1%) and always (54.8%), while for other group's answers are distributed in categories sometimes (26%), often (30-43%) and always (26-40%). Accordingly, ANOVA test has shown that there are statistically significant differences between the groups (0.008) when it comes to student's personal characteristics. For the other two approaches, use of public praise (0.903) and use of grades (0.348), no statistically significant differences were found (Tables 9, 11 and 12).

Table 9. Use of public praise

Working experience * Public praise Crosstabulation						
% within Working experience						
		Public praise				Total
		Never	Sometimes	Often	Always	
Working experience	0-5 years	1.1%	6.5%	16.3%	76.1%	100.0%
	5-15 years		4.3%	18.3%	77.4%	100.0%
	15-25 years		1.4%	27.4%	71.2%	100.0%
	25 years and more		2.4%	23.8%	73.8%	100.0%
Total		.3%	3.8%	20.9%	75.0%	100.0%

Mean (3.71)

Table 10. Student's personal characteristics

Working experience * Taking into consideration personal characteristics Crosstabulation						
% within Working experience						
		Taking into consideration personal characteristics				Total
		Never	Sometimes	Often	Always	
Working experience	0-5 years	4.3%	26.1%	43.5%	26.1%	100.0%
	5-15 years	7.8%	17.4%	34.8%	40.0%	100.0%
	15-25 years	2.7%	26.0%	30.1%	41.1%	100.0%
	25 years and more	4.8%	8.3%	32.1%	54.8%	100.0%
Total		5.2%	19.2%	35.4%	40.1%	100.0%

Mean (3.10)

Classroom Management Practices: Methods and Approaches Applied for the Purpose of Student's Personal Development

Table 11. Use of grades

Working experience * Use of grade as motivation or punishment Crosstabulation						
% within Working experience						
		Use of grade as motivation or punishment				Total
		Never	Sometimes	Often	Always	
Working experience	0-5 years	23.9%	55.4%	18.5%	2.2%	100.0%
	5-15 years	24.3%	49.6%	20.0%	6.1%	100.0%
	15-25 years	19.2%	45.2%	31.5%	4.1%	100.0%
	25 years and more	22.6%	48.8%	20.2%	8.3%	100.0%
Total		22.8%	50.0%	22.0%	5.2%	100.0%

Mean (2.10)

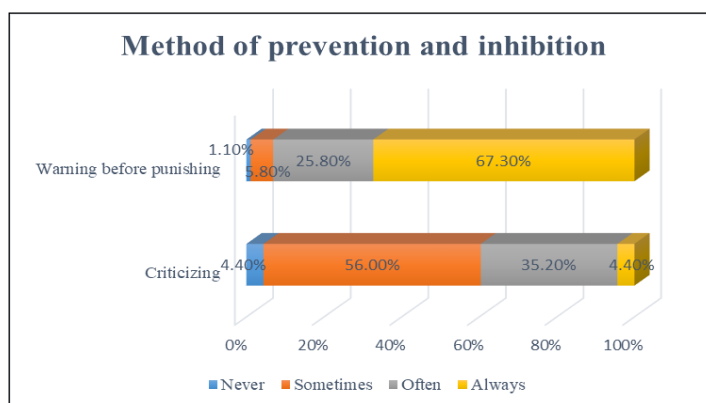
Table 12. ANOVA results – Method of encouragement

Working experience * Method of Encouragement						
		Sum of Squares	df	Mean Square	F	Sig.
PublicPraise	Between Groups	.173	3	.058	.190	.903
	Within Groups	109.374	360	.304		
	Total	109.547	363			
ConsideringPersonalCharact eristics	Between Groups	9.397	3	3.132	4.047	.008
	Within Groups	278.636	360	.774		
	Total	288.033	363			
GradeAsMotivationPunishm ent	Between Groups	2.146	3	.715	1.103	.348
	Within Groups	233.488	360	.649		
	Total	235.635	363			

Method of prevention and inhibition

The last is the method of prevention and inhibition. This method was related with approaches in giving punishment and criticizing. It was explored through two statements. The first statement was related with the use of warning the student before giving punishment. The high Mean value (3.59) shows that answers are mainly distributed in categories Always (67.3%) and Often (25.8%). The next statement was with aim to see how often teachers use criticizing. More than half of the answers are in the category sometimes (56%), and 35.2% in Often. (Graph 4) The Mean value is 2.40.

