PERSONAL CHARACTERISTICS OF TEACHERS AND THEIR RELATION TO CLASSROOM MANAGEMENT STYLES

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ABSTRACT

Among all the factors that create the school environment and influence the creation of a favorable atmosphere for more healthy development and education of students, the role of teachers stands out as crucial. Classroom management can be seen as the next important factor that stimulates the learning and teaching process and as a tool to create an environment in which the educational process would take place smoothly and develop a healthy and positive relationship between students and between teachers and students. The main goal was to examine whether there is a connection between teachers' characteristics and the dominant classroom management style. The self-assessment teaching style inventory (Đigić, Stjoljković, Janjić, 2011), including an interactionist, intervening, and non-intervening management style was applied to a sample of 300 respondents, as well as a questionnaire on teachers' characteristics constructed for this research. The results confirmed the connection between the style that dominates the classroom management of teachers and certain personal characteristics, such as gender, desire to have their child in education, attendance at education and the reason for choosing a profession.

Keywords: teacher, classroom management style, teachers' personal characteristics

INTRODUCTION

The role that the teacher-student interaction has, both in academic achievement and in the construction of individual characteristics of the student's personality, has proven to be very significant. In a meta-analysis of more than 100 studies, Marcano [6] concludes that the quality of the teacher-student relationship is crucial for all aspects of classroom management. Namely, the analysis showed that teachers who have high-quality interaction with students have 31% fewer problems with discipline, compliance with rules and similar problems during the school year compared to teachers whose relationship with students is assessed as being of lower quality. It is important to mention that the essence of classroom management is not to control students and demand perfect behaviour. It is to support students in becoming independent during the learning process [3]. For teachers, discipline is not a goal that is sufficient and valuable. It is only a prerequisite for teaching and learning to achieve. In addition to discipline, i.e., a

satisfactory level of student behaviour control, when establishing a quality relationship with students, teachers should also achieve an appropriate level of cooperation with students and respect their basic needs. In addition to discipline, respectively a satisfactory level of student behaviour control, when establishing a quality relationship with students, teachers should also achieve an appropriate level of cooperation with students as well as respect students' basic needs.

Based on what is believed satisfactory and appropriate level of control and cooperation, teachers differ from each other according to the dominant classroom management style. According to the distribution of classroom management styles by Martin and Baldwin [5], the management style in which teachers show a high degree of control and slightly freedom of choice for students and who, in case of disobedience, resort to punishments is called intervening. The complete opposite is the non-interventionist style, which describes teachers who have a low degree of restriction and control, where children have freedom and unlimited choices, but without order. Between these two extremes is the interactionist style that tends to maintain the dignity of the teacher and respect the needs of the students. Students are given freedom of choice, but within limits that ensure respect for all. In previous research, this style has proven to be the most successful [1]. During teachers' college education, but also within professional development, not enough attention is paid to teacher training in the field of classroom management, consequently, the classroom management style that dominates teachers mostly depends on the personality and some other personal and social characteristics of the teacher.

Research on classroom management deals with different aspects of the teacher's actions, which purpose is to create an environment that is stimulating for learning, but also with the characteristics of the teacher's personality, competencies, beliefs and their relationship with the learning and teaching process [2].

RESEARCH METHODOLOGY

The goal of this research was to determine if there is a connection between some personal characteristics of teachers and the dominant style of classroom management. The sample included teachers working in primary schools in Bosnia and Herzegovina. The research was conducted on a random sample of 300 teachers in 2019.

Instruments

The Classroom Management Inventory, authored by Gordana Đigić and Snežana Stojiljković (2009), was used to examine classroom management styles. The theoretical basis of the developed Self-Assessment Inventory is the model of Martin & Boldvin, 1993, which distinguishes three styles of classroom management: intervening, interactional, and non-intervening. Within a non-

interventionist classroom management style, the teacher has minimal control because the approach is based on the belief that a person has their own needs that tend to express and accomplish them. Intervening classroom management style is based on the belief that the external environment (people and facilities) affects human development in a certain way, therefore that the teacher tends to achieve complete control. interactionist classroom management style is focused on what an individual does to change the environment, as well as how the environment affects the individual. In this case, control over the situation in the classroom is shared between teacher and students. The questionnaire formulates 30 description items for each of the three styles of classroom management. The descriptions of teachers' professional behaviour are related to 10 different teaching situations and three descriptions are formulated for each of these situations - one for each style. Reliability was determined by the Crombach alpha coefficient. The Crombach coefficient for the intervening style is $\alpha = .722$, for the interactionist $\alpha = .861$, and for the non-intervening $\alpha = .787$

A questionnaire on teachers' characteristics was constructed for this research.

RESULTS AND DISCUSSION

Determining the correlation of teachers' characteristics with classroom management styles, we included the main characteristics that directly concern the professional development of teachers.

