

The Comparative Study Of Perception Of Private And Public Sector Teachers Regarding Teacher's Behavior In Classroom

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Abstract

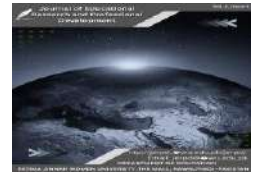
Teachers' perception is their opinion that was affected by different factors such that their jobs, workplace, and professional development. Teaching behavior should be effective in classrooms as they were the basic source of learning while classrooms were the place where teacher-student interacts. Teacher's behavior affects students in the classroom. The purpose of the research was to examine the perception of teachers regarding teaching behavior in the classroom and to compare the perception of the private and public sectors regarding teaching behavior in the classroom. The population was each school from the private and public sectors. The sample was the teacher from both schools (n=40) twenty from each school. Questionnaires were developed by the researcher on a five Linkert scale and data were collected through personal visits to the schools. Descriptive and inferential statistics were used by the researcher to analyze the data. There is no difference between the perceptions of both sector teachers toward the teaching behavior in the classroom.

Keywords: *teacher's perception, teacher's behavior in the classroom, private sector teachers, public sector teachers.*

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Introduction



The classroom is the place where teacher and students interact and learning takes place under specific settings according to the school and class level. Teacher's student interaction had taken place there in the classroom where the teacher's behavior influences the learner's whole life.

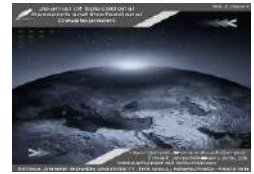
Behavior is a response which an individual shows in his surroundings at an unusual time so therefore teachers need to be careful while responding to the students. In general, teachers react by using pay tribute to, acceptance, remediation, or disapproval in response to students which is known as reinforcement. The teacher's behavior plays a vital role in the academic achievement of students. Teacher and student performance in different activities of the classroom are a clear description of their behavior. Behavior may be encouraging or negative and successful or unsuccessful.

The teacher is able to become a successful person by understanding the desirable qualities expected in an educator. He will establish the qualities of mind and personality that make him successful in education and report to students who are essential in order to learn. Effective teaching does not make sense unless it leads to effective learning (Stiggins, 2007). Nowadays, students spend a lot of time studying with the teacher and the action of the teacher affects the learning situation in the classroom. The major purpose of the current research was to examine teachers' perception regarding teacher's behavior in the classroom at the elementary level moreover researcher want to scrutinize the difference among the perception of teachers from both the private and public sector.

The study was significant to teachers and students at a basic level that how they can improve their behavior in the classroom. The research was also significant to school management and directors to provide updated material and setting of the classroom in a well-planned routine. Where curriculum developers and future researchers were the beneficiaries of the present study.

Research Objectives

1. To examine the perception of teachers regarding teaching behavior in the classroom.
2. To compare the perception of the private and public sector regarding the teaching behavior in the classroom.



Research Questions

1. What is the perception of teachers regarding teaching behavior in the classroom?
2. What is the difference between the perceptions of teachers from both sectors?

significant difference between the perception of teachers in the public and private sectors.

Literature review

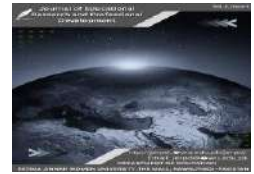
Teaching is an activity of dealing with students in a manner so that they can learn and grow. The first thing which can affect teacher behavior in the classroom is the milieu of the classroom it includes teacher-students relationship, rules, and routine of class. As it had suggested that classroom had two different aspects. The teaching is an activity that should be conducted in a well-organized routine to attain clear goals of the congenial atmosphere by established the balance between social and work program as maintaining that balance also requires cautious concern to teaching methods and learning materials (Gray & Richer 1988).

According to Gordon (1974) teachers should be trained in the way so that they will calmly listen to student's problems and communicate with them to make healthy interaction between teachers and students inside the classroom. Clarification of teacher's belief regarding discipline so that they are selecting suitable strategy in which they were satisfied by their teaching this instrument named as Beliefs on Disciplinary Inventory (Glickman & Tamashiro 1980)

Crowley (1993) had exhibited that when specific aspects of relationships among teachers and students such as respected interaction, when teachers have adaptable conduct and avoid rigid and inflexible methods, pupils confess them as a friend and companion.