In the use of warning, as a preventive strategy, there are no significant differences between the groups. On the other hand, criticizing is most often used by the teachers with working experience from 0-5 years, and almost 10% of teachers with longest experience use it always. Still, these differences between the groups are not statistically significant (0.571) for warning before punishing and (0.542) and criticizing (Tables 13, 14 and 15).



Graph 4. Method of prevention and inhibition

Classroom Management Practices: Methods and Approaches Applied for the Purpose of Student's Personal Development

Table 13. Warning before punishing

Working experience * Warning before punishing Crosstabulation						
% within Working experience						
		Warning before punishing				Total
		Never	Sometimes	Often	Always	
Working experience	0-5 years	1.1%	7.6%	23.9%	67.4%	100.0%
	5-15 years	.9%	4.3%	22.6%	72.2%	100.0%
	15-25 years	1.4%	4.1%	30.1%	64.4%	100.0%
	25 years and more	1.2%	7.1%	28.6%	63.1%	100.0%
Total		1.1%	5.8%	25.8%	67.3%	100.0%

Mean (3.59)

Table 14. Criticizing

Working experience * Criticizing Crosstabulation						
% within Working experience						
		Criticizing				Total
		Never	Sometimes	Often	Always	
Working experience	0-5 years	3.3%	53.3%	39.1%	4.3%	100.0%
	5-15 years	7.0%	54.8%	36.5%	1.7%	100.0%
	15-25 years	4.1%	56.2%	37.0%	2.7%	100.0%
	25 years and more	2.4%	60.7%	27.4%	9.5%	100.0%
Total		4.4%	56.0%	35.2%	4.4%	100.0%

Mean (2.40)

Table 15. ANOVA results – Method of prevention and inhibition

Working experience * Method of prevention and inhibition						
		Sum of Squares	df	Mean Square	F	Sig.
WarningBeforePunishing	Between Groups	.854	3	.285	.670	.571
	Within Groups	152.970	360	.425		
	Total	153.824	363			
Criticizing	Between Groups	.899	3	.300	.718	.542
	Within Groups	150.134	360	.417		
	Total	151.033	363			

DISCUSSION

Results have shown that the **method of persuasion** is very often used, mostly through encouraging students to express their personal opinion and attitudes (77.4%), than through comparison of good and bad examples (60%) and at the end through encouraging discussions for current events (57%). The high rate of use of this method can be justified with the fact that material from the curricula is easily transferred and students learn better when contents are related with situations and examples from everyday life. This helps the students to easily see the connection why they are learning something and how it can be applied in real life situations.

Engaging students in class discussions is found as crucial for students' academic achievement and teachers that show interest in students and encourage to express their points of view contribute in creating classrooms which are characterized as high in Classroom Emotional Climate (CEC). This leads to better academic achievements for students (Reyes at al., 2012) Also, the value dimension is included here. Namely, when students are convinced in morally right or wrong orientation of some behaviours and events, and the same is supported with real life situations, then the influence on student's cognitive domain is bigger.

Still, 20-35% don't use this method very often, or use it only sometimes. This mainly relates to teachers with longer working experience from 15 to 25 years and more, which are not very prone to encourage students to share personal opinion through discussion, and therefore, don't use this approach very often.

Some of the reasons for differences in this approach can be in differing perspectives in understanding the relations between the teacher and the students. In the past the teacher-centered approach, where the teacher was seen as the central figure, with more authority and knowledge was more widely accepted, whereas the contemporary student-centered approach is more oriented toward the students who are encouraged to be equal participants in instructional, democratic oriented, process. The assumption is that

Classroom Management Practices: Methods and Approaches Applied for the Purpose of Student's Personal Development

teachers with more years of service may still hold this position and see themselves as the person who is in charge and responsible for controlling and guiding the educational process. In this regard, the unequal distribution of power, responsibilities and legalities in teacher-student relationship, puts the teacher in a role of caregiver, where the teacher is being considered as older and wiser and has ethical and legal responsibility for students (Riley, 2008). Still, as was noted before, this refers to only 1/3 of participants with longer working experience.