To determine the correlation, we used the Spearman coefficient.

Based on the results (Table 1) teacher's *educational profile* shows a significant correlation with the interactional classroom management style. *The wish for one's child to work as a teacher* shows a statistically significant correlation with the interactionist and non-interventionist classroom management style. Results also showed a significant correlation between *attending professional training* and the interactionist, as well the non-interventionist classroom management style. There is also a significant correlation between *the reason for choosing a profession* and the interactionist classroom management style.

Table 1. *Correlations of personal characteristics with classroom management styles expressed by the Spearman coefficient*

			Intervening	Interactionist	Non-intervening
Spearman coefficient	Seniority	correlation coefficient	-.091	.009	.048
		Sig. (2-tailed)	.116	.880	.409
		Total	300	300	300
	Degree of education	correlation coefficient	.103	.067	.084
		Sig. (2-tailed)	.075	.245	.148
		Total	300	300	300
	Educational profile	correlation coefficient	-.087	.137*	-.103
		Sig. (2-tailed)	.134	.017	.075
		Total	300	300	300
	The class teacher	correlation coefficient	-.047	-.084	.088
		Sig. (2-tailed)	.417	.148	.130
		Total	300	300	300
	The wish for one's own child to work in education	correlation coefficient	-.007	-.150**	.144*
		Sig. (2-tailed)	.898	.009	.013
		Total	300	300	300
	Attending professional training	correlation coefficient	.068	-.140*	.193**
		Sig. (2-tailed)	.243	.016	.001
		Total	300	300	300
	Reason for choosing a profession	correlation coefficient	.026	-.138*	.055
		Sig. (2-tailed)	.655	.017	.338
		Total	300	300	300

Research has shown [4] that teachers who have just started to work put more effort into achieving cooperation with students and have an interactionist, while experienced teachers tend towards an intervening classroom management style. However, in this research, seniority did not prove to be statistically significant.

To determine the tendency of teachers with different educational profiles toward a certain classroom management style, we used the Kruskal-Wallis test.

Table 2. *The dominance of the classroom management style according to the teacher's educational profile (Kruskal-Wallis-ov test)*

Classroom Management Style	Educational profile	N	Average value of ranks
Intervening	Science	60	162.87
	Social science	67	153.08
	Art	4	196.00
	Faculty of Education	169	144.01
	Total	300	
Interactionist	Science	60	139.76
	Social science	67	130.90
	Art	4	165.00
	Faculty of Education	169	161.74
	Total	300	
Non-intervening	Science	60	159.18
	Social science	67	165.28
	Art	4	120.50
	Faculty of Education	169	142.27
	Total	300	

Table 3. *Test statistics (Kruskal-Wallis-ov test)*

	Intervening	Interactionist	Non-intervening
Kruskal-Wallis H	3.337	7.389	4.565
df	3	3	3
Asymp. Sig.	.343	.060	.207

Test statistics show (Table 2) that there is no statistically significant difference between teachers with different educational profiles concerning the dominant classroom management style. However, considering Spearman's correlation coefficient (Table 1), there is a statistically significant correlation between the educational profile and the interactionist classroom management style (rs=0.137, p=0.017) and the data on the average ranks of the Kruskal-Wallis test (Table 2), we could, with caution, conclude that teachers who graduated Faculty of Education are more inclined to an interactionist classroom management style compared to teachers who graduated science, who are inclined to intervening, and social sciences, who are more inclined to a non-interventionist classroom management style.

Results of Mann Whitney U test (tables 4 and 5) show that teachers who expressed the wish for their one's child to work as a teacher are more inclined to an interactionist classroom management style, while teachers who said that they

would not want their child to work as a teacher are more inclined to a non-interventionist classroom management style.

Table 4. *The dominance of the classroom management style according to the wish for one's own child to work as a teacher (Mann Whitney U test)*

Classroom Management Style	Your own child in as a teacher	N	Average value of ranks
Intervening	Yes	132	151.23
	No	168	149.93
	Total	300	
Interactionist	Yes	132	165.09
	No	168	139.04
	Total	300	
Non-intervening	Yes	132	136.45
	No	168	161.54
	Total	300	

Table 5. *Test statistics (Mann Whitney U test)*

	Yes, always	Interactionist	Non-intervening
Mann-Whitney U	Sometimes	9162.000	9234.000
Wilcoxon W	Total	23358.000	18012.000
Z	-.129	-2.600	-2.490
Asymp. Sig. (2-tailed)	.897	.009	.013

Results of the Mann-Whitney U test (tables 6 and 7) lead us to the conclusion that the interactionist style dominates among teachers who always attend professional training, while the non-interventionist style dominates among teachers who declared that they sometimes attend professional training.