Although when teachers are praising and gratitude to the student will be increased at an individual level, optimistic effects are perceived on the student's behavioral and educational performance. The adaptability of the teacher-student relation and selecting a suitable policy for changing and improving inappropriate behaviors has a positive impact on the students' attention towards educational accomplishments and performance. (Shahmohammadi 2014).

The teacher is one who is responsible for classroom management were results to both teachers and student behavior. Behavioral and instructional management by the teacher during teaching inclusively both consider as classroom management (Wolfgang & Glickman, 1986).



Whereas the teacher managing of the classroom is stated as the way management and instruction were respectively collapsed together (Doyle, 1986).

Jones & Jones (2012) had explained that poorly managed classrooms lead to bad results of teaching and learning as for effective teaching and learning good milieu is needed.

Whereas classroom is affecting the teacher's behavior similarly teacher behavior affect the classroom teacher's behavior in the classroom can transform the small size colorless classroom to effective classroom. As in the current study teachers' behavior is the behavior of the teacher in the classroom that can affect student's learning.

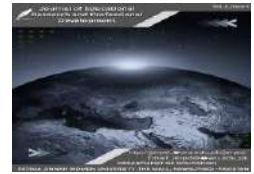
Relationship of teacher and student had stated as that teacher's behavior which is accompanied with the feeling of hope, kindness, respect, and pleasure becomes effective in modifying and refining the conduct by the delinquent learners who had preceding bad records and vice versa. This kind of teacher's behavior will result in an undesired effect on the student's behaviors towards learning (Wallace 1994).

A teacher's behavior matters a lot because it will affect a student's whole personality as whatever she is expecting and saying in the classroom will directly affect the students. Lerner's thinking pattern, learner's achievement, learner's perception, and his social life are influenced by the teacher's behavior.

Sometimes students think more like a teacher and the teacher, which intend to emerge as a contribution to the learner's life and enlarged learners' vision. The innovative way to introduced the modern thinking paradigm for students (Wenglinsky, 2000) paves the way for improved performance in the classroom, thus encourage students to create creative differences in their knowledge and skills.

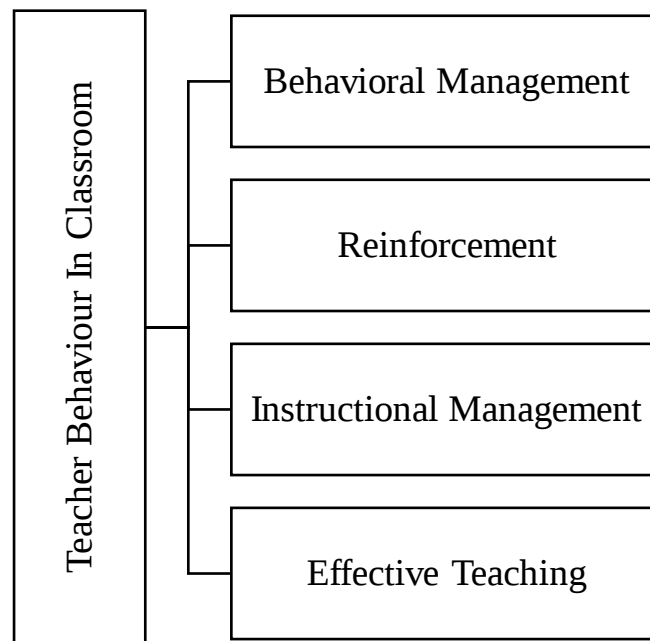
Smith and Laslett (1993) stated that serving or obstructing the development of the pupil's personality as a competent or incompetent learner is highly affected by teachers' expectations are conveyed to pupils in a variety of suitable ways. Teachers can affect learner, as if she had shown different thoughts the way he/she talks to different learners, by assigning them a different task, by asking queries, and by the time passed with them.

The teacher behavior is the basic source that can enhance students thinking level and invite them to learn in the classroom is as follow; making classroom norms, giving clear direction to



students, motivating learners, using reinforcement, answers student's quires, engage each student in class, manage class behavior, properly start & conduct closure and use inductive and deductive approach.

While in the current study

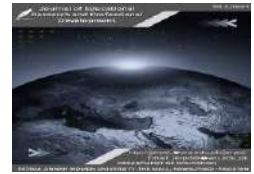


Behavioral Management

This had been stated that everyone needs to reserve behavior and stop one's self to make requests, he complies, provide praise (Weiner, et.al.1998) classroom rules need to be clear before class but may they would mean little and teachers are consistently need to carry out the consequences and noncompliance of the classroom rules. Learners should follow the rule made by teacher in classroom (Kerr and Nelson 2002).