The **method of training and developing habits** is widely and very often/always used. The majority of participants (88-91%) have stated that in their everyday practice set requirements for maintaining order and have systematic approach in developing positive (cultural, work and hygienic) habits, and in preventing and changing the negative ones. Our findings suggest that teachers take these aspects very seriously in their work. Less than 10% of the participants use this method only sometimes. The working experience of the teachers was not found to be a distinctive variable related to the use of this method.

Widely applied use of this method is related to creating a good, positive, and productive working environment. Study of Bo et al. (2015), confirmed that positive classroom environment with established discipline was related with better achievements, based on the achieved score of Chinese students in reading performance on PISA test (Ning et al., 2015). Students' positive work habits, as well as cultural and hygienic habits also contribute to achieving academic results. In the study of Ding et al., (2010) was found that teachers considered that students' misbehavior was result of their bad learning habits, not making enough effort and being lazy (Ding et al., 2010). This emphasizes the importance of forming positive habits, since they have long-term effects in personal development. Furthermore, this is a strong foundation for developing positive personal characteristics and building a strong character.

Approaches in the **method of encouragement** are used with a lot of variety. Mostly preferred strategy among teachers is the use of public praise, used by majority of the teachers (96%). Other studies have also found praise as one of the most effective and often used strategies. (Little & Little-Akin, 2007; Ding et al., 2010). Study of Costica (2014) has shown that praise in front of the class is most often used reward.

Student's personal characteristic as influential aspect in evaluation is often/always used by 75.0%. This was also found in the study of Costica (2014), while grades used for motivating or punishing students is not very common practice. Half of the teachers 50.0% use it only sometimes and 22.8% never.

Between groups, results have shown statistically significant differences only for the approach where student's personal characteristics are taken as important factor in evaluation process. Most differences were noted in the group of most experienced teachers, because in their group prevail answers in the categories often and always, compared with the other groups. These differences can be observed through the prism of different philosophies and perceptions between teachers from different generations. In Republic of North Macedonia, in the previous periods the component of the teacher's educational role and its influence on student's personal development was very strongly addressed and emphasized, and this is still part of the teaching philosophy of teachers with longer experience. They have spent the majority of their career in different social context, where the educational aspects, related with student's personal characteristics, especially diligence or laziness, were highly valued. On the other side, today's contemporary approaches, and especially approaches in assessment are focused on the use of standards and criteria for assessment and oriented toward learning outcomes and are not very much focused on changes in student's personal characteristics (Mitevaska Petrusheva, 2015). In same directions are suggestions given by Blazar & Kraft (2016), who based on the findings in their study suggest that including measures of students' attitudes and behaviours in accountability in evaluation systems, can serve as a strong signal that educators value them and strive to develop these skills in the classroom.

Regarding the **method of prevention and inhibition**, results have shown that use of warning before punishing is very often used, as not very strict or as one of the "mildest measures". Study of Little & Little-Akin (2007) has also reported that 'verbal reprimand' is one of most often used techniques as a response to student misbehaviour. Criticizing students by majority of the teachers mainly is used only sometimes, but still almost 1/3 of the teachers use it often. Most of them are in the category of 0-5 years and 25 years and more working experience. Still, these differences are not statistically significant.

CONCLUSION

Results from this study have shown that in everyday classroom management practices, regarding the use of the methods of educational work aimed at developing student's positive characteristics, and forming and strengthening their character, teachers use all examined methods of educational work, but with different frequency. The method of training and developing habits and method of encouragement are more often used, compared with the method of persuasion and method of prevention and inhibition.

Most often used strategies are public praise and warning before punishing. Criticizing is also used, but not so frequently. Least used is grade as motivator or punishment.

Regarding the second aim of this paper, which referred to examining differences between teachers with different working experience, results have shown that teachers with shorter experience more often use the method of persuasion, through encouraging discussion and motivating students to express their personal opinion and attitude, compared to teachers with 15 and more years of

Classroom Management Practices: Methods and Approaches Applied for the Purpose of Student's Personal Development

experience who use these approaches, but in lower percentage. On the other hand, more experienced teachers pay more attention to qualitative changes in student's personality, compared with less experienced teachers.