Table 6. *Dominance of the classroom management style according to the frequency of attendance at professional trainings (Mann Whitney U test)*

Classroom Management Style	Attending professional training	N	Average value of ranks
Intervening	Yes, always	209	146.65
	Sometimes	91	159.35
	Total	300	
Interactionist	Yes, always	209	158.42
	Sometimes	91	132.31
	Total	300	
Non-intervening	Yes, always	209	139.47
	Sometimes	91	175.82
	Total	300	

Table 7. *Test statistics (Mann Whitney U test)*

	Intervening	Interactionist	Non-intervening
Mann-Whitney U	8704.000	7854.000	7205.000
Wilcoxon W	30649.000	12040.000	29150.000
Z	-1.168	-2.413	-3.343
Asymp. Sig. (2-tailed)	.243	.016	.001

Results of test statistics (Table 9), show there is no statistically significant difference between teachers who, for various reasons, choose their profession in relation to the dominant classroom management style.

Table 8. *The dominance of the classroom management style according to the reason for choosing the profession of teacher (Kruskal-Wallis-ov test)*

Classroom Management Style	Reason for choosing a profession	N	Average value of ranks
Intervening	I love the teaching profession.	238	149.30
	I wanted this faculty, but I had no intention of working in education.	28	157.07
	I wanted to study at another faculty, but I did not have the conditions to enter the desired faculty.	32	153.66
	Something else…	2	151.00
	Total	300	
Interactionist	I love the teaching profession.	238	156.64
	I wanted this faculty, but I had no intention of working in education.	28	125.39
	I wanted to study at another faculty, but I did not have the conditions to enter the desired faculty.	32	127.02
	Something else…	2	147.00
	Total	300	
Non-intervening	I love the teaching profession.	238	147.94
	I wanted this faculty, but I had no intention of working in education.	28	166.29
	I wanted to study at another faculty, but I did not have the conditions to enter the desired faculty.	32	152.47
	Something else…	2	203.00
	Total	300	

Table 9. *Test statistics (Kruskal-Wallis-ov test)*

	Intervening	Interactionist	Non-intervening
Kruskal-Wallis H	.250	5.968	1.891
df	3	3	3
Asymp. Sig.	.969	.113	.595

However, based on results of Spearman's correlation coefficient (Table 1), shows there is a statistically significant correlation between the reasons for choosing a profession of teacher and the interactionist classroom management style (r_s=-0.138, p=0.017) and the results on the average ranks of Kruskal -Wallis test (Table 8), we could, with a certain caution, conclude that teachers who engage in this profession out of love for it have a greater tendency per the interactionist style, than the teachers who have stated some another reason why they engage in the teaching profession.

The results of this research showed that teachers who graduated from the Faculty of Education are more inclined to interactionist classroom management style. Similar results have been shown in Đigić's [1] research. She concluded, and we agree, that the preference for the interactionist classroom management style among the teachers who graduated Faculty of Education is an effect of the curriculum at the Faculty of Education in which the pedagogic-psychological-methodical group of subjects is significantly more represented.

The wish for their one's child to work as a teacher is observed as a certain degree of job satisfaction, whereas teachers who would like their child to pursue a similar profession would have a higher degree of job satisfaction. In her research, Šimić Šašić [7] concludes that dissatisfaction with the teaching job is one of the significant predictors of a negative attitude toward teaching. A negative attitude toward teaching could lead to a certain degree of indifference of teachers to the results they will achieve in their work, as well as an indifferent attitude toward students. So, we conclude that job dissatisfaction among teachers could explain the dominance of the non-intervening classroom management style. The results of the research that show the correlation between professional training attendance and classroom management style refer to the importance of lifelong learning in the teaching profession and its contribution to the dominance of the most effective, interactionist classroom management style. In addition to the direct benefit from educators, constant attendance at professional training includes meeting colleagues and sharing experiences, which can certainly contribute to greater efficiency at work for teachers.

CONCLUSIONS

Based on the results of the research, we conclude that the intervening style dominates among teachers who graduated from faculties in the field of natural sciences and teachers who declared that they did not want to work in education upon graduation. The interactionist style, as the most effective, is dominant

among teachers who have graduated from the teaching faculty, then among teachers who have expressed the desire for their child to work in education, who always attend training and who have declared that the reason why they are in the teaching profession is their love for the same. The non-interning style dominates among teachers who graduated in social sciences, who would not want their child to work in education and who declared that they sometimes attend education.

We conclude that teachers who graduated from non-teaching faculties would benefit from additional education in strengthening the abilities that affect effective classroom management. The influence of education on the dominance of classroom management style was observed, which leads to the conclusion that classroom management should not be left to chance and should rely on the characteristics of the teacher's personality. Instead, it is necessary, using the research results, to systematically influence the building of teacher competencies necessary for effective classroom management. Observing the desire for one's child to work in education as one of the indicators of job satisfaction, we opened the question for further research in the field of classroom management so that the analysis of the problem could be done from a multidimensional perspective.

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