Wong and Wong (2009), to create consistency inside the classroom teacher should make clear rules and it should prefer that students should aware of the norms of the classroom, as teacher has authority to modify, update, or make new norms to fit the instant situation of the classroom.

Jones and Jones, (2004) suggested that students and teachers are the beneficiaries of the rules of the whole school as they will help them to understand and accept the classroom. Self-



analysis techniques were used by a teacher that is another important aspect, which can relate to the development of rules in the classroom.

Classroom norms are made to avoid misbehave and any uncomfortable situation in the classrooms. As it is recommended to teachers that they should control the behavior of learners in the classroom and observed inappropriate behavior immediately. The teacher should keep an eye on learners in the classroom. Classroom norms are clearly directed to learners and teachers should clarify the directions to students before starting lecture (Jones, & Jones, 2004).

Reinforcement

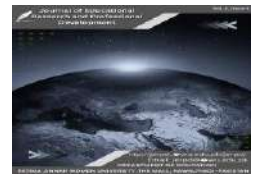
The learners need to obey the rules and instructions given by the teacher in the classroom he/she should verbally or non-verbally praised by the instructor, whereas the instructor can use additional things like stickers etc to give them feedback which is known as reinforcement.

Reinforcement is the strategy that is mostly used by a teacher on daily basis and in nearly every moment and various parts of the day to encourage the students to continue to do the best that they can do. The learner's praise by the teacher was the positive response to the learner known as positive reinforcement. Specific performance or achievement of the students often highlighted by teachers in the classroom such as the teacher praises the child for making a good choice or decision. The feedback was given by the teacher to inform learners that they had done well and chosen the right decision in order to be observed and admired by the teacher (Vijayan et.al 2016).

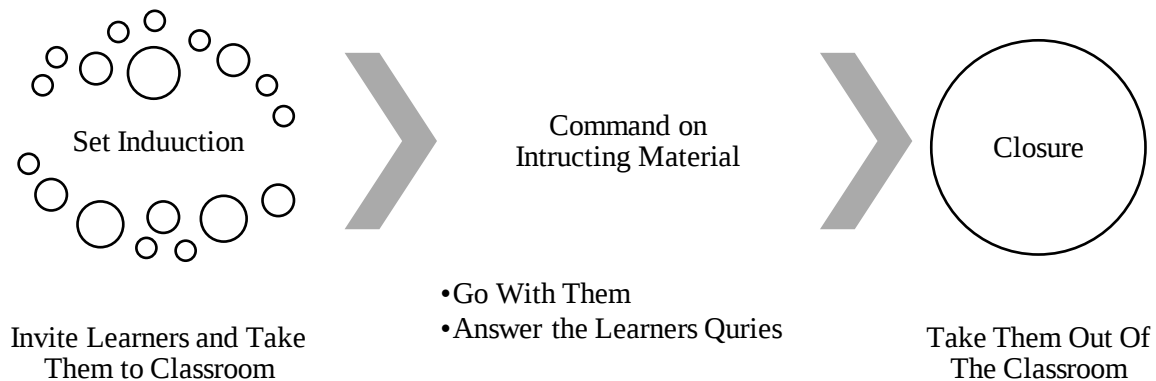
Ginott (1972) shows that teachers' praise could be characterized into two types; appreciative praise and evaluative praise therefore whenever a teacher is giving praise it is important that teachers do not evaluate personality or judge character. The punishment harsh words or harsh expression of teachers were negatively affect the learners and known as negative reinforcement.

Vijayan and his colleagues (2016) presented that the use of encouragement and positive reinforcement is the most important factors in a well-organized and effective classroom. The strategy of encouragement directly links to the teacher's conduct and philosophies regarding teaching and change according to her expectations for all learners so therefore positive encouragement, feedback, and praise become a natural act by the teacher. Although learner starts to respect teachers for positive reinforcement and have an appreciation of education as learners want to please them.

Instructional Management



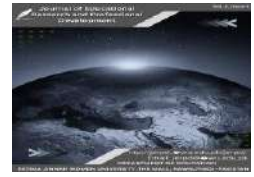
Instructions are the learning activities selection of teaching methods, av aids, and teaching. Teaching is the process of instructing the learners. Teachers should properly start class and invite the learner to the learning by conducting set induction. The teacher should have full command of the curricular material that should be thought to the learners in the classroom. Then the teacher should conduct smoothly transitions visual and oral of instructing material whereas instructing material is curricula content to be taught by teachers to the learners in the classroom.