Findings of this study emphasize the importance of applying different strategies and approaches through everyday classroom management practices for the purpose of developing student's personality, since they contribute to achieving positive changes in students' attitudes, beliefs, values, and habits, empower students' worldview, strengthen their character and support achieving better academic outcomes. Still, the need for appropriate teacher preparation, through quality initial teacher education, must be emphasized in order to raise teacher's awareness about the importance of this aspect in everyday practice, and for developing teacher's competencies for applying appropriate methods and strategies (Mitevska, Petrusheva, 2015, p. 402). Failing to fulfil this aspect of teacher's educational role can lead to students' misbehaviour, poor working habits, undesirable and negative personal characteristics, unproductive classroom environment, lower academic achievement and unused potentials for developing student's personality. This aspect of teacher's role emphasizes the value dimension of education which empowers students, their personal growth and development and leads to higher quality of education in general.

REFERENCES

- 1) Barrow, R., & Woods, R. (2006). *An Introduction to Philosophy of Education*, 4th Edition, London: Routledge.
- 2) Blazar, D., & Kraft, M. (2016). Teacher and Teaching Effects on Students Attitudes and Behaviors, *Educational Evaluation and Policy Analysis*, 39(1), 146 – 170. doi: 10.3102/0162373716670260
- 3) Bo, N., an Damme, J., Van Den Noortgate, W., Yang, X., & Gielen, S. (2015). The influence of classroom disciplinary climate of schools on reading achievement: a cross-country comparative study, *School Effectiveness and School Improvement*, 26(4), 586-611, doi: 10.1080/09243453.2015.1025796.
- 4) Bo, N. (2018). Examining the importance of discipline in Chinese schooling: an exploration in Shanghai, Hong Kong, Macao, and Taipei. *Asia Pacific Education Review* November <https://doi.org/10.1007/s12564-018-9563-4>.
- 5) Boekaerts, M., & Corno, L. (2005). Self-Regulation in the Classroom: A Perspective on Assessment and Intervention. *Applied Psychology: An International Review*, 54(2), 199-231.
- 6) Cameron, M. (2006). Managing school discipline and implications for school social workers: A review of the literature. *National Association of Social Workers*. 28(4), 219-228.
- 7) Corno, L., & Kanfer, R. (1993). The role of volition in learning and performance. In L. Darling Hammond (Ed.), *Review of Research in Education*, 21 (pp:301-341). Itasca, IL: F.E. Peacock Publishers.
- 8) Corno, L. (1993). The Best-Laid Plans: Modern Conceptions of Volition and Educational Research. *Educational Researcher*, 22(2), 14-22, Retrieved March 10, 2022 from <https://www.jstor.org/stable/1176169>.
- 9) Costică, S.E. (2014). About rules, punishments and rewards in education. *Social and Behavioral Sciences* 11,1160-1166.
- 10) Crede, M., & Kuncel, R. N. (2008). Study Habits, Skills, and Attitudes: The Third Pillar Supporting Collegiate Academic Performance. *Perspectives on Psychological Science*, 3(6), 425-453 <https://doi.org/10.1111/j.1745-6924.2008.00089.x>
- 11) Ding, M., Li, Y., Li, X., & Kulm, G. (2010). Chinese teachers' attributions and coping strategies for student classroom misbehaviour, *Asia Pacific Journal of Education*, 30(3), 321-337. doi: 10.1080/02188791.2010.495832.
- 12) Doležalová, J., Hábl, J., & Janiš, K. (2014). *Fundamental Pedagogy*. Králove: Univerzita Hradec
- 13) Dreikurs, R., Cassel, P., & Dreikurs Ferguson, E. (2004). *Discipline Without Tears: How to Reduce Conflict and Establish Cooperation in the Classroom*. Mississauga, Ont.: J. Wiley & Sons.
- 14) Dvorak, T., & Jia, M. (2016). Do the Timeliness, Regularity, and Intensity of Online Work Habits Predict Academic Performance? *Journal of Learning Analytics*, 3(3), 318-330.
- 15) Kohn, A. (2005). *Unconditional Parenting: Moving from Rewards and Punishments to Love and Reason*. Atria Books.
- 16) Kostova, M. (2004). *Методика на воспитна работа*. [Methodics of educational work. In Macedonian.] Скопје: Филозофски факултет.
- 17) MacCann, C., Fogarty, G.J., & Roberts, R.D. (2012). Strategies for success in education: Time management is more important for part-time than full-time community college students. *Learning and Individual Differences*, 22(5), 618–623. <http://dx.doi.org/10.1016/j.lindif.2011.09.015>
- 18) Mitevska Petrusheva, K. (2015). Иницијалното образование на наставниците во функција на воспитната работа во училиштето [Initial Teacher Education in Purpose of Realization of the Educational Role in School. In Macedonian.] Докторска дисертација (Unpublished doctoral thesis), Скопје: Филозофски факултет.
- 19) Mitevska Petrusheva, K., & Popeska, B. (2014). Establishing the Relation Between Teacher and The Student in a Context of Teacher's Educational Role - Perspective of the Future Physical Education Teachers. *Research in Kinesiology*, 44(2), 257-26.
- 20) Lewis, R., Romi, S., Katz, J.Y., & Xing, Q. (2008). Students' reaction to classroom discipline in Australia, Israel, and China. *Teaching and Teacher Education*, 24(3), 715-724.