Effective Teaching

Sugai and Tindal, (1999) show that effective teaching practices include (but are not limited to) instruction that is fast-paced, includes high rates of active student responding, involves modeling new behaviors, and provides guidelines and corrective feedback. Teachers should use a deductive and inductive approach to make teaching effective.

Heward, (2003) stated that effective instructional strategies include using A.V.aids and other material of instruction such that response cards, guided notes. Constant utilization of



effective instruction techniques, provide an opportunity to create learning environment highly effective inside classroom, which supports teacher to reduce the probability of behavior problems.

Jones (1991) had represented that learner's achievement and behavior improve intensely when teachers clarify learning, it can be described as students are founding their own goals and learners are analyzing their learning, which emerged as students are making classroom rules, and relating lessons to their own interests for their own development and learning.

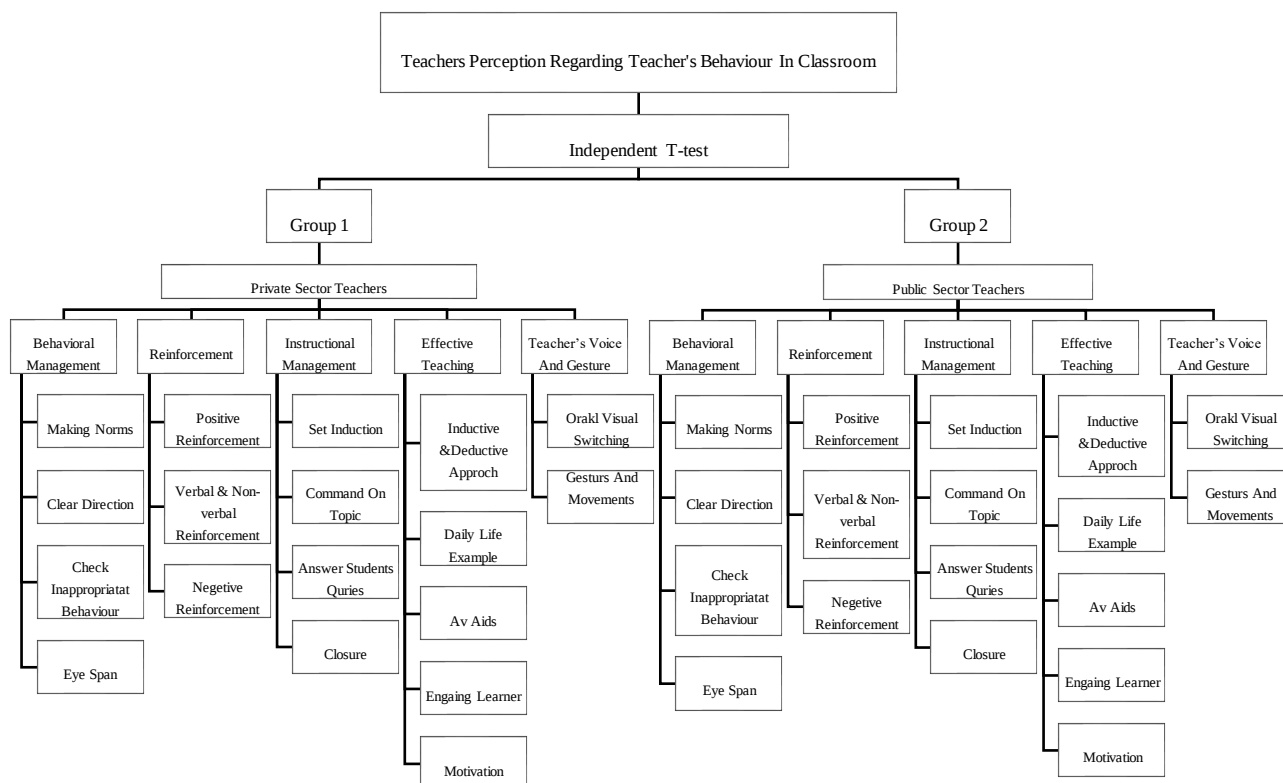
Herrel and Jordan (2007) stated that "The teacher serves as a powerful model in providing examples of ways for students to support each other with words of encouragement, questions for clarification and entry for collaboration".

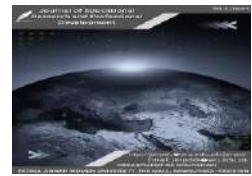
Research Methodology

The survey method was utilized by researchers and the research was descriptive in nature. The population of the study will teachers of elementary level of two schools one from private and the other from the public sector. The selected schooling systems are Lahore Grammar School System and Sir Syed School and College. Cluster sampling technique will be used for sampling. And selected each cluster from each schooling system.

Questionnaire on five Linkert scales as Strongly Disagree = "1", Disagree = "2", Neutral = "3", Agree = "4" and Strongly Agree = "5" was developed by researchers, and statements are adopted from the observation sheets of micro-teaching. The questionnaire was utilized for collecting the teacher's perceptions and was based on a close-ended statement.

Data were collected through personal visits to the schools. Researchers went to school to describe the items of the questionnaire then teachers filled the questionnaire. Descriptive and inferential statistics were used by the researcher to analyze the data. To fulfill the first objectives of research use standard deviation, mean, and to compare the perception of the teachers belonging to both private and public sectors, the researcher was applied an independent t-test to the results of teacher's responses through SPSS software.





Results

Teachers Perceptions were collected through a questionnaire and results are as follow

Table 1: Teachers Perception

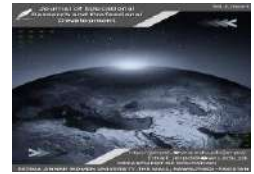
Group Statistics					
	Teacher	N	Mean	Std. Deviation	Std. Error Mean
Teacher's perception	Private Sector	20	75.35	3.376	.754
	Public Sector	20	75.65	4.283	.957

Teacher's perception is recorded through their response collected through questionnaire as there is no difference in the mean of both teachers perception showed in above table while there is difference in standard deviation of both sectors teachers response.

Table 2: Two T-test results

Independent Samples Test										
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Teacher's perception	Equal variances assumed	1.077	.306	-.246	38	.807	-.30000	1.21947	-2.76869	2.16869
	Equal variances not assumed			-.246	36.034	.807	-.30000	1.21947	-2.77312	2.17312

The researcher had conducted an independent t-test to compare teacher's perceptions of public and private sector teachers there was no significant difference in the perception of teachers between private (M=75.3500, SD=3.37600) and public sector (M=75.6500, SD=4.28308)



teachers perception; $t(38) = -2.46$, $p = .807$ and result shows that there is evidence to support the claim that there no significant difference in the perception of teacher of both sectors.

Table 3: Behavioral management

Behavioral management					
	Teacher	N	Mean	Std. Deviation	Std. Error Mean
Classroom norms	Private Sector	20	4.75	.444	.099
	Public Sector	20	4.80	.410	.091
Clear Direction	Private Sector	20	4.60	.502	.112
	Public Sector	20	4.35	.745	.166
Keep Pupils in eye span	Private Sector	20	4.35	.745	.166
	Public Sector	20	4.20	.695	.155
check inappropriate behavior	Private Sector	20	4.20	.833	.186
	Public Sector	20	4.35	.587	.131

Table 3 shows that teachers were agreed that teachers should manage behavior in the classroom as it had been showing that private sector ($M=4.75$, $SD=.444$) and public sector ($M=4.80$, $SD=.410$) teachers should make classroom norms of the classroom. The table presented that private sector ($M=4.60$, $SD=.502$) and public sector ($M=4.35$, $SD=.745$) teachers should give clear direction to learners.

The table presented that private sector ($M=4.35$, $SD=.745$) and public sector ($M=4.20$, $SD=.695$) these results show that teachers from both sectors agreed that teacher should keep pupil in their eye span in shot teachers should keep an eye on the class. As the table presented that private sector ($M=4.20$, $SD=.833$) and public sector ($M=4.35$, $SD=.587$) teachers should check inappropriate behavior immediately.

Table 4: Reinforcement

Reinforcement					
	Teacher	N	Mean	Std. Deviation	Std. Error Mean
Positive reinforcement	Private Sector	20	4.45	.510	.114



verbal & nonverbal reinforcement	Public Sector	20	4.20	.615	.137
	Private Sector	20	3.85	.366	.081
Negative reinforcement	Public Sector	20	4.15	.812	.181
	Private Sector	20	1.35	.587	.131
	Public Sector	20	1.90	.718	.160

Table 4 shows that private sector ($M=4.45$, $SD=.510$) and public sector ($M=4.20$, $SD=.615$) teachers agreed that teachers should give healthy feedback to learners. These results show that teachers should use positive reinforcement in the classroom.