Classroom Management Practices: Methods and Approaches Applied for the Purpose of Student's Personal Development

- 21) Little, S. G., & Little – Akin, A. (2007). Psychology's contributions to classroom management. *Psychology in the Schools*, 45(3), Retrieved 01 March, 2022 from <https://onlinelibrary.wiley.com/doi/epdf/10.1002/pits.20293>, doi: 10.1002/pits.20293.
- 22) OECD. (2019a), PISA 2018 Results (Volume III): What School Life Means for Students' Lives, PISA, OECD Publishing, Paris, <https://doi.org/10.1787/acd78851-en>
- 23) OECD. (2019b), *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, TALIS, OECD Publishing, Paris. <https://doi.org/10.1787/1d0bc92a-en>
- 24) OECD. (2021), *Positive, High-achieving Students?: What Schools and Teachers Can Do*, TALIS, OECD Publishing, Paris, <https://doi.org/10.1787/3b9551db-en>.
- 25) Ormrod, J.E. (2015). *Essentials of Educational Psychology*. New Jersey: Pearson.
- 26) Reyes, M.R., Brackett, M.A., Rivers, S. E., White, M., & Salovey, P. (2012). Classroom Emotional Climate, Student Engagement, and Academic Achievement. *Journal of Educational Psychology*. 104(3),700-712doi: 10.1037/a0027268.
- 27) Riley, P. (2008). An adult attachment perspective on the student-teacher relationship & classroom management difficulties. *Teaching and Teacher Education* 25, 626-635.
- 28) Simpkins, S.D., Tulagan, N., Lee, G., Ma, TL., Zarrett, N., & Vandell, D.L. (2020). Children's Developing Work Habits from Middle Childhood to Early Adolescence: Cascading Effects for Academic Outcomes in Adolescence and Adulthood. *Developmental Psychology*, 56(12), 2281-2291.
- 29) Smith, J.C., & Laslett, R. (2002). *Effective Classroom Management*. London: Routledge.
- 30) Suzić, N. (2005). *Pedagogija za XXI vijek*, [Pedagogy for XXI century. In Serbian.] Banja Luka: TT-Centar.
- 31) Shindler, J. (2010). *Transformative Classroom Management: Positive Strategies to Engage All Students and Promote a Psychology of Success*. Jossey – Bass.
- 32) Tauber, R.T. (2007). *Classroom Management: Sound Theory and Effective Practice*. Westport: Praeger Publishers.
- 33) Vukasović, A. (1993). *Etika, moral, osobnost: moralni odgoj u teoriji i praksi odgajanja*, [Ethics, moral, personality: moral development in theory and practice of education. In Croatian.] Zagreb: Školska knjiga, Filozofsko-teološki institutet D.I. Zagreb.



There is an Open Access article, distributed under the term of the Creative Commons Attribution – Non Commercial 4.0 International (CC BY-NC 4.0) (<https://creativecommons.org/licenses/by-nc/4.0/>), which permits remixing, adapting and building upon the work for non-commercial use, provided the original work is properly cited.