A teacher's response matters a lot because their affection and love highly effective for students' achievements so, therefore, the teacher agreed that the teacher should use positive reinforcement in the classroom. Students are affecting through each expression given by the teacher similarly Harsh words that are used by teachers can spoil learners' whole personality as a teacher should avoid using negative reinforcement. The above table shows that private sector ($M=1.35$, $SD=.587$) and public sector ($M=1.90$, $SD=.718$) teachers from both sectors were not recommended to use negative reinforcement.

The above table presented that private sector ($M=3.85$, $SD=.366$) and public sector ($M=4.15$, $SD=.812$) teachers, as reinforcement is verbal and non-verbal, a teacher should using expression to learners whereas teachers from both sectors are agreed that teachers should utilize the verbal and non-verbal reinforcement during teacher in the classroom.

Table 5: Instructional management by teacher behavior

Instructional management by teacher behavior					
	Teacher	N	Mean	Std. Deviation	Std. Error Mean
Set Induction	Private Sector	20	4.40	.680	.152
	Public Sector	20	4.20	.767	.171
fully command on topic	Private Sector	20	4.60	.598	.133
	Public Sector	20	4.80	.410	.091
Answer question asked by students	Private Sector	20	4.15	.933	.208
	Public Sector	20	3.90	.852	.190
Conduction of closure	Private Sector	20	4.65	.489	.109
	Public Sector	20	4.45	.604	.135



Table 5 presented that private sector ($M=4.40$, $SD=.680$) and public sector ($M=4.20$, $SD=.767$) teachers should start class through well come students in the classroom. Wragg, (1984) stated that teachers should start teaching from games, work cards because students engage in the classroom by this initiative of the teacher.

The table also stated that the private sector ($M=4.60$, $SD=.598$) and public sector ($M=4.80$, $SD=.410$) show that teachers of both sectors are agreed that teachers should have full command of the topic to be taught in the classroom. Table 5 shows that private sector ($M=4.15$, $SD=.933$) and public sector ($M=3.90$, $SD=.852$) teachers as public sector teachers are not happy to answer the questions asked by learners. These results presented that there is a minor difference in the perception of teachers who are belonging to both sectors. The above table also presented that private sector ($M=4.65$, $SD=.489$) and public sector ($M=4.45$, $SD=.604$) teachers should properly conduct closure.

Table 6: Effective teaching

Effective teaching					
	Teacher	N	Mean	Std. Deviation	Std. Error Mean
Inductive & deductive approach	Private Sector	20	4.15	.812	.181
	Public Sector	20	4.55	.759	.169
Use daily life examples	Private Sector	20	4.25	.638	.142
	Public Sector	20	4.40	.598	.133
Use of AV aids	Private Sector	20	4.15	.587	.131
	Public Sector	20	4.20	.833	.186
Insure sufficient work for each learner	Private Sector	20	4.70	.470	.105
	Public Sector	20	4.70	.470	.105
Motivate students	Private Sector	20	4.50	.512	.114
	Public Sector	20	4.00	.725	.162

Table 6 shows that the private sector ($M=4.15$, $SD=.812$) and public sector ($M=4.55$, $SD=.759$) stated that teachers should utilize the inductive and deductive approach of teaching to make teaching effective. Teacher at private sector ($M=4.25$, $SD=.638$) and public sector ($M=4.40$,



SD=.598) shows that students oriented classroom has been introduced so, therefore, the whole learning environment will arrange for the learners and basic purpose is to engage them and teach them effectively. The teachers are using daily life examples and the private sector ($M=4.15$, $SD=.587$) and public sector ($M=4.2$, $SD=.833$) represented that teachers should use av aids. Teachers from both sectors agreed that should engage learners in the classroom by assigning some activity task to each learner.

The above table presented the private sector ($M=4.50$, $SD=.512$) and public sector ($M=4.00$, $SD=.725$). As teacher's words and behavior will affect students' learning activities so therefore teachers should motivate the learners in the classroom to invite them for learning.

Table 7: Teacher's voice and gesture

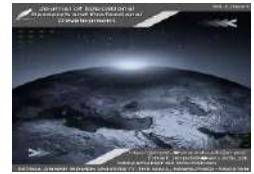
Teacher's voice and gesture					
	Teacher	N	Mean	Std. Deviation	Std. Error Mean
oral visual switching	Private Sector	20	4.20	.523	.116
	Public Sector	20	4.05	.759	.169
gestures and movements during teaching	Private Sector	20	4.05	.887	.198
	Public Sector	20	4.45	.686	.153

The teacher's voice and its shrill affect the loudness and tone of the teacher which directly affected the classroom environment and teachers' behavior. During teaching teachers need to take pause oral visual switching table shows that private sector ($M=4.2$, $SD=.523$) and public sector ($M=4.0$, $SD=.759$) teachers, results show that respondents from both sectors agreed that teacher should conduct smoothly oral and visual switch.

Table 7 shows that private sector ($M=4.0$, $SD=.887$) and public sector ($M=4.4$, $SD=.686$) stated that teacher gesture and movement during teaching should appropriate as teacher's gesture, expressions, words, and action matters a lot because it will affect learners personality, interest in learning and achievement.

Discussion and findings

Teacher's perception is the same in both sectors while various researchers explained that the teacher's behavior in both sectors is different. The most challenging students, such as students



with low emotional intelligence and behavioral problems, often need the most reinforcement, yet they often receive the least. There is numerous factor that is compared to the effect of teachers on student learning, which certainly affect student education are undertaken in the context of ongoing discussions on the influence of teachers behavior on student's academic achievement (Wang, et al, 1993).

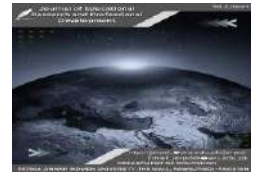
Some of the study results were indicated that instructor and teacher attitudes are the key factor influencing student learning as a maximum of the teachers felt proud to be a teacher. Whether different teaching factors can be related to student achievement consistently and causally (Scriven, 1990). While the current study is gathering and analyzing the perception of teachers regarding teacher's behavior in the classroom. The study had found that the teachers of both sectors had the same perception regarding teacher's behavior.

Shores, (1995) had stated in his descriptive study of learner's classrooms having behavioral disorders presented low praise rates of only 1.2 to 4.5 times per hour as this trend should be changed. Learners should be clear that he/she should follow the rules given by teachers. The current study had found that teachers should immediately observe the unsuitable behavior of learners and remind them about classroom norms that are for them.

The current study had stated that teachers should engage the learner in the classroom by giving them different tasks and using audio-visual aids. The A.V aids had played a vital role in the teaching-learning process and are utilized A.V aids make the teaching-learning process effective. The respondents viewed that A.V aids provide knowledge in depth and detail and helps to bring change in a classroom environment as they motivate teachers and students (Rasul et al 2011).

Coleman and his colleagues (1993) had stated that teacher is accurately using reinforcement to learner then it will emerge as progress in student's learning pattern and personality. The respondent's teachers had stated that teachers should motivate learners by giving them positive encouragement. Barbetta, (1990) had stated that positive reinforcement very important, and the teacher should praise each learner for behaving properly.

But on the other hand, the teacher should not judge learners personally because sometimes teachers had started judgment while giving feedback. The teachers should avoid using negative



reinforcement. Teacher's expression means a lot for learners so therefore teacher should use verbal and non-verbal reinforcement.

Conclusion

The conclusions of the study were that there is no difference in the perception of teachers belonging to both the private and public sectors. Both sectors teachers having the same perception regarding teacher's behavior in the classroom. Teachers from both sectors responded that teachers should motivate learners by utilizing verbal and non-verbal reinforcement. Teachers should avoid using harsh words and expressions in the classroom and use effective instructional material to indulge learners in the classroom. Teachers should responsible for behavioral management of the classroom.

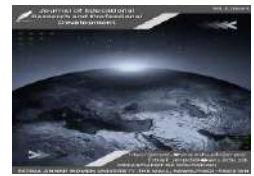
Recommendations

Study recommendations are

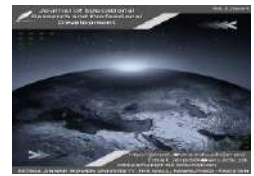
1. Current research recommended that the teachers had the same perception in both sectors so therefore to improve the behavior of teachers in the public sector, the government should change the teacher-student ratio in public sectors.
2. Schools administrator of both sectors provides good classrooms milieu to teachers and learners.
3. Teachers should use reinforcement and instructional materials to make teaching effective.

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